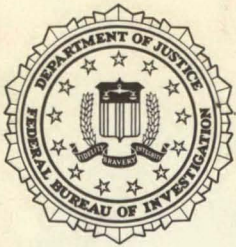


JANUARY 1971



# FBI

## LAW ENFORCEMENT BULLETIN



FEDERAL BUREAU OF INVESTIGATION  
UNITED STATES DEPARTMENT OF JUSTICE  
J. EDGAR HOOVER, DIRECTOR



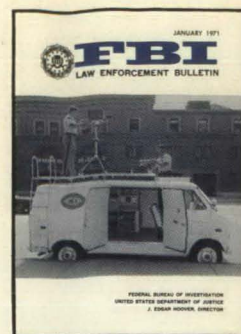
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Published by the  
FEDERAL BUREAU OF INVESTIGATION  
UNITED STATES DEPARTMENT OF JUSTICE  
Washington, D.C. 20535

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VOL. 40 NO. 1

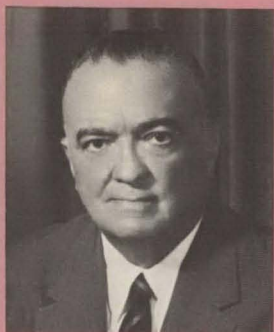


THE COVER—*St. Louis police officers use mobile television van to film a crime scene. See article beginning on page 3.*

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# MESSAGE FROM THE DIRECTOR . . .

. . . To All Law Enforcement Officials

CIVIC DUTY ALWAYS REQUIRES some individual effort. A good citizen does not deadhead in a democratic society; he shoulders the responsibilities of freedom.

Today, however, unless a citizen has an extraordinary abundance of civic pride and loyalty, he may occasionally feel inclined to throw up his hands in disgust where some civic obligations are concerned. For instance, a witness or victim involved in court proceedings in some jurisdictions may be subjected to such callous, indifferent, or belittling treatment that he comes away bewildered and thoroughly disgusted with our judicial machinery, his sense of fair play and justice shattered.

The public is always urged to fulfill its obligations of citizenship, but sometimes this is difficult. For example:

A woman, the victim of an alleged robbery and assault, dutifully answers a subpoena, officially reports to court at the appointed time, waits uneasily for a half day in the same crowded witness room with the accused, only to learn that the case is dismissed because "she didn't show up to testify."

A person whose car has been smashed by another vehicle driven by a teenager, reportedly too young for an operator's permit, repeatedly takes leave from his job to answer summonses to juvenile hearings only to find on each occasion the accused has ignored his summons and court officials appar-

ently have made no serious effort to have him present. Only after the complainant's strong protest to the juvenile judge was the defendant finally brought into court and the matter resolved.

At times, when people come forward as witnesses to testify in court, some jurists permit defense counsels to browbeat and intimidate them—including law enforcement officers—until it is questionable as to who is on trial.

Most citizens are ready to do their civic duty, but they do not expect to be mistreated or excoriated while doing so. Those so abused may be reluctant to volunteer their services in the future.

I say it is time for our courts to reevaluate the vital role of witnesses and victims in our judicial processes. True, the lack of administrative personnel, inadequate funds, case overloads, voluminous paper work, and a myriad of other problems disrupt the smooth operations of the courts. Most court administrators are aware of these conditions and are striving to apply corrective measures. However, I do not feel these conditions can be offered as an excuse for the indignities suffered by some victims and witnesses. I believe much of the trouble stems from the overbalance of concern for the accused. Certainly, all rights of the accused should be observed, but his rights only extend to where the individual rights of others begin—even in court.

I do not want to minimize, in any manner, the progress and advancement occurring in many legal jurisdictions today. Vigorous new leader-

## MESSAGE FROM THE DIRECTOR

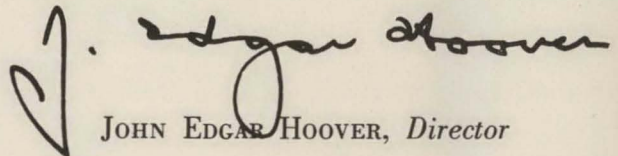
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ship in our high courts, broad procedural changes, and extensive administrative reorganization should move the cause of justice forward with new purpose.

