

PERSONNEL MEASUREMENT RESEARCH
AND DEVELOPMENT CENTER

STANDARDS DIVISION
Bureau of Policies and Standards
United States Civil Service Commission

RELATION OF D. C. POLICE ENTRANCE TEST SCORES
TO
RECRUIT SCHOOL PERFORMANCE AND JOB PERFORMANCES
OF
WHITE AND NEGRO POLICEMEN

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Police Department Recruit School

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Highlights of Findings

1. Scores on Test 21 (40 and above) show a reasonably high relationship to performance in Recruit School for both the white and Negro appointees. (Table 1)
2. For white officers, performance in Recruit School has a positive but low relationship to job performance. This relationship does not hold for the Negro officers. (Table 4)
3. For the white officers, scores on Test 21 (40 and above) have a positive but low relationship to job performances as measured by supervisory ratings, negative behavior incidents or evidences of positive performance. For the Negro officers, Test 21 (40 and above) does not predict differences in on-the-job performance. (Tables 5, 6 and 7)
4. Practically no white officers receive less than an "effective and competent" job performance rating. This percentage is higher for the Negro group. (Tables 2 and 3)

5. The Negro group has a lower separation rate than the white group. (Table 2)
6. For all appointees, failure to complete Recruit School is, for all practical purposes, non-existent.

Possible Actions Suggested by the Study Results

1. *Test Content*

So long as all new appointees must go through recruit school which is largely academic in nature, some type of verbal test seems necessary. The present test has relatively high validity for this purpose. There is no reason to believe that replacing the present content with other verbal test questions would improve the validity. However, since Test 21 is a widely used verbal test, it is being reviewed to insure that the item types continue to be appropriate for the various uses of this test.

2. *Test Scoring Standards*

Since all selectees at the current standard on Test 21 of 40 correct complete Recruit School, the Department would run only a small risk by accepting applicants in a modest range of scores below 40. By setting a standard of 35 right, an additional 15% of applicants would be eligible. This standard would still represent the reading level of at least the eleventh grade. In terms of Recruit School, this additional group would be expected to do less well but still good enough to complete the training. At scores below 35, there would be a probably excessive proportion of recruits who would find it difficult to master the training.

If the test standard is lowered to add more recruits, the Department should anticipate increased difficulty in carrying out their policy of getting every recruit through the Recruit School. It might well reexamine

this policy and also its use of the probationary period as an effective means for dropping officers who should not be carried into the permanent force.

I. *Purpose of Study*

At present, to be eligible for recruitment by the Metropolitan Police Department, applicants

- a) must be at least 21 years old but less than 30, as of the day of appointment;
- b) must be at least 5'8" tall and weigh 140 pounds;
- c) must have eyesight no worse than 20/40 correctable to 20/20; and
- d) must have a high school education, pass an equivalency test or have worked for a year or more in the police department of a large city.

They must also

- a) pass *a written test*;
- b) be evaluated by a psychiatrist; and
- c) undergo a character investigation.

This report is concerned with evaluating the effectiveness of the written test as a part of the selection process. The test referred to (Test 21) is an 80-question verbal test used for selection to positions where no higher ability is required than is represented by High School graduation. Forty correct answers are required for passing.

II. *Sample and Data Available for Study*

For 361 policemen appointed to the D. C. force in the calendar year 1963 and carried through to June 1967, the Police Department from official records furnished the following items of information:

1. Race
2. Score on Test 21
3. Recruit School Exams Failed
4. Recruit School Final Average
5. Commendations
6. Trial Board or Formal Actions
7. Job Performance Rating (usual rating of subordinate by his supervisor)
8. Positions of Responsibility
9. Separations and Reasons

The two major criteria in the data for evaluating the test are 4) Recruit School Final Average, and 7) Job Performance Rating. In addition, clues to performance are provided by the information dealing with "resignations with prejudice," disciplinary actions, commendations and appointments to positions of responsibility.

III. *Relation of Scores on Entrance Test (T. 21) to Recruit School Final Average*

Sometime within his first year, the policeman is assigned to Recruit School for twelve weeks. Eight subject matter areas are covered in the training. Each of the subjects is tested and 75% right is required in each subject. The Recruit School Final Average is simply the average of these eight percentages on the tests. *There are for all practical purposes no failures in Recruit School. Officers who are doing poorly on a particular area are given help and allowed to repeat the test.*

Prediction of Training School success is a primary function of the entrance test. For analysis of test scores, a Recruit School Average of 85% was designated as "good" performance. Table 1 relates, by race, scores on Test 21

to the percentage of the group whose Recruit School Average was 85% or higher.

TABLE 1

Scores on Test 21 Related to Recruit School Average by Race										
A	B	C	D	E	F	G	H	I	J	K
	White					Negro				
	Recruit School Ave.				Recruit School Ave.					
	Number		Per- cent		No R.S.	Number		Per- cent		No R.S.
Test 21	In School	85% & Up	85% & Up	Ave.	Total	In School	85% & Up	85% & Up	Ave.	Total
61+	83	76	92%	10	93	9	7	78%	1	10
52-60	86	69	80	9	95	23	16	70	4	27
40-51	73	46	63	13	86	39	21	54	4	43
No T. 21 Score	1	—	—	5	6	1	1	—		1
Total	243	191	79%	37	280	72	45	63%	9	81

The data in Cols. "D" and "I" show a positive relationship between scores on T. 21 and performance in Recruit School for both the white and Negro groups. The higher the score on T. 21 the more likely the trainee will have a Recruit School Average of 85% or higher. (The correlation is .46 for whites and .39 for Negroes.¹ These values are increased to .65 and .53 respectively when corrected for restriction in range.)

This finding supports the conclusion that T. 21 is effective in selecting trainees who can learn the material that is taught at the Recruit School. There is apparently a difference in the degree of success in Recruit School between the white and Negro trainees—the white group doing

¹ The correlations for an additional sample of men who recently completed this training were .53 (N=89) for the white recruits and .32 (N=48) for the Negro recruits.

somewhat better than the Negro group. However there is no basis in these data to explain this difference.

IV. *Relation of Recruit School Average to Job Performance Rating*

The performance rating represents the last rating that appears in the policeman's official folder. It represents a summary rating over some nine individual rating items. The ratings range from "+4—outstanding" to "-4—unsatisfactory" with 0 representing "effective or competent" performance.

The distribution of the assigned ratings is shown in Table 2. Table 3 summarizes the totals shown in Cols. "E" and "I" of Table 2.

TABLE 2
Distribution of Performance Ratings by Current Employed Status

Performance Rating	A	B	C	D	E	F	G	H	I
	White					Negro			
	Resigned					Resigned			
	Still Empl.	Vol.	Prej.	Total	Still Empl.	Vol.	Prej.	Total	
+4	1				1				
+3	12				12	3			3
+2	29	3			32	8	1		9
+1	51	19	2		72	14		1	15
0	67	48	6		121	28	7	1	36
-1	1	1	2		4	3		2	5
-2			1		1			3	3
-3								1	1
-4									
Total	161	71	11		243	56	8	8	72
No Rating	2	27	7		36	1		8	9
Grand Total	163	98	18		279*	57	8	16	81

* Does not include 1 man killed in action.

TABLE 3

Distribution of Ratings (Summary of Cols. E & I Table 2)

Ratings	White		Negro	
	N	%	N	%
Above Average (+1 to +4) (Effective and Competent)	117	43	27	37.5
(0)	121	50	36	50
Below Average (-1 to -4)	5	2	9	12.5
Subtotal	243	100%	72	100%
No Rating	37	—	9	—
Total	280		81	

The white group tends to be rated higher than the Negro group. Whether this represents real differences in performance or whether different rating standards have been applied to the two groups cannot be determined from these data.

The difference in the voluntary separation rates (leaving *without* prejudice) of the two groups is striking. After approximately four years, 35% of the white group left without prejudice as compared to 10% for the Negro group. The overall separation rate is 42% for the white group and 30% for the Negro.

Table 4 presents the relationship between Recruit School Average and the Performance Rating. Does high performance in Recruit School predict high performance on the job?

TABLE 4

Recruit School Average Compared to Job Performance Rating

Recruit School Average	White			Negro		
	N	Performance Rating		N	Performance Rating	
		Number Above Ave. (+1 to +4)	Percent "Above Ave."		Number Above Ave. (+1 to +4)	Percent "Above Ave."
85% or higher	191	98	51	45	16	36
84% or lower	52	19	37	27	11	41
Subtotal	243	117	48%	72	27	38%
No Sch. Rating	37	—		9		
Total	280			81		

For white officers, those who had a Recruit School Average of 85% or higher were more likely to be rated "above average" on the job (51%) than their colleagues whose school average was below 85% (37%).

For the Negro officers this is not the case. In fact the trend is slightly in the opposite direction, but the number of cases is too small to conclude that there is a significant relationship between school and job performance.

V. *Relation of Entrance Test Scores to Job Performance Rating*

While the primary emphasis of the entrance test must be to select persons who can absorb the training at Recruit School, does it appear to have value in identifying those who will also do well on the job? Table 5 compares scores on Test 21 and performance rating.

TABLE 5

Test 21 Scores Compared to Job Performance Rating

Test 21 Score	White		Negro	
	N	Percent Rated "Above Ave."	N	Percent Rated "Above Ave."
61+	83	57%	9	37%
52-60	86	52%	23	
40-51	73	33%	39	
No T. 21 Score	1	—	1	—
Subtotal	243	48%	72	38%
No Rating	37		9	
Total	280		81	

Test 21 apparently behaves like the Recruit School Average in predicting on-the-job rating. For the white officer, the higher his score on Test 21, the more likely he is to receive an "above average" performance rating. For the Negro officer, test score appears to be unrelated to performance rating.

The relations of combinations of test score and school average to performance were also examined. This showed again that for whites, there is a positive relation, but that for Negroes, the performance rating was not related to test and school scores combined, any more strongly than to these measures one at a time.

VI. *Relation of Entrance Test Scores to Other Performance*

How are the test scores related to *poor incidents of performance*, i.e., any one of the following: a "below average" performance rating, "resigning with prejudice," or trial board or other formal disciplinary action? Fourteen percent of the white officers and 45% of the Negro officers

had at least one of these three in his record. This record is related to Test 21 scores in Table 6.

TABLE 6

Test 21 Scores Related to Negative Performance Incidents

Test 21	White			Negro		
	N	Number With Neg. Incident	Percent With Neg. Incident	N	Number With Neg. Incident	Percent With Neg. Incident
52 & up	169	17	10%	30	17	57%
40-51	73	16	22%	41	15	37%
No T. 21	1			1		
Subtotal	243	33	14%	72	32	45%
No Rating	37	—	—	9	—	—
Total	280			81		

For the whites, high scorers on Test 21 have relatively fewer negative incidents in their record. For the Negroes the difference is in the opposite direction; the most obvious finding, however, is the great disparity in the proportions of whites and Negroes who have had negative incidents.

Evidences of positive job performance are having received a commendation or been appointed to a position of responsibility. Comparable proportions of the white group (27%) and of the Negro group (30%) received either one or both. Table 7 compares scores on Test 21 with this measure of "positive performance."

TABLE 7

Test 21 Scores Related to Positive Performance Incidents

Test 21	White		Negro	
	N	Percent with "Positive Incid."	N	Percent with "Positive Incid."
52 & up	169	31%	30	30%
40-51	73	18	41	29
Subtotal	242	27%	71	30%
No Score or Rating	38		10	
Total	280		81	

Here again the test scores appear to distinguish among the white group in terms of positive behavior on the job but do not distinguish among the Negroes.

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RECRUIT
TRAINING CURRICULUM

[EMBLEM]

Presented by
the
TRAINING DIVISION
METROPOLITAN POLICE DEPARTMENT

ORDER OF CURRICULUM

Total Instructional Hours

Breakdown of Hours by Sections

Metropolitan Police Department Training Division
(Introduction)

Police Operations Section

Laws and Documents Section

Physical Training Section

Fire-Arms Training Section

Vehicle Skills Section

TOTAL INSTRUCTIONAL HOURS

The Metropolitan Police Department Training Division, Recruit Training is attended by all recruit officers for seventeen weeks.

Thirteen weeks of instructions is based on a 35 hour work week since 1 hour each day is allotted for lunch.

The recruit receives one 40 hour work week each of Firearms Training and Vehicle Skills Training. Approximately mid-way through his total training experience the recruit spends two 40 hour work weeks in *On-the-Job-Training*.

Therefore, the recruit officer is exposed to a total of 608 hours of police service instruction.

Recruit Training is achieved by five sections designed to ensure total in-depth coverage needed to provide superior police personnel.

- 1) Police Operations Section
- 2) Laws and Documents Section
- 3) Physical Training Section
- 4) Firearms Training Section
- 5) Vehicle Skills Section

The recruit program is intended to present the fundamentals of modern police work and the general knowledge necessary to make the recruit a competent, professional performer at the level of patrolman or officer.

This program is designed to provide the new member of the Department with the knowledge and techniques necessary for effective and well disciplined police service, coupled with the development of proper professional attitude and individual responsibility.

BREAKDOWN OF HOURS BY SECTIONS

Police Operations Section	321
Laws & Documents Section	149
Physical Training Section	63
Firearms Training Section	40
Vehicle Skills Section	35

METROPOLITAN POLICE DEPARTMENT
TRAINING DIVISION

INTRODUCTION

The Training Division now resides at both the U. S. Naval Annex in Anacostia and the new Police Academy located at 4665 Blue Plains Drive, S. W.

The bulk of the activities of the Training Division is directed toward the training of the recruit officer.

However, the Training Division also conducts training sessions in Crime Scene Search, Narcotics Identification, Fingerprint and Photographing, In-Service, First-Line Supervision (Sergeants School), Mid-Management (Lieutenant's School) Investigator Training and In-Service Driver Training and Motor Scooter Training. Clearly, an officer who graduates from Recruit Training only commences his police education with the Metropolitan Police Department.

POLICE OPERATIONS SECTION

The Police Operations Section instructs or presents a total of 321 hours. The major subjects this section covers include: The Police Manual, Report Writing, Court Procedures and Emerging Role. The section is also responsible for a two hour Orientation and Critique of the total 80 hours of recruit involvement in *On-the-Job-Training* (O.J.T.). The goal of the O.J.T. portion of the recruit's training is to provide the recruit with an opportunity to gain a better and more realistic concept of the police task and police objectives. In this program, he experiences the practical application and association of classroom taught material with live field situations.

Upon his return from this assignment, each recruit is required to complete a critique sheet evaluating his

O.J.T. experience. This critique is submitted anonymously and refers only to general comment that is directed neither to individual officers in the field nor to individual districts or other areas of assignment. Through review of these critiques, the Training Division can discover needs for training in specific areas not previously covered or strengthen those areas of training which appear deficient. Through this method, the overall efficiency and effectiveness of our department may be improved measurably.

LAWS AND DOCUMENTS SECTION

The Laws and Documents Section presents 149 hours of instruction on all subjects pertaining to law and law related subjects pertinent to the function of this department. This section also provides instruction in departmental policies published in written directives. As a service to other units of the Training Division, this unit also prepares and circulates to the staff briefs of current D.C. court cases germane to the current programs of instruction in the recruit curriculum.

The Metropolitan Police Department firmly believes superior police service can be achieved when the individual officer knows the law and is thereby equipped with the ability to enforce it from a solid base of understanding.

PHYSICAL TRAINING SECTION

The Physical Training Section spreads their 63 hours of instruction, demonstration and exercises evenly over the entire seventeen weeks of recruit training. In the first hour of instruction the recruits are informed of the demeanor and discipline as well as the equipment they are to bring to the program. The remainder of the program is based on two hour blocks. For the first hour recruits participate in basic conditioning exercises. The next hour is spent in non-contact instruction in self-defense. Basic

water survival is also covered. Finally each recruit is required to pass a basic physical ability test.

FIRE-ARMS TRAINING SECTION

Fire-Arms instruction consists of general weapons familiarization through actual firing of such common police weapons as the shotgun, rifle, and service revolver. The recruit receives complete instruction in nomenclature and operation of his service revolver. He is also instructed in maintenance, security safety, routine loading and emergency line-of-duty use of the weapon.

Recruits are required to shoot for score before they are issued their service revolvers. Responsibility and caution are stressed throughout the 40 hours of in-depth training.

VEHICLE SKILLS TRAINING

A total of 35 hours of instruction is devoted to vehicle skills for recruit officers. The recruits become familiar with emergency vehicle operation. The awesome responsibility and need for safety and care is stressed. The foundation of the Driver Training in Vehicle Skills is defensiveness. Finally the recruit receives intensive training in patrol and patrol procedures.

Hourly instruction by its very nature tends to be fragmentary. However, the Training Division is able to maintain continuity by assigning experienced Sergeant/Instructors and Officer/Instructors as direct supervisors. These instructors bind the training of the recruits into a solid foundation that each individual officer can rely on for his entire police career. Recruit officers like their brother patrol officers stand roll call, inspection, make reports, file statements and when needed work overtime and special details. The training provided in this manner and through the class sergeant and class officer although not a separate section of recruit training is invaluable.

November 1971

METROPOLITAN POLICE DEPARTMENT
TRAINING DIVISION

POLICE OPERATIONS SECTION

The Police Operations Section instructs a total of 56 subjects and is responsible for 321 hours of classroom and non-classroom presentation.

The Operations Syllabus has been broken down into two Units:

I. Rule and Procedures

II. Behavioral Science

The overall and general outline as follows provides an in depth view of the scope and complexities of the many and varied subjects covered in Police Operations Section.

METROPOLITAN POLICE DEPARTMENT
TRAINING DIVISION

CURRICULUM

DIVISION I

Police Operations
(321 Hours)

C O N T E N T S

<u>Series</u>	<u>Hours</u>	<u>Title</u>
I	1	Notebook Instruction
I	1	Police Clinic
I	4	Property
I	2	Public Space
I	18	Police Manual
I	1	Traffic Accident Policy
I	1	Barricaded Criminals
I	1	Traffic Direction
I	1	K-9 Corps
I	1	Driving While Under Influence
I	2	Armed Forces Police
I	1	N.C.I.C. and W.A.L.E.S.
I	7	Recognition and Preservation of Evidence
I	2	Mass Arrests
I	2	Station House and Switchboard
I	5	Auto and Footman Radio

<u>Series</u>	<u>Hours</u>	<u>Title</u>
I	42	Report Writing and Report Writing Review
I	27	Court Procedures
I	1	Use of Service Revolver
I	2	Manual Review
I	2	Court Procedures Review
I	2	Hospitalization of Persons
I	5	Stop and Approach
I	1	Organization of City Government
I	4	City Geography
I	2	Critique of On-the-Job-Training
I	1	Film-Police Image
I	27	Information From Supportive Units
II	3	Community Relations
II	7	The Juvenile Offender
II	21	Emerging Role
II	6	Mental Observation and Field Trip
II	2	Interviews and Interrogations
II	1	Rules for Officers
II	1	Code of Conduct
II	1	Courtesy
II	3	Ethics in Law Enforcement
II	3	Introduction to Police Functions and Duties
II	6	Family Crises and Interventions
II	82	On-The-Job-Training

METROPOLITAN POLICE DEPARTMENT
TRAINING DIVISION

SYLLABUS

POLICE OPERATIONS SECTION

*** CONTENTS ***

I. RULES AND PROCEDURES UNIT	134 Hours
(Purpose and Objectives)	35
	<hr/>
	179
II. BEHAVIORAL SCIENCE UNIT	60 Hours
(Purpose and Objectives)	82
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	142
 TOTAL	 321 Hours

NOVEMBER, 1971

I. RULES AND PROCEDURES UNIT—177 Hours Total

Purpose: Ensure a reasonable level of comprehension of Departmental rules and procedures; i.e., uniform, Manual, General Orders, Memorandums, etc.

Objective: Quote general Departmental rules and procedures in their own words and be able to locate the more specific rules and procedures.

<u>HOURS</u>	<u>COURSES</u>
1	<i>Notebook Instruction</i> To Teach the student correct notebook preparation and relate importance of keeping notes.
1	<i>Police Clinic</i>
4	<i>Property</i> Instructions relating to procedures in recording, handling and disposition of various types of property coming into custody of Metropolitan Police Department.
1st	Handling prisoners' property; Use of P. D. 82 (Property Book)
2nd	Handling proceeds of crime; Abandoned property; Found property; Property of deceased persons; and Property Releases.
3rd	Property of sick persons or those under Mental Observation; Handling baggage checks; Death in a Hotel; Fire and disaster scenes; Impounded vehicles and bicycles.
4th	Prepare Form P. D. 81.

<u>HOURS</u>	<u>COURSES</u>
2	<i>Public Space</i> Officers' responsibilities in circumstances where District of Columbia might be involved in civil suits; reporting hazardous conditions; notification of Corporation Counsel of dangerous conditions on private property and damage to certain District of Columbia property.
18	<i>Police Manual</i> Rules and regulations of the Metropolitan Police Department of District of Columbia.
1st	Origin of the Metropolitan Police Department authorization and set up by Congress.
2nd	Continuation of Acts of Congress and Responsibilities of Police.
3rd	Instruction on General Police Work and Use of Service Revolver.
4th	Obligations and Duties of General Police Work; Police Appearance and other requirements.
5th	Procedures on finding dead body.
6th	General duties; Courtsey; Instructions on Saluting.
7th	Further instructions on Saluting; Uniforms and equipment.
8th	Proper dress; maintenance of equipment; Leaves of Absence; Handling Prisoners.
9th	Court procedures; Court appearances; Collateral and bond procedures.
10th	Duties on Street Patrol.

<u>HOURS</u>	<u>COURSES</u>
11th	Duties and Responsibilities of Station Clerk; The Patrol Signal System (PSS).
12th	MPDC Communications and Records Bureau; Operation of Radio Equipment and Scout Cars.
13th	Functions of Civil Disturbance Unit; Requirements of Special Policemen.
14th	General Principles of Law; Police Clinic; Medical Retirement.
15th	General Rules; Disciplinary Procedures; Trial Board Procedures.
16th	Review
17th	Written Examination
18th	Critique
1	<i>Traffic Accident Policy</i>
1	<i>Barricaded Criminals</i> Police procedures for apprehending barricaded criminals or deranged persons.
1	<i>Traffic Direction</i>
1	<i>K-9 Corps—Availability and Use</i>
1	<i>Driving While Under Influence</i> Policy and procedures for handling intoxicated persons. Proper preparation of cases is emphasized.
2	<i>Armed Forces Police</i> Arrests of service personnel, service of warrants, subpoenas, etc., on service personnel, police witnesses at military courts. Guest speaker from Armed Forces Police.

<u>HOURS</u>	<u>COURSES</u>
1	<i>NCIC and WALES</i> (National Crime Information Center and Washington Area Law Enforcement System) Brief introduction to the availability of information.
7	<i>Recognition and Preservation of Evidence</i> Includes guest speaker from MPDC I.D. Bureau on recognition, collection and processing of physical evidence at scene of crime.
2	<i>Mass Arrests</i> Procedures for handling prisoners and property during civil disturbances, operation of the Emergency Property Receiving Office, Booking Units and Prisoner Control Centers during civil disturbances and other emergency situations. Procedures to be used in making mass arrests at civil disturbances and non-violent demonstrations. Use of Field Arrest Book, PD-759.
1st	Procedures for handling prisoners & Property during civil disturbances, operation of the Emergency Property Receiving Office, Booking Units, and Prisoner Control Centers during civil disturbances and other emergency situations.
2nd	Outline procedures to be used in making mass arrests at civil disturbances and non-violent demonstrations. Use of Field arrest book, P.D. Form 759.
2	<i>Station House and Switchboard</i> Acquaint officers with station house duties; i.e. station clerk, patrol signal system man and use of patrol signal system and call box.

<u>HOURS</u>	<u>COURSES</u>
5	<i>Auto and Footman Radio</i> Using general broadcasts, flash lookouts, Form P.D. 106, procedure for use of road blocks, use of emergency warning devices, responding to Signal 10-33.
1st & 2nd	Practical Experience
3rd	Lecture
4th & 5th	Guest Speaker from Police Radio Shop
42	<i>Report Writing and Report Writing Review</i> Group participation in preparation of reports, lectures and individual critiques of reports submitted, spelling and sentence structure.
1st & 2nd	Introduction to writing an effective report (Film)
3rd & 4th	Organization of the narrative of a police report.
5th	Police jargon
6th	Sentence faults
7th	Spelling (a) Word meaning (b) Use
8th	Skill Drills (a) Weekly tests (b) Homework assignments
9th	Introduction: All Police Department Forms, stressing P.D. Forms handled by the Uniform Force Patrol Division.

<u>HOURS</u>	<u>COURSES</u>
10th	<p>Continuation of Hour Nine with</p> <p>A. Descriptions of Persons</p> <ol style="list-style-type: none"> 1. Basic look-out information, methods in obtaining look-outs. Explanation of P.D. 106, FLASH LOOK-OUT FORM. 2. Property Descriptions. Correct correlation of facts pertaining to the listing of property: Serial number, Model numbers, color and any other relevant marks and values of property stolen, found, impounded, etc. 3. Narrative formulas are to give the student officer a basic procedural format for constructing a concise, logical narrative with neatness instilled in the recruit officer.
11th	<p>P. D. Form 253 departmental form to record incidents where an official record is needed and makes a permanent record of police action taken.</p> <p>P. D. 253: An incident report used to make an official police action record in conjunction with required Departmental Orders pertaining to "Sick Persons to the Hospital," emphasis on G. O. 6-6A, 1962, "Sick Person to the Detoxification Center," G. O. 3, 1965, "Sick Person (M.O.) Mental Observation to the Hospital." In addition the "Injured Person to the Hospital," report following the basic format aligned with the above mentioned reports.</p>

HOURS	COURSES
12th	P. D. 253: Incident Report to record animal bites giving all interested agencies the basic information needed to safeguard the public's health. The correct report titles are: "Dog Bite, "Rat Bite", "Snake Bite," etc. Whenever possible, the biting animal's owner is to be served with a P. D. 48, Impounding Notice of the animal, copies of which are forwarded to the Health Department in conjunction, any violation on the owner's part, to be served with a P. D. 61-D, Municipal Violation Notice, the specified violation to be stated on same.
13th & 14th	P. D. 253: Incident Report dealing with natural deaths. The correct title heading in Item 8 is, "Natural Death Report," and the primary objective in this two hour block of instruction is to make the recruit officer aware of the subject's cause of demise or any implications of prior medical treatment, (Doctor's name, prescriptions, recent injuries, Symptoms, Signs of Illness). The second hour should relate the proper procedures in handling deceased persons property as provided and set forth by General Order 10, 1958, Series A through I.
15th	P. D. 253: Incident Report related to "Lost Property" report and "Found Property" reports. General Order 10-A through I, Series 1958, applies to the procedures instituted in handling said property. Special notice given to the narrative regarding the P. D. 82, Property Book number and page number, in addition to the P. D. 82-A, Field Receipt Form.