Those entrusted with serving the law in our courtrooms should be certain the umbrella of justice covers all. Prosecutors must maintain a high standard of preparedness; they must insure

that the rights of victims and witnesses are respected. The courts must make certain that citizens who serve as witnesses or complainants, usually at considerable personal sacrifice, do not lose respect for our system of justice. A definite commitment to equal justice for the dutiful citizen must be reestablished. After all, simple courtesy and respect are not too much to ask for those who try to do their civic duty.

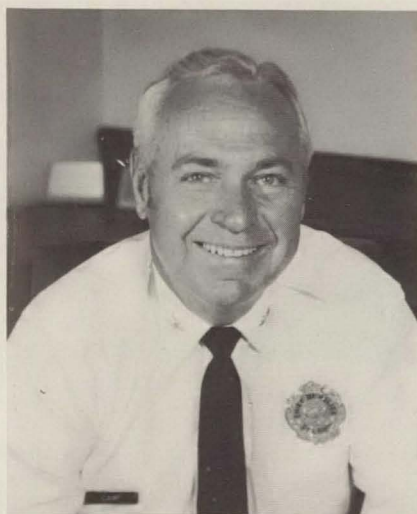
JANUARY 1, 1971



JOHN EDGAR HOOVER, *Director*



# *Educational TV Improves Operations, Training, and Management*



By  
**COL. EUGENE J. CAMP**  
Chief of Police,  
St. Louis, Mo.

---

*Better communication has always been a key to improved law enforcement. One of the most urgent priorities for the seventies is the establishment of better communications and coordination among agencies. To handle this priority, our department is using an educational television system.*

---

**M**ost law enforcement agencies today are faced with the problem of rising crime and increasing demands for police service, but only a few have been able to enlarge their reservoir of available manpower to meet the challenge of their greatly increased workload.

During the past 20 years in St. Louis, crime has increased nearly 350 percent, and calls for police service have almost doubled, from 273,000 in 1949 to 634,000 in 1969, while the number of police officers available to handle them has remained at about 2,000. In addition, the shortening of the police workweek to the standard 40 hours and the granting of holidays and more vacation time have resulted in a 17 percent decrease in the number of actual man-hours worked by our force during this period. Thus, it has become apparent that the only practical way of minimizing the problem is to make more efficient and effective use of technology.

The St. Louis Police Department has been a leader in applying modern scientific methods to the problems of law enforcement and particularly communication. Better communica-





Notices on wanted subjects are broadcast to each of the nine police districts during shift rollcalls each day.

tion has always been a key to improved law enforcement. Such developments as radio communication, point-to-point teletype, and, recently, computer-to-computer hookups have greatly expanded police capabilities in St. Louis.

The city of St. Louis is divided into nine police districts. Each is policed from a separate command housed in its own district police station. In addition, there are approximately 130 other law enforcement agencies serving the St. Louis metropolitan area, 4,000 square miles, containing over 2 million people in Missouri and Illinois. One of the most urgent

priorities for the seventies is the establishment of better communications and coordination among these agencies. To handle this priority, our department is using an educational television system.

#### **A "First"**

As far as we know, ours is the first law enforcement agency in the country to be licensed by the Federal Communications Commission to broadcast on an educational band designed for television.

The idea of utilizing television in the St. Louis Police Department was

first conceived in 1948, when commercial television was still in its infancy. At that time, however, as the cost of equipment for producing and transmitting television broadcasts was prohibitive, the idea remained dormant, although not forgotten, for many years.

By 1967 television science had changed drastically. The manufacture of relatively low-cost video tape recorders and cameras made television an important internal communication tool of many business firms and governmental agencies.

In 1969 it became evident that the department had everything necessary



for the successful use of television in police work. This included a need for instant communication, the technical knowledge necessary to operate a station, and sufficient funds for operation and upkeep. The only element missing was the \$200,000 needed to build and equip the station.

### ***Seeking Financial Aid***

At that time, St. Louis was not unique in the fact that local public dollars were short in supply. Since sources of funding from grants were not available for this project as they had been for other department undertakings, it was decided to seek help from the St. Louis business community.

A committee of five officers of local companies was formed, headed by the chairman of the board of an electric corporation. These men contacted 80 St. Louis companies by mail and telephone and solicited contributions for the system. Only five declined to participate, and within 4 months, the \$200,000 needed had been pledged.