<u>HOURS</u>	<u>COURSES</u>
16-A	P. D. 81: Property Return Form is a pre-assembled four copy form used to record all property taken into custody by the MPDC. Examples to be covered in class will be "Found," "Abandoned," "Impounded," and "Evidence," or "Suspected Proceeds of Crime." The latter two titled types of property to be typed in <i>Red Ink</i> . Particular emphasis to be given this report as an In-Station Report to be typed always. Explanation of the P. D. 82, Property (Large book used to record descriptions of property, brief statement of how property was acquired.) The P. D. 81-A (Short form used to release property that is releasable at the District level, such as the return of vehicles, or impounded property. The P. D. 81-A may be hand printed or typed.
16-B	Five minutes to be devoted to relate the upcoming hours of instruction pertaining to the P. D. 172, Vehicle Report. Circumstances of Stolen Auto's recovered, "Impounded," "Abandoned,"
17th	P. D. 172: "Vehicle Report." This hour is devoted to the handling of various vehicle situations and proper formats for record purposes. Relationships pointed out, relating to Hour 16-A.
18th	P.D. 251: "Offense Report". The P.D. 251 is used to record all criminal incidents. This hour is to familiarize the student officer with the Offense Report, an introduction to the P.D. 252, Witness Statement, the P.D. 255, Arrest Report, and the P.D. 163, Com-

<u>HOURS</u>	<u>COURSES</u>
18th (cont.)	bination Line-Up, Prosecution Report. All of the previous reports mentioned will include basic background information relating to a Robbery Hold-Up (Gun) case.
19th	P.D. 252: A simple concise form with a three way purpose. The one hour block of instruction will point out the proper formats and techniques to be used in, (a) "Witness Statement", (b) "Follow-Up Investigation Reports" and (c) "Supplemental Information Reports".
20th	P.D. 255: "Arrest Report". A standard form used whenever an arrest is made. The hour's indoctrination to the P.D. 255, stresses single charges and multiple charges, basic background as to the Station Clerk's responsibilities in handling, processing the P.D. 255.
21st	P.D. 163: Prosecution Report—Line-Up Fact Sheet. This report form is introduced as to the student recruit officer with emphasis on the necessary procedures using correct ? ? ? ? ? ? Corporation Counsel and Assistant U.S. Attorney in prosecuting all cases.
22nd	P.D. 251: Street Robbery. Differential street robberies broken down into three basic categories, (a) Robbery Yoke, (b) Pocketbook Snatch and (c) Robbery Force and Violation. All classifications will be explained to the recruit officer regarding report titles and how to distinguish between them.

<u>HOURS</u>	<u>COURSES</u>
23rd	P.D. 251: "Petit Larceny" report and "Burglary II" reports. The latter will be devoted to a private residence. The one hour block of instruction is elementary format requirements.
24th	P. D. 251: "Grand Larceny: report and "Burglary II, report of a business establishment. Repetition of hour 23 with outstanding points to be defined regarding Petit Larceny and Grand Larceny. The difference between B-II, Private Home and B-II of a store with heavy emphasis on narrative construction.
25th, 26th, 27th, 28th, 29th, 30th, & 31st	A seven-hour practical problem geared to a life-like situation utilizing as many of previous report forms as possible. Suggested situation for evaluation of skills obtained by the student officer is a Robbery Hold-Up (Gun), the final hour is used to evaluate and critique the problems for possible improvement and to aid realness.
32nd & 33rd	P. D. 251: Criminal Assault Report (Rape). A two-hour practical problem utilizing prior 251 offense report formats. General Order 6, 1969, Crime Scene Protection, with guidelines paralleling sex offenses, and crime scene procedures.
34th	P. D. 251: Offense Report, utilization of procedures of initial "Simple Assault" reports and the various aspects in "Assault Deadly Weapon" reports, the latter commonly referred to as an "ADW" report. Intensified instruction will be given the officers as to the wide area of weapons used to commit assaults with.

<u>HOURS</u>	<u>COURSES</u>
35th	P. D. 253: Incident Report. The hour block of instruction will cover basic need-to-know procedures regarding "Alcohol Beverage Control" Violation Reports.
36th & 37th	P. D. 257: "Missing Person" report, is a standard department form. The two hour block of instruction will involve a practical problem dealing with a missing mentally ill child. The student officer will become familiar with General Order 8, and 8-A, 1971, in addition to routine follow up cancellation.
38th & 39th	P.D. 10 and 10-A, "Accident Report", Accident with Injury report". The first hour instruction will cover a signal 10-50 and signal 10-50EYE Injury definition of the former and latter accidents. The second hour is devoted to parking tickets, moving violations tickets, reciprocity form and warning tickets.
40th	A one hour block of instruction relating to the basic formats of proper Departmental letter writing.
41st & 42nd	Critique of entire program (allow fifteen to twenty minutes). Examination: Simulated one man scout car 10-99. The Field Report Writing Handbook with all corrected homework reports may be used by the student. The recruit officer will be required to fill out proficiently a minimum of five reports, the latter reporting situations will be the instructor's prerogative.

<u>HOURS</u>	<u>COURSES</u>
27	<i>Court Procedures</i> To instruct the officer in the proper way to process criminal and traffic cases from point of arrest through various courts.
1	<i>Use of Service Revolver</i>
2	<i>Manual Review</i>
2	<i>Court Procedures Review</i>
2	<i>Hospitalization of Persons</i> Use of Form P.D. 162-A, admission of persons to hospital, detention of prisoners at hospital, identification cards for persons suffering from illnesses or other conditions similar to intoxication, procedures to follow when finding persons in a semiconscious or unconscious condition.
5	<i>Stop and Approach</i> Acquaint student officer with need for the proper image and/or safety in police violator situation.
1st	The Police Image
2nd	Handling the Traffic Violator
3rd	Stopping the Felony Suspect
4th	Aggressive Patrol and Field Inquiry
5th	Stop and Frisk
1	<i>Organization of City Government</i>
4	<i>City Geography</i>
2	<i>Critique of On-The-Job Training</i>
1	<i>Film—Police Image</i>

<u>HOURS</u>	<u>COURSES</u>
27	<p><i>Information From Supportive Units</i></p> <p>This segment of instruction consists of various guest speakers from the following:</p> <p>Claims against District of Columbia by Corporation Counsel; Robbery Squad; Liquor and Gambling Squad; Sex Squad; Field Inspection Unit; PEPCO (Hot Wires); Homicide Squad; D.C. Fire Department (Arson Investigation); Check and Fraud Squad; Federal Firearms; Narcotics Unit; U.S. Army Explosives Ordinance Division (handling explosives); U.S. Secret Service (counterfeit money); Federal Bureau of Investigation (functions and duties); Police Chaplin.</p>

II. BEHAVIORAL SCIENCE UNIT—142 Hours Total

Purpose: To bring about within the Officer an awareness of his responsibilities and role in the community and to ensure a reasonable level of comprehension of Departmental orders with reference to handling juveniles, mental observation cases, interviews and interrogation.

Objective: Ensure Police Officer is equipped both academically and psychologically to perform under situations of stress, emergency, etc.

<u>HOURS</u>	<u>COURSES</u>
3	<p><i>Community Relations</i></p> <p>To bring about a recognition by the trainee that full and reliable information concerning crime can only come through close ties, mutual confidence, respect and open communication with those whose welfare he is charged with.</p>
7	<p><i>The Juvenile Offender</i></p> <p>To familiarize the Recruit Officer with Departmental policy and procedure for handling juveniles. Foster an awareness of and appreciation for the stresses, problems and pressures of urban youth. To improve police handling of juveniles through role playing.</p>
21	<p><i>Emerging Role</i></p> <p>To foster a professional attitude and recognition of the role of the local law enforcement agent in the urban society. To bring about recognition by the officer of his own inner prejudices and biases.</p>
6	<p><i>Mental Observation and Field Trip</i></p> <p>2 Hours classroom instruction on how to recognize, handle and process suspected mentally ill cases. Tour of St. Elizabeth's Hospital showing various programs set up to handle the mentally deranged and therapy.</p>
2	<p><i>Interviews and Interrogations</i></p> <p>Teach Recruit Officer to know the difference between an interview and an interrogation. He will also learn basic techniques, procedures and skills in accomplishing both tasks.</p>

<u>HOURS</u>	<u>COURSES</u>
1	<i>Rules for Officers</i>
1	<i>Code of Conduct</i> Present established standards for the personal conduct of all members of the Metropolitan Police Department concerning the performance of duty, exercise of police powers and their relationship with the public.
1	<i>Courtesy</i> Departmental Policy and Procedures in duties involving public contact and visitors.
3	<i>Ethics in Law Enforcement</i>
3	<i>Introduction to Police Functions and Duties</i>
6	<i>Family Crises and Interventions (Explain)</i>
82	<i>On-The-Job-Training</i>

LAWS AND DOCUMENTS

The Laws and Documents Unit of the Metropolitan Police Department Training Division is responsible for a total of 149 training hours of instruction within the Training Division. The following is the breakdown of instruction hours for each subject taught:

a. 36 hours	District of Columbia Code
b. 17	Police Regulations
c. 23	Traffic Regulations
d. 11	Alcoholic Beverage Control
e. 20	Rules of Evidence
f. 40	Laws of Arrest
g. 1	Dog Bites
h. 1	Gambling Unit
<u>149</u>	Total Hours

DISTRICT OF COLUMBIA CODE 36 HOUR COURSE

The purpose of the course is to introduce the student officers to the criminal statutes of the D.C. Code that are necessary to enable the student officer to exercise his authority and knowledge in a practical application to street duty with equity, compassion and justice.

At the completion of this course the student officer will be able to do the following: (1) Determine when a crime has occurred; (2) List which crimes are misdemeanors and felonies; (3) Determine what type of crime has been committed; (4) Determine what police action should be taken.

This thirty-six hour course covers the District of Columbia Code statutes essential to the foundation of an efficient law enforcement officer.

The course is divided into two sections. Hours 1 thru 16 for part one and hours 17 thru 34 for part two.

Part I consists of the following topics: INTRODUCTION, CRIMES AGAINST PERSONS, CRIMES AGAINST MORALITY AND WEAPONS OFFENSES.

Part II consists of the following topics: CRIMES AGAINST PROPERTY, CRIMES AGAINST PUBLIC PEACE AND MISCELLANEOUS OFFENSES.

PART I

HOUR

1	Definition of crime Definition of law Classification of crime Elements of crime
2	Parties to crimes Attempts Defense & Privileges Statute of Limitation Bail/Bond

HOUR

3 & 4	Threats Simple Assault A.D.W. Assault w/intent to commit Mayhem Mayhem
5	Assault on Police Assault w/intent to: Rob Rape Kill Poison Assault w/intent to commit any other offense
6	Homicide: Murder I 2401 Murder II 2403
7	Manslaughter 2405 Negligent Homicide 40-606
8	Weapons Offenses CDW CCW UPP PPW (A) (B)
9	Police Regulation Art 50-55 Gun Registration
10	Weapons Questionnaire Review
11	Fornication Adultery Incest Abortion

HOUR

- 12 Bigamy
 Seduction 3001
 Seduction by Teacher 3002
- 13 Indecent Acts with Children
 Sodomy
 Miller Act
- 14 Prostitution Soliciting
 Pandering Abduction
 Procuring
 Running House of Prostitution
 Maintaining Disorderly House
- 15 Gambling: 1501
 Operating Lottery
 Poss. of Lottery Slips
 Permitting sale on premises
 Setting up gaming tables
 Maintaining gaming premises
 P.I.E.
 Bookmaking 1508
 3 Carde Monte 1506
- 16 Quiz
 Review

PART II

- 17 *Larceny:*
 Taking property w/o right 22-1211
 Petit Larceny 22-2202
 Grand Larceny 22-2201
 Att/Grand Larceny 22-103

HOUR

- 18 Larceny after trust 22-2203
 Larceny by trick 22-2201/2
 Larceny from D.C. Government 2206
 Larceny from U.S. Government (U.S. Code)
 Larceny from interstate shipment
 (18 U.S.C. 659)
 Larceny from mail (U.S. Code)
- 19 False pretense 1301
 Unpaid board bill 1303
 Fail to pay cab fare (PUC)
- 20 Receiving stolen property 2205
 Destroying stolen property 2208
 Receiving stolen D.C. property 2206
 Bringing stolen property into D.C. 22-108
- 21 Unauthorized use of vehicle 2204
 Attempt unauthorized use of vehicle 22-103
 Tampering with auto (Police Regulations)
- 22 & 23 Forcible entry & detainer 3101
 Unlawful entry 3102
 Burglary II 1801
 Burglary I 1801
- 24 Robbery: 2901
 Attempt Robbery 2902
 Fear
 Force & Violence
 PBS
 Snatch
 Hold-up
 Pickpocket