Meanwhile, a license application had been requested, and on November 25, 1969, the Federal Communications Commission awarded the St. Louis Police Department a license to operate a television station on the instructional television fixed service channel.

Construction began December 8 on the necessary building alterations, air conditioning, and electrical systems. The television center officially began broadcasting at a dedication ceremony on March 14, 1970.

### ***Application to Law Enforcement***

The application of television to law enforcement is a relatively new and an untried concept. However, we believe that it will result in faster, more complete communication within the department and among local police agencies and in the general upgrading

of law enforcement in the St. Louis area through better training and increased educational opportunities.

The primary benefit of television in police work is that all district police stations can receive important communications not only in words but also in moving pictures, instantly and simultaneously. The TV studio is located in the Greater St. Louis Police Academy; the transmitter and antenna are located on the roof of police headquarters.

Each of the local districts is equipped with a receiving tower with a large microwave receiver dish and a converter that takes the incoming 25 megahertz signal and transforms it to one of the unused channels on the district TV receiver. The studio equipment includes two cameras for live presentations or video taping and a film multiplexer which allows the showing of 16 mm. sound film and 2-by 2-inch slides. The control room is equipped with a 1-inch video tape recorder and also a 2-inch commercial broadcast recorder which enables the department to give commercial stations in St. Louis prerecorded ma-

powered by an automobile battery. However, none of the field units can telecast live.

A complete miniature broadcast studio is located in a mobile television van, which is equipped with cameras, video tape recorder, its own audio system, power supply, portable cables, lights, and related equipment.

### ***The Use of Video Tape***

The police television system serves the community by contributing to more effective police operations, training, and management.

Police operations involve use of the system in actual police work, such as the documenting of crime scenes. In a recent double homicide the scene where an elderly couple was murdered was video taped and shown to command personnel within a matter of 30 minutes after officers departed. This tape was later viewed by the circuit attorney's office and marked and held as evidence. Within a matter of days the homicide division apprehended a man who was one of the two subjects in the murder of the elderly couple.

---

*"Long-range plans call for the department television station to have access to television tape libraries kept by local colleges and universities for the educational needs of our police officers."*

---

terial of importance. The system has five field video tape subsystems, each consisting of a camera, recorder, and monitor. Each subsystem uses 1-inch video tape and is compatible with the other studio tape machines.

These units operate on standard electrical power and can record using available light. Through the use of an inverter, they can be used outdoors,

This subject's confession was later recorded and held as evidence in the case.

As in other States, the Missouri Supreme Court has upheld the use of video tape in murder trials. On July 13, 1970, an appeal was made by a man who had been convicted of first degree murder where a video tape of defendant's statements and admis-



sions was made and used. The judges ruled: Video tape recordings of admissions of defendant are admissible in a murder prosecution where the foundation of voluntariness is established.

The homicide division of the St. Louis Police Department is now in possession of three additional video tape confessions, pending trial of the subjects.

### ***Information Explosion***

Police officials believe that video taping of suspects and interrogating officers together can be of significant value. It can help to document evidence that the *Miranda* warnings have been given, serve as a subsequent review of the facts of the case, or be held as evidence for trial. Other uses

of video taping in this respect include recording abnormal behavior such as manifested by drunks, the disorderly, or those under the influence of drugs.

Another important operational police application of the television system will be telecasting the daily lineup of recently arrested subjects to district stations. The lineup has been drastically limited in recent years by constitutional limits on holding suspects, early release of the arrested on bond, and recognizance programs. A video tape of each suspect made immediately upon arrest provides a method to communicate this important data to all police districts at a later time, usually at rollcall.

Today's information explosion, new technological developments in the field of law enforcement, and landmark court decisions present an awe-

some challenge to keep officers informed and up-to-date on their profession. The versatility of television makes it ideal for meeting this challenge through regular brief inservice classes for detectives, juvenile officers, and other specialists. Another possibility is management training for supervisory and command personnel.

### ***Beyond City Limits***

Heretofore, it has been virtually impossible to involve all department members in short training sessions at relatively close intervals because of the extensive travel required from the districts to headquarters and resulting interruptions in assignments. Now the department has the capacity to

*(Continued on page 25)*



Officers at a district station for rollcall view up-to-date information from headquarters on wanted subjects, missing persons, and the hot sheet for stolen vehicles and property.