HOUR

- 25 Depradation to fixtures 3104
 Placing explosives 3105
 Destruction of bldgs., monuments 3112
 Destruction of material for streets 3113
 Arson 401
 Burning own prop. w/intent to defraud
 402
 Destruction of Prop. of another 403
- 26 *Disorderly Conduct*
 Affrays 1101
 Duelling 1102
 Unlawful assembly 1107
 Indecent Exposure 1112
 Peeping Tom 1121
 Playing games in street 1109
 Dangerous dog at large 1111
 Cruelty to animals 801-814
- 27 *Disorderly Conduct*
 Bonfires 1113
 Disturbing religious congregation 1114
 False alarm of fire 1119
 Sale of tobacco to minor 1120
 Riots (1122) Supp.
 (Solicitors 47-2337)
 (Dog collars 47-2006)
- 28 Blackmail 2305
 Forgery 1401
 Bad check law 1410
 Bribery 22-701
- 29 *Narcotic Laws*
 U.N.A. 33-402
 Dangerous Drug Act 33-702

HOUR

30	<i>Controlled Substance Act</i> 1970 Crime Bill
31	<i>Miscellaneous</i> Slugs Molotov Cocktails Breaking & Entering Vending Machines
32	Review of D.C. Code Course
33 & 34	Test and Critique
35 & 36	Senior Class Final Review

POLICE REGULATIONS

HOURCOURSE AND DESCRIPTION

1	Introduction, Congressional authority. Second-hand dealers, and regulations, Officer's duties, and responsibility of owner to department. Venders, regulations pertaining to, types. Guides, types, regulations pertaining to. Delivering sermon, speech on public space—permit for.
2	Material to be placed on public space, permit, objects prohibited, objects extending over public space, open vault covers. Vacant lots, responsibility. Erection, demolition, or repairs of buildings, permit required. Advertising material. Entering sewers, etc. Public waste paper boxes.
3	Quiz

HOUR	COURSE AND DESCRIPTION
4	Fences. Hedges. Stores in a residential area, regulations. Stores in a business area, regulations. Bootblack stands. Temporary covered ways. Opening in a sidewalk. Soliciting on public space for employment or goods. Interfering with people on public space or in a public place. Playing ball on public space. Selling tickets, begging and soliciting alms. Placing, storing vehicles, displaying or advertising. Orating, bosing, on sidewalk.
5	Newspaper regulations. Quiet zone regulations. Musical instrument regulations. Safety zones; Police press passes, Fire passes, Emergency pass regulations, Unnecessary and unusual noises and disturbing peace and quiet.
6	Quiz number 2 to be given.
7	Excavating regulation, permit requirements; vault covers; erecting or planting requirements; oil delivery regulation; guns, air guns, rifle regulations; discharging firearms, shooting galleries, violation to possess certain items, entertainment regulations.
8	Dances; when officer may enter; requirements for temporary place of abode; Pool establishments; dogs barking, dogs on public space, confining dogs, wild animals on public space, keeping pets; sending false calls, causing false reports.

<u>HOUR</u>	<u>COURSE AND DESCRIPTION</u>
9	Lamp posts and fixtures, placing signs on lamp posts, defacing lamp posts. Tying animals. Trimming, pruning trees, attaching rope or wires. Tapping water main. Auctions.
10	Give quiz number 3.
11	Violations to expectorate or spit. Playing games of chance. Public convenience station. Trespassing. Work on Sunday, work on secular days of the week. Tampering. Device to counteract police radar.
12	Size of lot when regulation applies. Removing vehicle. Parking lot attendants. Soliciting. Beggars.
13	Street photography regulations, Rodent control, Municipal Center parking regulations. Licenses for motor vehicle driving instructors. Mechanical amusement machines. Furnishing false information to secure permit or certificate from superintendent of permits. Safeguarding of unused or discarded refrigerators, ice-boxes, freezer lockers, or other boxes or containers capable of confining children.
14	Admission to, and accommodation in, licensed places of public amusement. Pawnbrokers. Use of sidewalk space. Inspection and registration of bicycles.
15	Prohibiting discrimination by reason of race, color, religion, or national origin against persons seeking or utilizing housing units. Illegal use of glues containing a solvent having the property of releasing toxic

<u>HOUR</u>	<u>COURSE AND DESCRIPTION</u>
15 (cont.)	vapors or fumes. Prohibition of discrimination against anyone for any reason in reference to employment. Emergency regulations.
16	Review
17	Test

TRAFFIC REGULATIONS

23 Hours

An analysis of the city ordinances regarding: required obedience to traffic regulations, traffic signals, signs, marking and control, accidents, speed restriction, pedestrian's rights and duties, parking zones, required equipment, accessories, definition of terms; emphasis on most frequently violated sections.

<u>HOUR</u>	<u>COURSE AND DESCRIPTION</u>
1	Familiarize the student with the need to regulate traffic, the need for enforcement, and the problems policemen have as a result of these regulations and his enforcement responsibility. Special attention is given to the source of the regulation and a resume of the course is also given.
2	Familiarize the student with words and phrases that have a particular or peculiar meaning as used in the traffic regulations.
3	Familiarize the student with the regulations that indicate who must obey the regulations, who is affected by the regulations, and the exceptions. Lesson also stresses traffic regulation signs, signals, and markings.

<u>HOUR</u>	<u>COURSE AND DESCRIPTION</u>
4	Familiarize student with regulations that deal with traffic signs, signals, markings. Special consideration is given to lawful orders given by a police officer and the steady yellow or caution light.
5	Familiarize the student with regulations on more serious violations, such as negligent homicide. DWI, reckless driving, and speeding. The driver's responsibility in traffic death or personal injury situations, his safety responsibility, and the penalty clause are covered, as well as the responsibilities of garages and repair shops.
6	Familiarize the student with regulations on driving to the right of the roadway, passing, passing on the right, one-way streets, following too closely, and other traffic rules and their exceptions.
7	Familiarize student with regulations on correct position and method of turning at intersections, U turns, proper starting and signals for turns and stops.
8	Familiarize the student with the regulations on right-of-way at intersections, when making left turns, when approaching stop or yield intersections, when emerging from or entering alleys, and when emergency vehicles approach.
9	Familiarize student with regulations on the pedestrian's rights and duties, his right-of-way in crosswalks, and his responsibilities while crossing in other than at crosswalks. The bicycle regulations are also presented.

<u>HOUR</u>	<u>COURSE AND DESCRIPTION</u>
10-11	Familiarize the student with regulations on parking, standing, and stopping restrictions. Special attention is given to loading zone regulations, parking meter regulations, and impounding procedures.
12-13	Familiarize the student with miscellaneous regulations not covered everywhere. Includes unattended vehicle, obstructing the driver, coasting, following fire apparatus, crossing fire hoses, driving on sidewalks, backing, emergency snow routes and processing.

ALCOHOLIC BEVERAGE CONTROL REGULATIONS

The A.B.C. Regulations consist of ten hours of instruction; nine hours covering the pamphlet handout to the students and one hour devoted to General Order No. 18, Series 1969. A written examination is given during the eleventh hour by the examination section. This examination is numerically scored and averaged in with the test scores for the other eight major subjects to compute the student officer's final scholastic average. The questions involved are designed to test the student's knowledge of the subject with special emphasis placed on those areas in which the officer may be required to take official action.

<u>HOUR</u>	<u>SUBJECT MATTER</u>
1	A short introduction is given illustrating the importance of a good working knowledge of the A.B.C. Regulations, a brief explanation of the procedure involved when the officer becomes aware of a violation. An explanation is made instructing the students of the subject's requirement to make and properly fill out an A.B.C. chart. Definitions and terms are defined as per the regulations.

HOUR	SUBJECT MATTER
2	Instruction is given regarding the makeup of the A.B.C. Board, its selection, its tenure of office, authority, functions and duties. Information regarding City Council's authority and responsibility is explained.
3	Licenses are discussed and explained in detail, i.e., types of activity, beverages handled and to whom they may be sold, how they are delivered. Manufacture's Class A, Class B, Wholesaler's Class A, Class B, Retailer's Class A)
4	Licenses are discussed and explained in detail, i.e., type of activity, beverages handled and to whom they may be sold, how they are delivered. (Retailer's Class B, Class C, Class D)
5	Licenses are discussed and explained in detail, i.e., types of activity, beverages handled and to whom they may be sold, how they are delivered. (Retailer's Class E, Class F, Consumption License for a Club, Solicitor's License)
6	Transportation of beverages into the District. Legal age for sale or delivery of alcoholic beverages is discussed. Drinking in public is discussed with special emphasis given to excerpts from G.O. 11, Series 1968 dealing with handling intoxicated persons in public.
7	Discussion dealing with search warrants, who issues, when issued, assault an officer who is serving such warrant. Discussion involving false representation of age of a minor by someone other than a minor. General penalty clause is explained.

<u>HOUR</u>	<u>SUBJECT MATTER</u>
8	Selling on credit is discussed. Abatement of nuisance and certificate of occupancy is explained to the students. Discussion of advertisements, improper, false and misleading. Display of licenses issued by the Board is explained. Transfer of licenses and display or erection of signs or exterior of licensed premises is discussed briefly.
9	Discussion and explanation of General Order No. 18, Series 1969, A.B.C. Violations.
10	Example and discussion of an actual A.B.C. case involving Leeds Beverage, Inc. is used to familiarize the student with the procedure. Open for class questions and clarification.
11	A fifty question written examination is given by the examination section.

RULES OF EVIDENCE

20 Hours

This course is to be taught in 20 hours and starts in the second week curriculum. The objective is to introduce the recruit officer to the legal tool used by Government and Defense attorneys in criminal trials. An understanding of the philosophy upon which the rules of evidence are based is important. Equally important is the officer's functional knowledge of these rules. He must make the case fit the law; he cannot make the law fit the case. A recruit officer, so prepared, will be able to perform his police function in a manner creditable to his department, his community, and to himself.

The Rules of Evidence will be subdivided as follows for instruction:

1. Primitive methods of trial
2. Evidence (Defined, described, classified)
3. Admissibility of evidence
4. Judicial notice, Presumptions, Inferences (Burden of Proof)
5. The Hearsay Rule and Exceptions to it
6. The Corpus Delicti Rule (Case Examples)
7. The Best Evidence Rule (Secondary Evidence)
8. The Expert Witness and Opinion testimony
9. Privileged Communications: Impeachment of witnesses

<u>HOUR</u>	<u>COURSE CONTENTS</u>
1 & 2	Introduction; Explanation of course and format; Definitions of terms. The following material will be covered: <ol style="list-style-type: none"> a. Primitive methods of Trial b. Development of rules of evidence c. Classification of evidence d. Judicial process: 6th Amendment, Rights, etc.
3	Admissibility of Evidence: Admissibility and Weight of evidence distinguished; Explanation of Relevancy, Materiality and Competency with reference to criminal court cases.
4	Judicial Notice, Presumptions, Inferences and Intent will be clarified for the recruit officer.

<u>HOUR</u>	<u>COURSE CONTENTS</u>
5	Burden of Proof and Burden of Evidence explained with reference to civil and criminal cases.
6	Defenses used by defendants: <ol style="list-style-type: none"> a. Alibi b. Sanity and Insanity (Durham Rule in D.C.) c. Self-defense
7	The Hearsay Rule defined and explained; the meaning of admissions and confessions explained, with reference to: <ol style="list-style-type: none"> a. Judicial confessions b. Extra-judicial confessions c. Types of confessions and admissions (oral, written and conduct)
8	Police procedure for admissions and confessions and effect of recent cases, such as Miranda, Mallory, etc. Voluntary rule and no inducement rule.
9	Admissions and confessions continued. Police testimony on admissions and confessions and relation to hearsay rule.
10	The Hearsay Rule and exceptions to it: <ol style="list-style-type: none"> a. Tacit admissions and confessions (Non-custodial). Explain how Miranda affects Tacit admissions and Confessions in criminal cases. b. Res Gestae Declarations (with practical examples) c. Dying Declarations

<u>HOUR</u>	<u>COURSE CONTENTS</u>
11	Hearsay Rule exceptions, continued: <ol style="list-style-type: none"> a. Public Records b. Business records (Regular entries in the course of business) c. Matters of pedigree d. Former testimony
12	The expert Witness and Opinion Testimony (Case examples)
13	The Best Evidence Rule <ol style="list-style-type: none"> a. Secondary evidence b. Exceptions where secondary evidence is permitted c. Authenticity—best evidence rule applied to documents. Forged documents. d. Importance of chain of custody in introduction of evidence in court.

LAW OF ARREST, SEARCH, AND SEIZURE

40 Hours

This course is presented in 40 hours of classroom instruction and its purpose is to give the student a working knowledge of the powers delegated to him by the law, and those limitations on that power. The instruction is geared to the laws of the District of Columbia and the policies of the Metropolitan Police Department.