# Methods of Presenting Supervisory Training

**The FBI, upon request from local and State law enforcement agencies, provides training and seminars on numerous subjects. Police administration is one such topic, and this article on supervisory training is an example of the type of material presented.**

The police supervisor has many roles. Two important roles are that of a trainer and a trainee. In most progressive law enforcement agencies he attends classes several times a year. At the same time he is asked on a daily basis to provide instruction to his subordinates, most of which does not take place in a formal training session. A major portion is given in an informal face-to-face manner. It is not the purpose of this article to discuss the informal method but rather to focus upon various methods and techniques of providing formal training. It should be remembered that the same problems, methods, and techniques discussed herein are also applicable to training on the executive and midmanagement levels.

Training is an indispensable tool of management. Let us take this opportunity to present training in its proper perspective. Training is only one phase of management's total responsibility. Management has the responsibility for establishing the goals and the objectives of an organization. The particular method used in an attempt to achieve these goals and objectives must also be defined by management. One practical way to go about achieving these goals is to resolve those problems that interfere



with the effective and efficient operation of an organization. To do this management must:

- Identify the problems and their causes.
- Determine what changes are required for improvement.
- Decide on and take the necessary action to accomplish these changes.

Training may be the action decided on by management to resolve the problems that interfere with the accomplishment of identified goals. Training for the sake of training neither alleviates the problem nor assists in the accomplishment of identified goals. *Training should further management's goals and objectives.*<sup>1</sup>

The defined goals and objectives may be achieved by increasing or changing employees' knowledge, skill, attitudes, or behavior in the manner desired by management. The objective for which the training has been devised should determine the method of training to be used.

### **Show and Tell Methods**

For example, in the law enforcement field it is not practical to train an officer in manual traffic control by the lecture method alone. This method would never give him the opportunity to participate in actual traffic control or to observe a demonstration in which proper techniques are used.

There are other factors that influence the choice of the training method to be used. One is the level of learning of the people to be trained. What knowledge and skills do they presently possess? Another factor is the availability of resources. What resources does the organization have that can be utilized in this training effort? Still another factor is the general organizational situation. If the lecture method has been previously used in the presentation of the training ma-

terial without achieving the desired results, it is unlikely that continued use of the lecture method will result in improved performance.

In addition, all training involves the basic methods of telling, showing, and doing, or a combination of these three.

### **Instructor's Role**

The instructor can only select what should be learned, organize the material in such a way as to facilitate the learning process, present the material in an attractive manner, provide purposeful activities for the trainee, make a continuous evaluation of learning, and reteach as necessary in an attempt to achieve the desired goals. The instructor must direct, tell, demonstrate, show, stimulate, correct, encourage, caution, motivate, and, at best, inspire the trainee. The instructor is most effective when he creates a feeling of interest and willing effort on the part of the trainee. The real test of an instructor's ability can be determined by the degree of success he achieves in modifying or changing the behavior of his students in the on-the-job situation.

The following are some of the more frequently used techniques and methods utilized in the presentation of supervisory training. A description of these methods together with advantages and disadvantages is being set forth.

### **The Lecture Method**

The lecture method is the oldest, most used method of presenting police training. It is simply one-way oral communication from the instructor to the students. It may or may not be followed by a question-and-answer session. The lecture method is a somewhat formal technique of presenting training material. Without the question-and-answer session the lecture

method provides a great deal of control since the material can be presented exactly as the instructor wants it to be presented.<sup>2</sup>

It has been found that the student with above-average intelligence obtains more from the lecture method than the student with average or below average intelligence.<sup>3</sup> The lecture method has been satirically defined as "the transfer of information from the teacher's notes to the student's notes without passing through the mind of either."

### **Advantages**

The lecture method provides the following advantages:

1. It is economical. A large amount of information can be presented in a brief period of time to a large group of people.
2. It provides a familiar, flexible, easy way to arrange and present material.
3. Material can be well organized and presented in a very systematic manner.
4. It can assure uniformity of information given.
5. It is especially useful for presenting factual material and background information concerning the organization.
6. It can stimulate student interest, supplement or stress reading material, and summarize the results of group activity.
7. It is an instructor-oriented rather than a learner-oriented method.