The Fourth Amendment can almost be taken as an outline for the course. The term arrest is defined as a seizure of the person, and the limits of searches and seizures are covered throughout the course.

The course is a 40-hour course, with the first 14 hours dealing mainly with the fundamentals of arrest and related problems, with the remaining time spent on defining the powers and limitation on search and seizure. There will be handouts and quizzes as well as homework assignments to supplement the classroom instruction. Three hours have been reserved immediately prior to completion of the course for practical problems and their solutions. There will be two major examinations; one about the twentieth hour and the final examination at the thirty-eight hour. The hour-by-hour breakdown of the course is as follows:

<u>HOUR</u>	<u>SUBJECT MATTER</u>
1	Introduction. The students will be advised on what the course attempts to achieve. The importance of the Bill of Rights will be explained, the study materials will be given out and the course will be outlined.
2	Words and terms will be defined and their importance explained and the student will be introduced to some of the basic concepts of arrest.
3	The basic concepts will be further explored and arrest procedures will be explained to the fullest extent possible.
4	The authority to make arrests will be explained to the students as well as the limitations placed on that authority. Some practical problems will be given to the student at this time to test the effectiveness of the instruction.
5	The elements necessary to establish probable cause will be discussed and the differences between suspicion and probable will be explained.

<u>HOUR</u>	<u>SUBJECT MATTER</u>
6	Probable cause as it relates to arrest will be fully explained.
7	The law and departmental procedures relating to "fresh pursuit" will be covered in detail.
8	Department policy governing drunk and disorderly arrests will be explained.
9	The student will be instructed on Gen. Order 24, Series 1956, and other policies and laws governing immunity.
10	The legal requirements and authority conveyed by arrest warrants will be covered.
11	The similarities and differences between arrest warrants for felonies, misdemeanors and traffic will be discussed.
12	General Order 5, 1968, and problems relating to Citation Releases will be explained.
13	The law and departmental policies concerning "Stop and Frisk" will be covered in detail.
14	The Exclusionary Rule and the "Fruit of the poisoned tree" doctrines will be discussed and explained.
15	Entrapment, and the "Search and Seizure" clause of the Fourth Amendment will be discussed and explained.
16	Students will be taught the legal requirements of searches incident to arrest of the person.

<u>HOUR</u>	<u>SUBJECT MATTER</u>
17	Consent searches and warrant searches of the person will be explained and scope of the seizures will be taught.
18	Searches of the person based on probable cause will be discussed, and the "arms reach" and "Shock the conscience" doctrines will be explained.
19	Miscellaneous problems dealing with armed forces personnel, juvenile fugitive, and parolee arrests will be discussed.
20	At this point in the course, the first nineteen hours will be reviewed and those points that are unclear will be explained.
21	The students will be examined to determine how much of the first half of the course has been retained.
22	The term "Standing" will be explained and the legal requirements will be covered in detail.
23	The privileges and restrictions of searches of the premises incident arrest will be covered in detail.
24	Consent and warrant searches of the premises incident to arrest will be taught.
25	The requirements and procedures relating to search warrants will be covered.
26	Searches of the motor vehicle incident to an arrest and with a warrant will be discussed.
27	Searches of the motor vehicle incident to an arrest and with a warrant.

<u>HOUR</u>	<u>SUBJECT MATTER</u>
28	Searches of the motor vehicle based on probable cause and the searches of impounded vehicles will be explained.
29	Problems in identification relating to eye-witnesses and photographs.
30	Departmental procedures governing court ordered lineups will be discussed in detail.
31	Surveillance problems will be discussed.
32	Practices and procedures covering the use of informants will be discussed, and members of the Criminal Investigation Division will be invited to participate.
33-35	The staff, along with members of the Investigators Training Program, if available, will formulate practical problems and present to the students for solution. The handling of the problems will be critiqued by the staff and guest instructors.
36-38	The instruction given for the whole course will be summarized and reviewed and the students will be asked to critique both the course and the instruction.
39-40	Final Examination.

PHYSICAL SKILLS SECTION

The Physical Skills Section is responsible for a total of 63 hours of instruction, building the physical stature of the Recruit Officer, in order for him to meet the many potential hazards of police work.

The overall and general outline as follows, provides physical training, self defense and water safety.

PHYSICAL SKILLS TRAINING

63 HOURS

HOUR

- 1 Introduction: Objectives and goals of a physically fit and well adjusted police officer and the exercises, uniforms and equipment that will be needed for this course.
- 2 Physical Training: Formation of the class, roll call and participation in the exercises as set forth in the lesson plan. Squat thrusts, sit-ups, push-ups and pull-ups. Each officer is weighed and measured for height and their ages are noted.
- 3 Self Defense: Personal weapons, vulnerable areas and the defensive stance.
- 4 Physical Training: A complete report of all the basic exercises with a gradual increase in the number of repetitions of each. Jogging started, $\frac{1}{4}$ mile.
- 5 Self Defense: Single and double wrist grasp. Practice and show elbow to the face. Chest grasp, emphasizing pull-off balance into arm bar.
- 6 Physical Training: General loosening up, and a repeat of hour 4 with a gradual increase of number of repetitions of the exercises.
- 7 Self Defense: Windmill, emphasize breaking of choke with straight arm, or elbow to face or cross over and throw. Explain anatomy of the throat relating to choke and breaking of choke.

HOUR

- 8 Physical Training: Repeat of hour 4 with increased repetitions of exercises. Work on the four test exercises.
- 9 Self Defense: Kicks, proper stance, re-affirm proper distance when kicking.
- 10 Physical Training: Repeat of hour 4 with increased repetitions of exercises, work on the four test exercises.
- 11 Self Defense: Review all techniques to this point.
- 12 Physical Training: Repeat of hour 4 with increased repetitions of exercises. Work on test exercises.
- 13 Self Defense: Kicks from the ground and recovery to feet.
- 14 Physical Training: Repeat of hour 12.
- 15 Self Defense: Defense against strangles from the floor; breaks; and recovery.
- 16 Physical Training: Repeat of hour 12.
- 17 Self Defense: Demonstrate four types of come-along holds and stress under-the-arm techniques.
- 18 Physical Training: Repeat of hour 12.
- 19 Self Defense: Bar hammer lock and practice from come-along hold to bar hammer lock.
- 20 Physical Training: Repeat of hour 12.
- 21 Self Defense: Hand up; modified judo throw; practice and show correlation of the come-along hold and bar hammer lock.

HOUR

- 22 Physical Training: Repeat of hour 12.
- 23 Self Defense: Review and drill on come-along hold, bar hammer lock and throw.
- 24 Physical Training: Repeat of hour 12.
- 25 Self Defense: Use of night stick against unarmed prisoner or subject armed with a knife.
- 26 Physical Training: Repeat of hour 12.
- 27 Self Defense: Mastoids; use and control of demonstrators.
- 28 Physical Training: Repeat of hour 12.
- 29 Self Defense: Hand gun disarming, front technique.
- 30 Physical Training: Repeat of hour 12.
- 31 Self Defense: Disarming from rear, two techniques.
- 32 Physical Training: Repeat of hour 12.
- 33 Self Defense: Use of handcuffs, lecture and front techniques.
- 34 Physical Training: Repeat of hour 12.
- 35 Self Defense: Use of handcuffs, rear off the wall.
- 36 Physical Training: Repeat of hour 12.
- 37 Self Defense: Use of handcuffs from the ground and auto.
- 38 Physical Training: Repeat of hour 12.
- 39 Self Defense: Searching prisoners—lecture and demonstrate.

HOUR

- 40 Water Safety: Classroom introduction and orientation to water safety.
- 41 Water Safety: In pool, swimming test and elementary rescues. Proper acclimation to water.
- 42 Physical Training: Repeat of hour 12.
- 43 Self Defense: Review of handcuffs and searching procedures.
- 44 Water Safety: Classroom review of Chapters I and IV of textbook, "Life Saving and Water Safety."
- 45 Water Safety: In pool. Warm-up exercises and elementary rescues with extensions.
- 46 Physical Training: Repeat of hour 12.
- 47 Self Defense. Use of Mace.
- 48 Water Safety: In classroom, review of Chapters V, VII, VIII and IX of text and Chapter V, "Swimming Rescue."
- 49 Water Safety: In pool, demonstration of disrobing, inflation of clothing and floating.
- 50 Physical Training: Repeat of hour 12.
- 51 Self Defense: Complete review of all come-along techniques.
- 52 & 53 Water Safety: In pool for entire period. Complete review of all techniques, emphasizing flotation devices.
- 54 Physical Training: Repeat of hour 12.
- 55 Self Defense: Complete review of disarming techniques, use of night stick, and all other subjects taught.

HOUR

- 56 Water Safety: Discussion, question and answer period.
- 57 Water Safety: In pool, practice, evaluation and review.
- 58 Physical Training: Repeat of hour 12 and review of test exercises.
- 59 Self Defense: Question and answer period. Review of techniques class appears to be weak in.
- 60 Water Safety: Written examination. Questions, discussion and answers.
- 61 Water Safety: Practical test in pool.
- 62 & 63 Physical Training and Self Defense: Warm-up session, followed by tests and ending with officers weighing out.

METROPOLITAN POLICE DEPARTMENT
TRAINING DIVISION

FIREARMS TRAINING SECTION

The Firearms Training Section instructs approximately 800 to 1200 Recruit Officers a year and is responsible for a total of 40 hours of instruction.

The overall and general outline as follows, provides service revolver training and training in other weapons and chemicals used by the Metropolitan Police Department.

FIREARMS TRAINING CURRICULUM

40 HOURS

HOURS

- 1 Class orientation of range policies and procedures. Roll call to establish firing rosters.
- 2-4 Firearms Safety, in general: The recruit is instructed that the firearm was primarily designed to kill and will do so if loaded and the trigger is pulled without regard.
- At Home: Familiarize everyone in the household as to the safety with the service revolver.
- On the Range: Instructed to always keep the muzzle of the weapon pointed down range and obey all firing line commands immediately.
- On the Street: Instructed that when chasing suspects and weapon must be unholstered, never put finger on the trigger unless ready to fire. Never cock weapon while running or searching with weapon in hand. Instruction on safe handling of weapon when unholstered on street, such as, with weapons taken from prisoners. The recruit is instructed to be as conscious as possible as to where the muzzle of the weapon is pointed and keep finger off the trigger. Instructed of officer's responsibility to carry service revolver, when and where.
- 5 Securing Service Revolver at Home: To prevent unauthorized use or theft.

HOURS

- 5
(cont.) Repair Policy: Familiarize students with Department's gunsmith and its repair policy.
- Service Revolver Nomenclature: Locating various parts of the weapon.
- 6 Proper Procedure in Loading and Unloading Revolver: Proper hold and procedure in opening cylinder.
- Cocking and Uncocking Revolver: Instruction on the safe manner in lowering the hammer of a cocked weapon on a live round.
- 7 Basic Revolver Marksmanship: Technique in obtaining a proper grip on the weapon, both single-handed and two-handed. How to recognize the proper alignment of sights and the execution of trigger control. Procedure in combining sight alignment and trigger control. Procedure in combining sight alignment and trigger control to deliver an effective shot. Familiarizing the student with the various stances available to him, such as, standing, kneeling, crouching, and R & L barricade.
- 8-20 Preliminary Revolver Marksmanship Firing: The practical execution of the fundamentals taught in lectures. (See attachment #1)
- 21-30 Execution of the Practical Pistol Course fired for Qualification and Classification: (See attachment #2)
- 31 Lectures concerning Safety and Nomenclature of Shotguns.

HOURS

- 32-34 Shotgun Firing for Familiarization:
 25 Yards—On command load three rounds into magazine tube. On commence fire, load round into chamber and fire one round at each of the three targets (8 seconds).
 25 Yards—Standing position, on command load two rounds into magazine tube. On commence fire, load round into chamber and fire one round at first and last target (5 seconds)
 25 Yards—Kneeling position, on command, load five rifle slugs into magazine tube. On commence fire, load round into chamber and fire at targets, left to right. (No time limit)
- 35 Instruction on Safety and Nomenclature of Rifles.
- 36 Instruction on Chemical Mace.
- 37-38 Instruction on Use of Gas Masks and Identification and Utilization of Chemical Devices.
- 39-40 Practical Demonstration of Chemical Devices.

ATTACHMENT #1

*Preliminary Course in Basic
Pistol Marksmanship*

Due to the defensive combat type firing that a police officer would normally become involved in as the result of most police situations, the following basic pistol course is being fired. The basic marksmanship course of the past was geared to competitive shooting and was of little value to the Police Officer when it became necessary for him to use his service revolver.

Following the lectures on basic marksmanship, the familiarization course outlined below will be utilized.

All single and double action firing will be on the B-8 Bulls Eye Target without the black X, 10 and 9 Ring. One point for each hit.

At the beginning of the first string of fire at the 7 yard line for both single and double action, no student will begin firing until he has been individually checked by an instructor and individually told to commence firing. The preliminary course to master fundamentals in basic marksmanship will be conducted with close supervision by the Instructional Staff of the Pistol Range.

Students will be advised that the Line Instructors will determine when they will proceed to the more advanced course of fire.

*Preliminary Course of Fire for Fundamental
Marksmanship, Single Action, 60 Rounds.*

1. 7 Yards—Standing full face to target, strong hand supported single action—12 rounds with no time limit.
2. 15 Yards—Standing full face to target, strong hand supported single action—24 rounds with no time limit.
3. 25 Yards—Standing full face to target, strong hand supported single action—12 rounds with no time limit.
4. 25 Yards—Kneeling strong hand supported, single action 12 rounds with no time limit.

After the student has fired the Single Action Course, he will then fire the following Double Action Course, 60 Rounds.

5. 7 Yards—Standing full face to target, strong hand supported double action—12 rounds with no time limit.
6. 7 Yards—Standing full face to target, strong hand supported double action—12 rounds with no time limit.
7. 7 Yards—Standing full face to target, weak hand unsupported double action—12 rounds with no time limit, then 6 rounds with 25 second time limit.
8. 15 Yards—Standing full face to target, strong hand supported double action—12 rounds with no time limit and then 6 rounds with 25 second time limit.

At this point the Instructor will determine if the individual officer proceeds to the Practical Defensive Combat Course or remains at this stage for further instruction.

ATTACHMENT #2

Metropolitan Police Pistol Range Practical Pistol Course

All firing except where indicated, will begin with the weapon loaded and holstered. The shooting will be standing full face to the target.

Scoring value—one (1) point per hit on B-27 target (silhouette). "X" hits will constitute both the X and the 10 ring area.

Classification—Expert 75-30 X's
 Sharpshooter 74-75-29 X's
 Marksman 54-73

1. 7 Yards—12 rounds Double Action (D.A.) strong hand supported crouch position—40 seconds.

2. 7 Yards—12 rounds Double Action weak hand unsupported crouch position.
3. 7 Yards—9 rounds Double Action strong hand supported crouch position shooter assumes a standing full face position to target. Weapon is held in left hand in the loading position (cylinder open). On commence fire, the shooter will load and fire three rounds, 25 seconds, 3 strings of 3 rounds.
4. 15 Yards—12 rounds Double Action, strong hand supported, kneeling position, 50 seconds.
5. 15 Yards—12 rounds Double Action, strong hand supported standing full face position, 50 seconds.
6. 25 Yards—6 rounds Single Action, strong hand supported kneeling position, 25 seconds.
7. 25 Yards—6 rounds Single Action, standing right hand barricade, 40 seconds.
8. 25 Yards—6 rounds Single Action, standing left hand barricade, 40 seconds.

VEHICLE SKILLS SECTION

The Vehicle Skills Section is responsible for a thirty-five course of instruction in vehicle skills techniques, to affirm the new recruit officers' ability to operate a Department vehicle in a proper and professional manner, in order that the incidents of preventable accidents may be reduced as well as enhancing the Department's reputation in its effort to uphold the law, properly serve the community and maintain a safe and respected image.

This thirty-five hour instructional material has been structured into a five day work week schedule containing an eight hour breakdown for each day.

VEHICLE SKILLS TRAINING

35 HOURS

HOURS*First Day*

- 1st Hour Introduction: Consisting of rules and regulations governing the course, explanation of indoor and outdoor courses, requirements to complete the course and expected knowledge to be obtained by same.
- 2nd Hour General Traffic Knowledge Test: A test designed to show the student how little he really knows, places him in a receptive frame of mind for forthcoming instruction.
- 3rd Hour Department Problems: Consists of an insight into the Department accident frequency rate, police operators attitudes, and discussion when (tour of duty), where (intersections etc.), most Departmental accidents occur.
- 4th Hour Lunch
- 5th Skills Courses (Outside)
- 6th Four driving skills courses using plastic pylons designed to teach precision driving to the
- 7th & new officer.
- 8th Hour

Second Day

- 1st Hour Vehicle Types and Equipment: Designed to make the new officer aware of the types of vehicles in use within the Department, their function and the equipment within each vehicle and use of same.
- 2nd Hour Vehicle Inspection and Maintenance: This block of instruction consists of preventive maintenance and inspection points on the ve-

HOURS

- 2nd Hour (cont.) hicles. Covered are the various places to check, color coding of check points (Dip Stick etc.) and the inspection forms used. Also the function and purpose of the Field Inspection Division is explained.
- 3rd Hour Maintenance (Practical): Students during this segment are exposed to an actual vehicle and shown where the various inspection points are located. They are allowed to make the checks and indicate their findings on the vehicle inspection sheets.
- 4th Hour Lunch
- 5th Practice the aforementioned outdoor skill courses.
- 6th
- 7th &
- 8th Hour

Third Day

- 1st Hour Pursuit and Emergency Runs: Lecture consisting of the accepted techniques of safe pursuit driving and Department Policies concerning the same (G.O. 28, Series 1970). Also outlines the calls classified as emergency, hazards involved while responding, equipment to be used on emergency vehicles and procedures to be used by the officer (G.O. 24 Series 1969).
- 2nd Hour
- 3rd Hour Routine and Suspicious Traffic Stops: This lecture outlines policies and procedures to be used in making traffic stops either misdemeanor or felony, removing occupants, etc. Also covered is the order on roadblocks (G.O. 11 Series 1969).
- 4th Hour Lunch

HOURS

5th Skills Test (Outside): Actual testing on the
 6th outside driving courses to ascertain if the
 7th & desired expertise has been obtained. Failure
 8th Hour to obtain a 75% overall average will result
 in the student returning to another session
 of the course to reach the required proficiency.
 Until that time he will not be certified to
 operate a departmental vehicle.

Fourth Day

1st & Natures Laws: Lecture explaining the natural
 2nd Hour laws that affect the everyday operation of a
 motor vehicle, how they affect it, and how
 to safely control them. Also, explanation of
 a few of the basic components of the auto-
 mobile (braking and steering systems). The
 six basic skids are discussed and how to con-
 trol them.

3rd Hour Defensive Driving (Introduction): Answers
 question, What is defensive driving, what is
 a defensive driver and what is meant by the
 terms preventable and non-preventable?" Also
 defensive driving film "Leave Yourself an
 Out."

4th Hour Lunch

5th Skid Control Pan (Anacostia Naval Station):
 6th This segment of instruction gives each officer
 7th & an opportunity to see and experience the dif-
 8th Hour ferent types of skids and how to control them.
 A special vehicle is used equipped with slick
 (Racing Type) tires on a wet (Jetseal) sur-
 face to enable safe controlled skids without
 the dangers associated with high speeds.

HOURS*Fifth Day*

- 1st Hour Defensive Driving: This lecture is a detailed
 2nd Hour explanation of the six accident positions
 (From National Safety Council Defensive
 Driving Course) and the proper counter ac-
 tions to avoid collision. The lecture also
 covers the causes of accidents and the dif-
 ferent types of accidents.
- 3rd Hour Written Exam: Test on the lecture material
 covered in class, departmental orders, policies
 and procedures governing the operation of de-
 partmental vehicles. Again 75% must be ob-
 tained. Failure will result in the officer hav-
 ing to return to repeat the course and be
 retested. Officers will not be certified to
 operate departmental vehicles until such time
 as they have shown sufficient knowledge of
 departmental orders, etc. governing the opera-
 tion of the same.
- 4th Hour Lunch
- 5th Emergency Run Course and Traffic Stops:
 6th The simulated emergency run course is about
 7th & 1.2 miles in length and permits the new of-
 8th Hour ficer to practice emergency runs under the
 supervision of an instructor. Special attention
 is placed on safe speed, steering control, brake
 control, cornering and successful safe arrival
 at the destination without incident. Each in-
 structor as an observer indicates to the stu-
 dent his weak points and faults.
- The Traffic Stops will be given at the same
 time as the emergency run course by alternat-
 ing the officers between two courses. Students
 are allowed (using departmental vehicles on

HOURS

5th R.F.K. Stadium parking lot) to make simulated traffic stops. Emphasis is place on officer safety, entrance and exit from vehicle, 6th and positioning of the police vehicle in relation to civilian vehicle, and removing occupants from the stopped vehicle. 7th & 8th Hour (cont.)

Psychological tests: In addition to the aforementioned instruction each officer will be given the following examinations:

Eye Examination —on the Bausch and Lomb Orthorater
 Complex Reaction —on the AAA Complex reaction tester
 Simple Reaction —on the AAA Simple reaction tester
 Night Vision —on the AAA Night Vision tester

Questionable performance will cause the officer to be referred to the Police and Fire Clinic for professional medical evaluation.

The primary purpose of this course of instruction is to affirm the new officer's ability to operate a departmental vehicle in a proper and professional manner, give himself a margin of safety which results from the proper handling of police vehicles, and to enable him to deal with any situation met as a scout car operator in such a way as to bring the best possible reputation to the Department in its efforts to uphold the law and maintain a safe and respected image.

UNITED STATES DISTRICT COURT
FOR THE DISTRICT OF COLUMBIA

[Title omitted in printing]

[Filed July 18, 1972]

AFFIDAVIT

Dr. Mary L. Tenopyr, being first duly sworn, deposes and says:

1. I am employed by the United States Civil Service Commission, 1900 E Street, Washington, D. C., where as a personnel research psychologist, I am acting head of personnel research programs. I am also a consultant to the United States Department of Labor on selection and testing.

2. I have been awarded an A.B. and a M.A. degree from Ohio University, where my major was psychology. I received a Ph.D. degree with specialization in psychological measurement from the University of Southern California.

3. I have spent fourteen years directing personnel research at North American Rockwell. I have served as a paid consultant to the State of California Fair Employment Practice Commission. I have been a full-time member of the faculty at the University of California at Los Angeles. In addition, I have spent several years as a part-time lecturer at the University of Southern California and California State College at Los Angeles. I have taught subject matters such as personnel selection, statistics, and psychological testing.

4. I am the author of numerous publications in the area of psychological measurement. I have written and spoken extensively on the topic of fair employment and testing. I am an editor of *Journal of Applied Psychology*.

5. I am licensed in the State of California as a psychologist. I am a member of international, national, and regional organizations of psychologists. I am listed in *Who's Who of American Women*.

6. My opinions with respect to this affidavit are based upon the following information:

- a. Futransky, David L., "Relation of D. C. Police Entrance Test Scores to Recruit School Performance and Job Performance of White and Negro Policemen" (hereinafter referred to as the "Futransky report").
- b. The affidavit of Dr. Albert P. Maslow in *Davis et al. v. Washington et al.*, Civil Action No. 1086-70 in the United States District Court for the District of Columbia.
- c. The affidavit of Dr. Donald J. Schwartz in *Davis et al. v. Washington et al.*, Civil Action No. 1086-70 in the United States District Court for the District of Columbia.
- d. U.S. Civil Service Commission Test 21.

GENERAL OPINION

7. I am of the opinion that Civil Service Commission Test No. 21 is a rationally valid and racially fair predictor of job performance for Washington, D. C. Metropolitan Police Department (hereinafter referred to as "MPD") policemen.

8. The basis of my opinion regarding the validity and fairness of Test No. 21 are as follows:

Validity

- a. The Futransky report shows that for both blacks and whites, scores on Test No. 21 are related

statistically to job performance in D. C. police training. For the first 17 weeks of employment for a D. C. policeman, according to Dr. Maslow's affidavit, the training *is* the job. A policeman cannot progress to other phases of the job, unless he has completed his first assignment, getting through training. Therefore, I equate job performance with training performance.

- b. The findings of the Futransky report relative to training are not surprising to me. In fact, it would be an uncommon finding if a verbal ability test like Test No. 21 were not found valid for predicting success in training in which language is used extensively. Throughout the history of industrial psychology, verbal ability tests like Test No. 21 have consistently been found to be useful predictors of success in training based upon the use of words.
- c. I suggest that Test No. 21, in this case, is not only statistically valid but is also rationally valid. I base this suggestion on my opinion that the criterion measure of training success, as used by Mr. Futransky, is a criterion which a sensible industrial psychologist would want to predict to promote the efficiency of an organization. Had Mr. Futransky shown the statistical validity of the test for predicting some less reasonable criterion, the validity might not, in my opinion, be said to be rational.

Racial Fairness

When a test is (1) equally valid for two groups, and (2) differences in test performance are reflected in criterion performance, the test may be said to be fair for both groups. As shown by Dr. Schwartz's affidavit, Test No. 21 is equally valid for both black and

white policemen when training success is a criterion. As shown in Dr. Maslow's affidavit, black-white differences in test performance is reflected in similar black-white differences in training performance. It is for these reasons, I have concluded that Test No. 21 is racially fair for selecting D.C. policemen.

TRAINING PERFORMANCE v. JOB PERFORMANCE

9. The distinction Mr. Futransky made between training performance and job performance is, I believe in many respects, artificial. Training takes place all of the time one is on any job. In choosing a point in time at which to get a measure of job performance, the personnel psychologist has something of a dilemma. It is a well established fact in psychology the abilities required to do a job are often different at different periods of time after a person has been on the job. Because it is not technically feasible to do a validity study for a group of employees at all points in time, e.g., every month from employment to retirement, in studying a given job the psychologist usually settles for a criterion measurement at one point in time. He then judges his validity at that point. Whether this criterion measurement is called job performance or training performance is often dependent upon whether a formal training program is involved. Very often criterion measures for jobs involving no classroom training, but considerable on-the-job training, are called job performance measures, but they could just as easily be called training performance. As long as the training is a bona fide job requirement, it is my opinion that it is irrelevant whether one speaks of training performance or job performance; they are conceptually inseparable.