### **Disadvantages**

1. The lecture method can be boring to students. It requires a dynamic speaker who has adequate knowledge of the subject matter.
2. It is of little value in changing students' attitudes, developing skills, and presenting human relations material.
3. It presents a limited opportunity for student participation.
4. It is difficult for the instructor to determine how effective the lecture was, how much the student retained, and how much the student previously knew.



5. The lecture can be entertaining without instructing or presenting worthwhile material.

### **Discussion Method**

The discussion method is essentially an interchange of ideas between trainees under the guidance and supervision of a capable and competent instructor. It involves the contribution of ideas by trainees as a means of solving problems. The instructor must attempt to stimulate the trainees to think constructively and to share their experiences and knowledge for the mutual benefit of the immediate group and ultimately the organization.<sup>4</sup>

The discussion method of instruction can utilize two principal forms: the directed or guided discussion and the panel discussion.<sup>5</sup>

In the directed discussion, the instructor attempts to initiate and channel the student's thinking and response along predetermined lines. It is extremely useful in problem solving. The student is presented with a better understanding of the cause-and-effect relationship of each decision in the problem-solving process. The main disadvantage of the directed discussion is that its success depends to a large extent on the unobtrusive leadership of the instructor. The instructor must be careful not to cram his own ideas down the trainees' throats. There is no assurance that all of the desired points will be discussed. There is a danger that the trainees will become overly dependent upon the instructor and may not be willing to engage in the difficult task of obtaining a logical answer to a difficult organizational problem. The directed discussion can degenerate into a "bull session" if the instructor is unable to stimulate the trainees. Much of the success of this technique depends on the questions asked and the answers provided by the group.<sup>6</sup>

This method is most effective when it encourages personal motivation and group involvement. It has been used to stimulate better understanding of the organization and organizational problems. It has been an effective tool to alter and modify trainee attitudes concerning the organization and interpersonal relationships.

Similar to the directed discussion is the panel discussion. In the panel discussion a single topic or selected topics are discussed by a small panel—all the members of which are completely familiar with the topic and bring some expertise to bear on it. The leader or instructor first acquaints the class with the discussion topic and provides it with the necessary background. Each member of the panel is then called upon to express his views on the topic. The leader attempts to harmonize or clarify conflicting points of view and to summarize the main points presented by each member of the panel. This method realizes the greatest benefit when the trainee is well informed about the subject under discussion and when the topic is meaningful to the trainee's job. If the trainee has no real interest in the topic being discussed, this method has many disadvantages.<sup>7</sup>

### **Advantages**

1. It can reach a large number of people in a relatively short period of time.
2. The fast pace and change in speakers tend to hold the interest of the trainee.
3. It brings knowledge from a number of sources to bear on a given subject and generally spotlights the main issues involved.
4. It brings together opposing views.
5. It tends to stimulate thinking and analysis on the part of the trainee.

### **Disadvantages**

1. It requires careful advanced prepa-

rations to insure adequate coverage, coordination, and integration of the material and views presented.

2. It is limited in general to the views of the speakers.
3. It can easily get "off the beam" and not deal with the main issues of the topic under discussion.
4. It provides limited participation by the group members listening to the panelists.

### **The Conference Method**

This is a discussion by the group members, usually under the leadership of a chairman who is often chosen by the group members. Members of the group are generally selected because they possess particular knowledge of the subject matter under discussion, have prior experience in a related area, or have the ability to analyze complex situations and arrive at a logical conclusion. The chairman introduces the subject and gets the discussion started. He helps to keep the discussion "on track," sums up and closes it. Not all discussions reach a conclusion. Some only identify the myriad aspects of the problem and suggest possible alternative solutions.<sup>8</sup>

### **Advantages**

1. It permits the pooling of many ideas, information, and knowledge from a variety of sources and backgrounds.
2. If well conducted, it permits everyone in the group to contribute if he wishes.
3. It stimulates thinking and promotes the individual's ability to work with others in a group environment.
4. It is especially useful for exploring problems when the solution is unknown.
5. It can be used in developing a new philosophy or approach to a problem.
6. It is useful in fully exploring the different aspects of a problem.

### **Disadvantages**

1. It is practical only if the group members have some knowledge of, or



prior experience with, the subject matter.