INCONCLUSIVE DATA

10. Although, I through statistical analysis, have ascertained that Mr. Futransky's conclusions relative to

the validity of Test No. 21 for predicting training success are tenable, I feel that the remainder of the Futransky report is inconclusive.

In the first part of his study, Mr. Futransky quite properly used as criteria test results based upon the *first* time the recruits took the training tests. At that point in time all recruits had been treated the same; they had had the same training and no previous testing. However, as Mr. Futransky has reported, recruits who fail the tests are given some extra training and allowed to take the tests over.

11. It is my opinion that differences in work performance measures may vary over a period of time. "On-the-job-performance measures" such as those used in the Futransky study, I believe, are particularly susceptible to change over a period of time.

12. Mr. Futransky's conclusions that Test No. 21 predicted on-the-job performance for white officers but not for black officers, are therefore, in my opinion, highly suspect. The validities he found are influenced to an unknown extent by differential training and differential retesting and criterion problems such as those indicated in paragraph 11.

It is also my opinion, that Mr. Futransky's apparent finding that "training success" was not related to "on-the-job performance" is also influenced to an unknown extent by differential training and retesting and criterion problems. It is noted again that Mr. Futransky's measures of training success were based on the *first* taking of the tests. He reported no measure of final standing in training after some recruits had taken the tests more than once and passed.

CONCLUSION

13. It is my opinion that Test No. 21 is a valid and racially fair instrument for selecting MPD officers. Data from the Futransky report which on the surface appear to contradict this conclusion are, in my opinion, inconclusive.

MARY L. TENOPYR

Subscribed and sworn to before me this — day of July, 1972, at the City of Washington, District of Columbia.

Notary Public

My Commission expires —————

UNITED STATES DISTRICT COURT
FOR THE DISTRICT OF COLUMBIA

[Title omitted in printing]

[Filed July 18, 1972]

AFFIDAVIT

Dr. Donald J. Schwartz, first being duly sworn, deposes and says:

1. I am a Personnel Research Psychologist employed by the Personnel Measurement Research and Development Center, U. S. Civil Service Commission in Washington, D. C. My duties include designing and conducting basic and applied research in problems of personnel measurement as applied to personnel selection and evaluation situations. Most of my experience has been involved with written tests used for personnel and educational selection.

2. My educational qualifications include a B. A. degree from the University of California, Los Angeles; a M. A. degree from California State College, Los Angeles; and a Doctor of Philosophy degree from the University of Southern California. All of these degrees are in the field of psychology. My specialty in the doctoral program was in psychological measurement.

3. I am a member of the American Psychological Association. I have been in my present position since 1969. Prior to this time I was employed by the Educational Testing Service as a Statistical Associate for approximately 2½ years and by the County of Los Angeles Personnel Department as a Personnel Analyst for approximately 6½ years. My duties with the County of Los Angeles included the development, statistical analysis, validation, and research for tests of mental ability and general achievement used for personnel selection.

4. My opinions in this affidavit are based upon the report by David L. Futransky titled "relation of D. C. Police Entrance Test Scores to Recruit School Performance and Job Performance of White and Negro Policemen", hereinafter designated the "Futransky report"; upon a memorandum from Albert Maslow to the File; and upon conversations with Mr. Futransky. These opinions are my own and not necessarily those of the Commission or of any other employee.

5. It is my opinion that Test 21 has been professionally validated, i.e., shown to be job-related because by a criterion-related validity study, the Government has shown that Test 21 has a significant positive correlation with success in the Metropolitan Police Department of the District of Columbia (hereinafter "MPD") Recruit School for both blacks and whites. This opinion is based on the above mentioned sources only; further or more conclusive evidence might alter my views.

6. The findings expressed by the Futransky report are as follows:

1. Scores on Test 21 (40 and above) show a reasonably high relationship to performance in Recruit School for both the white and Negro appointees.
2. For the white officers, Test 21 (40 and above) to an appreciable extent predicts job performance as measured by supervisory ratings, negative behavior incidents or evidences of positive performance.
3. For the Negro officers, Test 21 (40 and above) does not predict differences in on-the-job performance.
4. For white officers, performance in Recruit School has a positive relationship to job performance.

This relationship does not hold for the Negro officers.

5. Practically no white officers receive less than an adequate job performance rating. This percentage is higher for the Negro group.
6. For all appointees, failure to complete Recruit School is, for all practical purposes, non-existent.

In my opinion, Finding 1 is justified by the data presented. Findings 2, 3, 4 and 5 are not justified as stated by the data presented, although more cautious interpretations of the data might be justified. There is no data presented to support Finding 6, but this finding is stated in the body of the report as the apparent policy of the department. Consequently, the data are not sufficiently complete to determine whether Test 21 does or does not predict post training job performance.

7. Finding 1 is supported by correlation coefficients between test scores for the selected group and performance in Recruit School, defined as the average of test scores in eight subject matter areas covered in the training. There is sufficient data presented to test the significance of these relationships. I have done so, and I have found that the possibility that these correlation coefficients could have arisen by chance and that there is in fact no relationship between test scores and recruit school averages for either group is very remote. I have also found that the difference in validity coefficients between the White and Black officers is not statistically significant; that is, it is highly likely that this difference could have arisen by chance. Further, the fact that correlation coefficients were given makes it possible to estimate what the relationship between the test and performance in Recruit School would have been had the test not been used for selection, assuming that this relationship is the

same for both the selected and unselected segments of the population.

8. Findings 2, 3 and 4 are not, to my knowledge, based on similarly derived correlation coefficients. Instead, they are based on an arbitrary division of the test scores into either two or three groups and an arbitrary division of each of the criterion measures into two groups. All individuals within each group are assumed to be identical; that is, there is no distinction between an individual who receives a Test 21 score of 50 and an individual who receives a test score of 80 or between an individual who receives a performance evaluation rating of "effective" or "competent" (0) and an individual who receives a performance rating of "unsatisfactory" (-4). While this type of analysis may be helpful in some situations, it cannot be used to arrive at the same type of conclusions as in Finding 1. For example, one cannot test the difference between validity coefficients for different racial groups. It would also be impossible using this method to determine what the relationship between test scores and job performance ratings would be for a group that was not selected by this test. Consequently, the data are not sufficiently complete to determine whether Test 21 does or does not predict job performance ratings in an unselected group.

9. The criterion used to support Finding 1 appears to be objective, based on uniform treatment of all individuals, and relevant to the job to which the selected individuals are first assigned—namely, successful completion of Recruit School. I would have some reservations about this criterion if the Recruit School Average was based on differential periods of training. I have, however, read a memorandum from A. P. Maslow to the File, dated January 4, 1971, which states that this Average is based on the first taking of the test only. Assuming this to be factual, I have no reservations about the use of this cri-

terion based on the data given. Findings 2, 3, and 4 are based on ratings of job performance, on reports of negative performance which are probably determined in large part by ratings of job performance, and on incidents indicating positive performance. In my opinion, the use of these criteria tend to place the findings in question. The Futransky report refers to the relationship between test scores and job performance. It is important to keep in mind that the criterion is *ratings* of job performance, not job performance itself. Ratings may not be adequate indices of job performance. As Professor Lee J. Cronbach, a well-known reputable authority on psychological testing, says (Cronbach, L.J., *Essentials of Psychological Testing* (3rd ed.), New York; Harper & Row, 1970, p. 127) :

A common type of criterion is the rating or grade . . . Industrial predictors are validated against ratings by supervisors. These ratings are not entirely satisfactory as criteria. The judge may not know the facts about the person. Often a rating reflects the personal relation between man and supervisor rather than the quality of the man's work. When a test fails to predict a rating, it is hard to say whether this is the fault of the test or of the rating.

Further objections to these criteria are that they are not objective and not based on uniform treatment of all individuals. While these objections may not rule out their use in a validity study if they were the best measures available, it would be dangerous, in my opinion, to equate these ratings of job performance with actual job performance, as was implied in the study.

10. Finding 5 appears to be based solely on those officers still employed by the Department. Since officers with less than adequate performance ratings probably would tend to leave the Department, these data should be considered also. Table 2 shows that, including officers

that resigned, a total of 5 White officers and 9 Black officers had less than adequate performance ratings.

11. If I were to summarize the findings on the basis of the data given, and only on that basis, I would revise them to be the following:

(1) Scores on Test 21 (40 and above) show a reasonably high relationship to performance in Recruit School for both White and Black appointees. The difference between this relationship for white appointees and for black appointees is not statistically significant.

(2) There is insufficient data to determine the relationship between job performance after completion of Recruit School and scores on Test 21. To determine such a relationship, it will be necessary to (a) select better criterion measures; (b) conduct the study under more controlled conditions; and (c) use correlational techniques similar to those used to determine the relationship in Finding 1.

(3) There is insufficient data to determine the relationship between performance in Recruit School and job performance.

12. It is my opinion, therefore, that Test 21 has a significant positive correlation with success in the MPD Recruit School for both Blacks and whites and is therefore shown to be job related under the definition of Paragraph 5. The data concerning the observed relationship between test scores and ratings of job performance are inconclusive and therefore do not alter my opinion.

DONALD J. SCHWARTZ

Subscribed and sworn to before me this — day of July,
1972, at the City of Washington, District of Columbia

Notary Public

My Commission expires _____

UNITED STATES DISTRICT COURT
FOR THE DISTRICT OF COLUMBIA

[Title omitted in printing]

[Filed July 18, 1972]

AFFIDAVIT

Diane E. Wilson, first being duly sworn, deposes and says:

1. I am employed as a Personnel Research Psychologist in the Personnel Measurement Research and Development Center, U.S. Civil Service Commission in Washington, D.C. My duties include conducting applied research to select and evaluate written tests used by the Civil Service Commission in specific examining programs. I have been in my present position since 1966.

2. I am fully acquainted with U.S. Civil Service Commission Test 21 used in the examining program for selecting officers in the District of Columbia Metropolitan Police Department (hereinafter "MPD"). I also have knowledge of the curriculum and training materials used in the recruit training school of the MPD.

3. It is my opinion that (1) successful completion of recruit school training requires a relatively high level of verbal ability (that is, ability to read and understand written language in terms of interpretation of reading passages, vocabulary, etc.); and that (2) the level of verbal ability measured by Test 21 is, at most, no higher than that required for successful completion of recruit school training as determined by the final grade average attained by the recruit.

4. I have formed my opinion based upon a review of the written materials distributed to recruits as study materials and upon my knowledge of the content of Test

21. I performed the review of the training materials in the fall of 1969 as part of a study of the validity of Test 21 as used in the U.S. Civil Service Commission examining program for the MPD.

5. It is my understanding that these training materials have changed very little since 1969. Examples of some of the materials currently being used in the recruit school are attached, including:

1. The Law of Arrest, Search and Seizure
2. The Rules of Evidence
3. District of Columbia Code—Criminal Law and Procedure
4. Alcoholic Beverage Control Act
5. Police Regulations and Traffic and Motor Vehicle Regulations

The final examinations covering the above subjects account for approximately 50 percent of the final grade average in training.

6. A review of the above materials demonstrates that the recruit must have the verbal ability to read and understand rather complex, legalistic language. It is my opinion that there is a direct and rational relationship between the content and difficulty of Test 21 and successful completion of recruit school training.

Diane E. Wilson

Subscribed and sworn to before me this — day of July, 1972, at the City of Washington, District of Columbia

Notary Public

My Commission expires _____

UNITED STATES DISTRICT COURT
FOR THE DISTRICT OF COLUMBIA

[Title omitted in printing]

[Filed July 18, 1972]

AFFIDAVIT

Dr. Albert P. Maslow, first being duly sworn, deposes and says:

1. I am the Chief of Personnel Measurement Research and Development Center, U.S. Civil Service Commission in Washington, D.C. My duties include directing the staff of the Civil Service Commission engaged in the development of written tests used in filling positions in the competitive services.

2. I am a member of the American Psychological Association, a member of the Executive Council of the Public Personnel Association, and a part time professor at the George Washington University. I have been in my present position since 1958. I am a member of the management committee responsible for directing a major study of the question of test performance and job performance of majority and minority groups, which is being conducted as a joint effort of the Civil Service Commission and Educational Testing Service and supported by the Ford Foundation. I have a Doctor of Philosophy degree from the University of Maryland in psychology.

3. I am fully acquainted with Test 21 of the United States Civil Service Commission's series Nos. 15(b), 121 and 173 and the examination for promotion in the Metropolitan Police Department of the District of Columbia (hereinafter "MPD"): uniformed sergeant, series 30, October 1965, and for sergeant and detective sergeant, series 31, October 1967, and series 32, June 1969

(hereinafter "Promotion Test"). Test 21 is the test used in recruiting officers for the MPD and will be referred to as "entrance test".

Police Entrance Test

4. I have formed the following opinion: (1) that by a validity study employing generally accepted procedures for determining criterion related validity in accord with those described in "Standards for Educational and Psychological Tests and Manuals" published by the American Psychological Association, the entrance test is valid for both Negroes and whites for predicting academic success in the MPD Recruit School; (2) that success in training is a useful, reasonable and generally acceptable criterion to predict; and (3) that according to criteria that are generally acceptable to professional psychologists who use validity studies to show whether tests do not discriminate against minority groups, the entrance test does not discriminate against applicants for employment because they are Negroes or whites.

5. I reached my opinion on the basis of a criterion related validity study done by the Civil Service Commission in 1967.

6. Part of the study was reported in *Relation of D.C. Police Entrance Test Scores to Recruit School Performance of White and Negro Policemen* by David L. Futransky, November, 1967 (hereinafter "Futransky Paper"). The detailed statistical data from this study are reported in paragraph eight below. Detailed statistical data were not reported in the Futransky paper since it was intended for administrative officers.

7. The criteria used by professional psychologists who use validity studies to show whether tests discriminate against minority groups are exemplified by those stated in *Testing and Fair Employment*, by Kirkpatrick, J. J.,

Ewen, R. B., Barrett, R. S., and Katzell, R. S., New York, New York University Press, 1968 (at pp. 6-7):

“—Unfair discrimination exists when persons with equal probabilities of success on the job have unequal probabilities of being hired for the job.

“—Thus, a test may be considered to be unfairly discriminatory against members of a minority group only if the minority group members obtain significantly lower test scores than nonminority applicants *and* the minority applicants would in fact be as successful as the nonminority applicants. . . .

“—Unfair discrimination between ethnic groups cannot be inferred from evidence of differences in validity alone; mean job criterion performance must also be considered. *If, for example, a test is quite valid for both whites and Negroes, and Negroes obtain lower mean test scores, the test will not be unfairly discriminatory if Negroes also obtain proportionately lower criterion scores. . . .*” (Underlining added)

8. The study shows by direct data that the entrance test meets the criteria exemplified in paragraph 7. These direct data concern statistical tests of the differences between the average scores on the entrance test and the recruit school academic averages for Negroes and whites, of the differences in the ranges (standard deviations) of scores, and of the validities (correlations between test and recruit school academic average). These data are presented below:

	Negro N=71	White N=242	Statistical Significance of the Differences
<i>Entrance Test</i>			
Average Score	51.26	57.21	Significant (p<.001)
Standard Deviation	7.95	8.79	Not Signif. (p>.20)
<i>Recruit School</i>			
Academic Average	85.53	88.34	Significant (p<.001)
Standard Deviation	4.61	4.65	Not Signif. (p>.90)
<i>Correlation</i>	.39(p<.01)	.46(p<.01)	Not Signif. (p>.40)
(Pearson Product—Moment— not corrected for restriction in range on either measure)			

The above data clearly support the following conclusions: With respect to the spread of scores of Negroes and whites on both the entrance test and academic school averages, the spread (expressed statistically as the standard deviation) for both Negroes and whites is the same. The small differences in these samples are no greater than could be expected to arise purely by chance according to commonly accepted statistical standards.

With respect to the index of validity (the correlations between test and school average) the differences reported in the table for these samples again are no greater than could have been expected to arise by chance, according to statistical standards. With regard to the averages of the test and recruit school record, however, the differences between whites and Negroes on both measures

are statistically significant. In both cases, the averages for Negroes were below the averages for whites. Furthermore, the differences between the Negroes and whites average scores on the entrance test are quite in proportion to the Negro-white differences in the recruit school academic averages. This condition is the situation described above in the underlined section of the quotation in paragraph 7 above.

I conclude that insofar as these standard analyses are concerned, the test is quite valid for both whites and Negroes, and since the differences on tests and criterion are proportionate, the test does not discriminate against applicants because they are Negroes or whites when used for the purpose for which it has been prepared.

9. I am aware that there are other statistical measures that are applied in research studies of the differences in test and criterion performance between Negroes and whites. It is my opinion that such further tests are not likely to throw additional light on the underlying causes of the clear-cut systematic differences between test performance and academic performance of Negroes and whites that face us here.

10. There is indirect support that Test 21 does not discriminate against applicants because they are Negroes. The racial composition of the uniform force of the Police Department over the past five years is more related to the nature of recruitment efforts than to the impact of the test. Test 21 has been used for many years, and a score of 40 right has been the required passing standard for approximately 20 years. The overall proportion of applicants passing this test has remained fairly stable at about 60 percent over the years for applicants who had at least a high school education or its equivalent.

Nevertheless, in the past five years, because of changes in recruiting policies and practices, and the increasing

concentration of Negroes in the Metropolitan Area which is the primary labor market for these jobs, there has been a dramatic increase in the representation of Negroes in the Police Department, *without any change in the test content or passing point*. The table below summarizes the racial composition, as reported by the Metropolitan Police Department:

	Total Force	Negroes	Negro Percent	Change in Total Force	Negro Gain
12/31/65	2883	507	17.5		
12/31/66	2785	529	18.9	-98	+22
12/31/67	2721	559	25.4	-64	+30
12/31/68	3252	902	27.7	+531	+343
12/31/69	3908	1265	32.1	+656	+363
12/31/70	5023	1836	36.5	+1115	+571

Negroes increased in number and percentage even between 1965 and 1967 when the total force *decreased*. Furthermore, from 1967 to date, the white segment of the force increased by 47%, the Negro by 228%. I conclude from this that if Test 21 were discriminatory, the MPD would not have been able to make such remarkable gains in the percentage and numbers of Negroes by merely changing its recruitment policies.

11. Success in training is a useful, reasonable and generally acceptable criterion for the entrance test to attempt to predict. The sole 'job' of the recruit is to master the training course, now of 17 weeks' duration, which is designed to equip him with the knowledges, skills, and attitudes required for effective police work. Verbal ability, among others, is a critical factor in training success. Since there is no requirement for previous police experience, and since mastery of the training program is required, the test is purposely directed at providing an estimate as to whether the applicant has the ability to

absorb academic training. For example, Police Academy courses for recruits include:

- Police regulations
- Police manual
- Traffic regulations
- ABC regulations
- First aid
- Laws of arrest
- Rules of evidence
- D.C. code
- Juvenile delinquency

It is quite common both in industry, government, and education to make use of general learning ability tests of this kind to help ensure that persons admitted to academic training leading to responsible careers in law enforcement and other professions have the ability to master the training. Such tests have been validated against measures of academic achievement.

Further evidence as to the importance of the police recruit training program is found in the report of the President's Commission on Crime in the District of Columbia (U.S. Government Printing Office, 1966). This report states in part (p. 162), "The Commission recognizes the importance of high standards for police officers and the fact that some police departments presently are more selective than is the Metropolitan Police Department. As a goal to be achieved in the next five years, the Commission recommends that the Department aim at a requirement of academic achievement beyond a high school education."

Further (p. 174), "Training is one of the most important means for upgrading the services of a police

department.' The intensity and relevance of the training provided recruits, supervisors, and executives provide a significant measure of the Department's effectiveness, its receptivity to change, and the quality of its leadership . . ."

"The fresh recruit often knows little or nothing of his potential authority, the laws or the customs of the community whose welfare he is to ensure, or the myriad mechanical aspects of policing a city. Moreover, his attitude toward the job awaiting him may be uncertain, and perhaps misguided. He must be trained and conditioned to his important task. The Police Academy and Training Section of the Metropolitan Police Department attempts to fulfill this difficult assignment through an indoctrination course of two weeks and a basic recruit training course of 13 weeks." (now 17 weeks overall).

Substantial economic and human loss could occur if unqualified applicants were to enter the MPD and its Recruit School and qualified applicants were rejected.

12. The position that success in training is a reasonable and generally acceptable criterion to measure effectiveness of Test 21 is supported by the authors of the book noted in paragraph 7. The following are, in substance, examples of their use of this type of criterion:

—In their study #3 (p. 71) the research dealt with trainees in programs for building maintenance and repair work, and for heavy vehicle driving. The training program lasted three months. The criteria included (a) graduation vs. termination from the training program, (b) scores on performance tasks in the training program, and (c) paper and pencil proficiency or achievement test scores.

—Their study #4 (p. 95) dealt with white and Negro nursing school students. The criteria consisted of (a) scores on the state licensing examination,

(b) classroom and clinical ratings, and (c) termination vs. completion of the training program.

13. Although in the 1967 study training school success was clearly stated as the primary criterion of the entrance test, we did explore and report the relationship between the entrance test scores and various measures of job performance. We were fully aware of the great difficulties in finding relevant and dependable measures. Furthermore, actual working conditions may not permit the supervisor to get first-hand knowledge of how the officer is behaving.

In my opinion, the same prediction test cannot reasonably be expected to be equally effective in predicting different performances; on the one hand, success in training, and on the other, subsequent success on the job, where the training program is designed to make a significant change in the skills, knowledges, and attitudes of the applicant. The policeman's behavior on the job depends not only in part on what he has learned in the training program, but also on many other factors in the situation, such as the nature of his assignment, the kind of supervision he has, and many unpredictable events in the community in which he is assigned. Thus, there is no feasible way, *before* entry into training, to measure accurately the probable behavior of a trained policeman in future situations which are difficult to anticipate at the time of selection for training. Furthermore, since applicants who do not meet recruit school standards will not become policemen, we believe it is completely reasonable to aim the selection test directly at applicants in terms of likelihood to succeed in recruit school.

14. Because of the changes in the police force and the Academy curriculum since the 1967 study, we have under way a current study to recheck the 1967 data and to try out different forms of test questions based on

detailed analysis of the recruit school academic program. I expect this study to be completed and any desirable changes in the test to be prepared and printed in the latter half of 1971.

Police Promotion Test for Sergeant

15. I have formed the opinion that the promotion test is an appropriate professionally constructed and valid measure for its purpose, to measure the required job knowledge as specified by the MPD, and accordingly does not discriminate against candidates for promotion to the position of sergeant in the MPD because they are Negroes or whites.

16. I have formed this opinion because the test was validated by content by a process that conforms completely to the standards for 'content validity' stated in "Standards for Educational and Psychological Tests and Manuals," American Psychological Association, Washington, D.C., 1966, paragraph C, pp. 12-13.

17. The validation process was as follows:

First of all, promotion from policeman to uniform sergeant is based on a combination of measures to insure a well-rounded evaluation of the officer. As specified in Special Order No. 7-A, April 1, 1969, of the MPD (or similar orders for earlier promotion tests) all applicants for sergeant must have had three years continuous experience and are evaluated by two methods: the first is a rating of their experience and fitness by the Department; the second is a written test of practical questions, designed "to test the candidates' knowledge, understanding, and application of laws and regulations and procedures under which members of the Police Department operate, as in effect on May 1, 1969." This Order specified in exact detail the books, regulations and general orders that an effective sergeant is required to know

and apply. In addition, the Order stated that some questions may also be 'on typical police problems and emergencies on which instructional books cannot be provided.'

The procedures for development of the test were designed to insure that the questions finally used were relevant and representative of the required knowledges and abilities as specified in the Special Order. Every question in the test was prepared, reviewed, and cleared for final use by senior officers of the Department. In addition, a statistical procedure known as 'item analysis' and a review of appeals on any question made by any candidate were included in the total validation process before final ratings were issued.

The detailed procedure for preparing the 1969 test was:

a. The Chief of Police selected four high-ranking officials (Inspector and above) to form the Metropolitan Police Department Civil Service Advisory Board, which determined what specific job knowledges and behaviors should be sampled by test questions.

b. The Department designated five senior officers (Captain and above) to serve as a test construction committee to prepare the test questions under the supervision of the Civil Service Commission's staff. The members of this committee (including Negroes) were chosen to provide expertise in all important areas of police work, and usually one or more of the members had had experience in preparing previous promotion tests.

c. The committee members were first trained by the CSC staff in principles of writing test questions, with particular emphasis on the use of appropriate language, clarity of writing, and the determination of the relevance of a question to the job. The officials were given written guides for constructing questions, and all questions were thoroughly reviewed by the CSC staff for clarity, format,

and language. In addition to the intensive training of the committee members, the CSC staff gave training in the drafting of test questions to *all* officers of the Department with the rank of Captain or above. The purpose of this general training was that all such officers were required to prepare rough drafts of questions for consideration by the test construction committee. This step was intended to broaden the representative nature of the test material by drawing on the experience of the entire senior force.

d. The test construction committee reviewed, rewrote, and checked the rough draft questions submitted by the senior force, and systematically evaluated every question as to its importance and as to the soundness of the answer key. The test construction committee selected the most appropriate questions of these and sent them together with the questions the committee itself had prepared, to the MPD advisory board for review. Throughout this process the CSC test specialists worked directly with the test construction committee, giving continuous advice and guidance in proper test construction practices.

e. The four members of the MPD Advisory Board independently reviewed each question for accuracy of the correct answer, including verification of the rules, regulations, or other references on which the questions were based and, in the case of judgment questions, the soundness of the correct answers in the light of established Department policies and practices. In addition, the Board made a determination as to the relevance and importance of each question and decided whether the question was suitable for inclusion in the test. Finally, two members of the Advisory Board, after additional instructions on relevance, materiality, and other factors, rated every suitable question in terms of its relevance, importance, and difficulty as a basis for selecting the final group of items to be printed in the test. The CSC staff, using these de-