2. It is practical only with small groups, usually less than twenty people.
3. It is not an efficient method for the organized presentation of new material.
4. It requires more time to cover the material being presented.
5. The discussion is not always relevant to the major issues involved, and the group tends to lose sight of these issues.
6. Much of the success depends upon the ability of the discussion leader.
7. Desired leadership can be difficult with certain groups and certain personalities.
8. Some members of the group may dominate the discussion, while others may be reluctant to express their views.

### Seminar

Similar to the conference method is the training seminar. This is a group discussion or exploration by highly experienced people working under minimum formal leadership of a subject for which ready answers are not available.<sup>9</sup>

---

*"No matter what form the training takes, it should be in furtherance of the organizational objectives set by management. . . . It is essential that we know what people need to learn before we can decide how to teach them."*

---

The advantages of the seminar are the same as those enumerated for the conference method. The seminar is especially useful for situations in which there is no predetermined solution.

The disadvantages are that it requires even more subject matter knowledge on the part of the seminar members than does the conference. It is practical only with a small group. It is not appropriate for presenting known subject matter. It has the same

disadvantages as the conference in that some participants may tend to dominate the seminar and the major issues may be lost in unrelated discussion.

### Forum

Similar to the discussion method, conference method, and seminar is the forum. After a brief presentation by a speaker, the trainees respond with questions, responses, evaluations, and recommendations. No attempt is made to arrive at a common conclusion or to select the one best method.<sup>10</sup>

The forum has the advantage of allowing free and open discussion by the group. It develops many different points of view. It can be stimulating, thought-provoking and, at the same time, reach a large number of people in a short period of time. It is especially useful for exploring new ideas and for broadening information.

It has several disadvantages. Everyone wishing to talk or contribute may not have the opportunity to do so. The results may be so inconclusive as to

cussion leader. The case may be presented to the group orally, in writing, in pictures, or on a record. The case presented is usually an actual case or one composed from the facts of several related cases. This method utilizes the principle of learning through actual participation in discussion and problem analysis. The case generally involves a complex situation typical of real day-to-day problems. There is not one correct or one best answer; the best solution is often a matter of opinion or personal preference.<sup>11</sup>

### Advantages

1. Permits participation by all members of the training class.
2. Involves an actual case usually of interest to the members of the class.
3. Brings the knowledge from a number of sources to bear on the subject matter.
4. Develops independent thinking, improves analytical skill, and develops problem-solving ability.
5. Gives the individual student insight and understanding into the major issues involved.
6. Gives individual class members an opportunity to test their own ideas on others and, at the same time, affords them the opportunity to work with others.

### Disadvantages

1. Requires a relatively small group to be effective.
2. Requires a considerable period of time.
3. In some instances, it requires extensive advance study of the case by group members.
4. Suitable case material is not always available.
5. Requires skillful leadership. The leader must be familiar with the case and well grounded in principles involved in the case. Much of the success depends on his ability to look for more implications in each solution, to observe the progress of the group, and to ask thought-provoking questions that make the student look into the broader problems involved

(Continued on page 26)

### Case Study Method

The case study method involves group discussion of a preselected case history under the direction of a dis-





## Excellent Training Through Modern Facilities

The \$5.2 million New York State Police Academy was opened in May 1970. Behind the main building are the twin dormitories, each housing 100 men.

By  
**MAJ. SAVERIO A. CHIECO**  
Director of Training,  
New York State Police Academy,  
Albany, N.Y.

*More than 50 years ago, the first troopers of the New York State Police to receive training reported to a campsite of borrowed Army tents located on a farm in the central part of the State. In May 1970, the New York State Police opened a \$5.2 million three-building training complex on the edge of Albany. In this article, Major Chieco describes the new facility and some of its modern features.*



Since May 1970, the New York State Police has been the proud possessor of a home for its training program, a complex of three buildings, known collectively as "The Academy." Constructed at a cost of \$5.2 million, it is located just a stone's throw from the State Police Headquarters on the western edge of Albany.

The facility, comprised of a main building with classroom areas and administrative offices and two dormitories, is everything that a training staff could hope for. It is functional, spacious, modern in every respect, and equipped commodiously for the living needs of trainees.

But it is also aesthetically pleasing.



Multishaded wall-to-wall carpeting in corridors, offices, cafeteria, and classrooms, the pastel-painted walls, and careful attention to lighting combine for a decor of quiet beauty and taste. It has an atmosphere one immediately senses on crossing the threshold of the main building and entering the lobby, where muted light filters on bright days through a large circular skylight concealing a score of lamps for supplemental illumination.

### ***Incentive for Better Training***

The New York State Police has a tradition in training going back 53 years to the appointment of the original troopers who were put through 10 weeks of training before entering upon their police duties. Through the years the priority given to training has remained high, but its consummation in the absence of a training center was carried out often under difficulties. During recent years the basic schooling for recruits, for example, has been conducted in such varied places as the State Fairgrounds, university facilities (during summer months), a summer resort hotel (during off-season months), and a National Guard camp.

This dependence on catch-as-catch-can accommodations, lacking the equipment desirable for a modern police training program, is now a fast-fading memory. Beyond the convenience of having our own physical plant have been some interesting intangible as well as practical effects. The mere physical presence of the academy has put new emphasis on training as the sine qua non of professionalism. In a real sense our whole training effort has been the beneficiary of a psychological uplift.

Much of the credit for the conceptual planning and organization of the new training complex is owing to the late Supt. Arthur Cornelius, Jr., a former Special Agent in Charge of the



**Supt. William E. Kirwan.**

FBI Albany Office, who was appointed to head the State police by Governor Rockefeller early in 1961 with a directive to reorganize the agency. A rapid expansion in manpower which quickly followed his appointment made the need for adequate training facilities more pressing. Finally, in 1966 Governor Rockefeller succeeded in winning legislative approval for an academy appropriation.

### ***Preliminary Stages***

With the future of the academy assured, division officials turned their attention toward the acquisition of a desirable site and to the development of building plans tailored to the specific requirements for police training. Visits were made to other States with training facilities to get the benefit of the experience with these academies. Other considerations involved in the planning were a projection of future training needs over the next 40 years and a final plan that would permit the State police to offer specialized training on a limited scale to local police departments. On the basis of these studies, the State architect's office began the translation of these needs into the academy design, contracts were let, and groundbreaking was ob-

served May 15, 1968. Just 2 years and 3 days later, a class of 98 recruits who had begun their basic training at a military camp entered the academy for the final weeks of their 16-week course.

As construction moved ahead, the training section concerned itself with two problems: first, equipment and housekeeping needs, and second, curriculum development and scheduling.

The former included the question of how best to provide for the food requirement of trainees. Building plans included a cafeteria-style dining room with a capacity of 200 persons at a single sitting. This question was resolved in favor of a contract with a professional food service organization, which provided a minimum number of meals daily at fixed prices per serving. The arrangements so far have proved very satisfactory.

### ***Specialized Equipment***

While the furnishings for administrative offices have been obtained from private industry, most of the classroom equipment, chairs, tables, and the like were procured through the Bureau of Prison Industries of the New York State Department of Correction, with a substantial savings to the State. Considerable research was conducted in connection with equipment for audiovisual instruction, an effort that included the actual production by the training staff of a half-hour film with video tape equipment.

In the development of the academy curriculums, which are based largely on courses that have been conducted in the past, a main consideration was the scheduling of instruction in a way that would provide for full use of the academy throughout the year, avoiding overuse or, on the other hand, underuse. A large visual chart with space for listing courses to be held during every week of the year facilitated the attainment of this objective.



The heart of the academy is the so-called main building, a one-story structure, shaped something like a cross, which has a width of 330 feet and a maximum length of 310 feet. Two elevated sections of the roof denote the location of the auditorium, which has seats for 304 persons, and the gymnasium. A protrusion at the front of the building forming the lower stem of the cross houses the cafeteria, kitchen, the quartermaster's storage area, and a room for the construction of realistic crime scenes used for training in investigative techniques.

### **Staff Quarters**

A wing at the south side of the building houses the academy administration. Fifteen offices on the exterior perimeter of the wing provide quarters for the permanent staff of

the training section and for counselors brought in from the field for temporary assignment when basic schools for recruits are in progress. Also in the wing are a large room for the stenographic pool, a conference room, an area for files and records, and a staff lounge of generous proportions. An unusual feature of this section is a pleasant courtyard, landscaped with shrubbery and a mature tree, and equipped with redwood benches. The courtyard may be entered either from the staff lounge or from a corridor.

The central section of the building is taken up by the auditorium, with an entrance off the main lobby; two rooms for audiovisual instruction; a library; and a practice typing room.

The auditorium is fitted out with upholstered seats with writing boards that can be raised by the occupant for taking notes. At the rear is a projection room for visual presentations.

The auditorium is used for general assemblies and as the principal lecture hall. It is also used for orientation talks before groups of trainees and visitors arriving for a tour of the installation. Immediately behind the stage is a large workshop where various types of visual aids are prepared under the supervision of a technical sergeant.

### **Classroom Space**

The workshop separates the auditorium from the two audiovisual classrooms. Each of the latter has a capacity for 90 students, and each of the rooms can be subdivided by a mechanically activated partition to make four audiovisual rooms, each with accommodations for 45 men. This feature makes it possible to have four classes using different sets of visual aids simultaneously. These

At the dedication Gov. Nelson A. Rockefeller said the academy would be a hub for training of local police not available elsewhere in the State. Seated are Supt. William E. Kirwan, center, and Deputy Supt. John J. McGuire, right.







The auditorium seats 304 and is used as a lecture hall and for orientation talks before trainees and visitors. Shown here are local officials attending a 3-day narcotics seminar.

rooms are equipped with consoles enabling the instructor to project the visual material desired by means of push-button controls.

The library of visual aid material is being expanded constantly, and eventually, it is expected that all instruction that can benefit thereby will be translated into graphic presentations.

Among the other instructional facilities are three conventional-type classrooms with a total capacity of 240 students. Partitions are available to quadrisect these rooms, making it possible to have 12 classes of 20 students each in progress at the same time. One of these rooms has been set up to simulate a typical station headquarters. Here, new troopers are trained in the handling of incoming calls and taking appropriate action

indicated by the nature of the complaint. Another room is set up for moot trials. Here recruits receive instruction and practice in presenting testimony as witnesses.

### ***General Layout***

This general area of the academy also contains a first-aid room and an office for the use of division physicians. Across a corridor from the classrooms is a fully equipped gymnasium, 10,000 square feet in area, for physical training and recreation. Adjoining it are a locker room and showers, and across a corridor from these is a room used for training in defensive tactics.

One other highlight of the academy is the indoor firearms range with 10 firing positions located in the base-

ment. The placing of targets at various distances and their retrieval are electrically controlled. A rheostat permits variations in the lighting to simulate any condition from bright sunlight to total darkness. A desk for the firearms instructor, equipped with a public-address unit, is separated from the shooters by glass panels.

The two dormitories of the academy are three-story buildings, identical in design, each providing accommodations for 100 men. The rooms are arranged for double occupancy except for eight single rooms set aside for instructors. All rooms have connecting baths. The two upper floors of each dormitory have 20-foot-square living rooms for informal gatherings, and both of the buildings have an elevator used primarily for moving luggage and equipment. The dormitories are



connected to each other and to the main building by glass-enclosed bridges. Space is available for the construction of a third dormitory should the need for additional accommodations arise in the future.

A description of the academy would be incomplete without noting the attention that was given to the selection of interior color schemes, an effort that successfully achieved a harmonious and pleasant atmosphere free of monotony. Wall-to-wall nylon carpeting in green, gold, and reddish orange blends with walls in complementary shades of white, gray, beige, gold, red, and green. The exterior walls are finished with glazed brick of four shades of mottled white, topped with a limestone trim.

The making of the complete trooper begins with the basic school, followed by periodic refresher courses and a wide range of specialized training.

As its name suggests, the basic school equips the new trooper with

the fundamentals of police work. It is a 16-week course embracing more than 100 subjects. Plans call for scheduling three basic schools a year, each with a prospective graduating class of 80 troopers. Enrollments will vary, of course, depending on vacancies and the authorization of new positions. Three basic schools have been conducted at the academy since its opening, including the original group that had begun its training earlier, a class of 89 that graduated October 30, and the present school of 100 recruits who began training November 2.

### ***On-the-Job Training***

New troopers have a probationary status for their first year, and with the completion of basic school, their training continues in the field. For several months, the new member works with a senior trooper. His progress is evaluated and discussed at frequent conferences with his zone

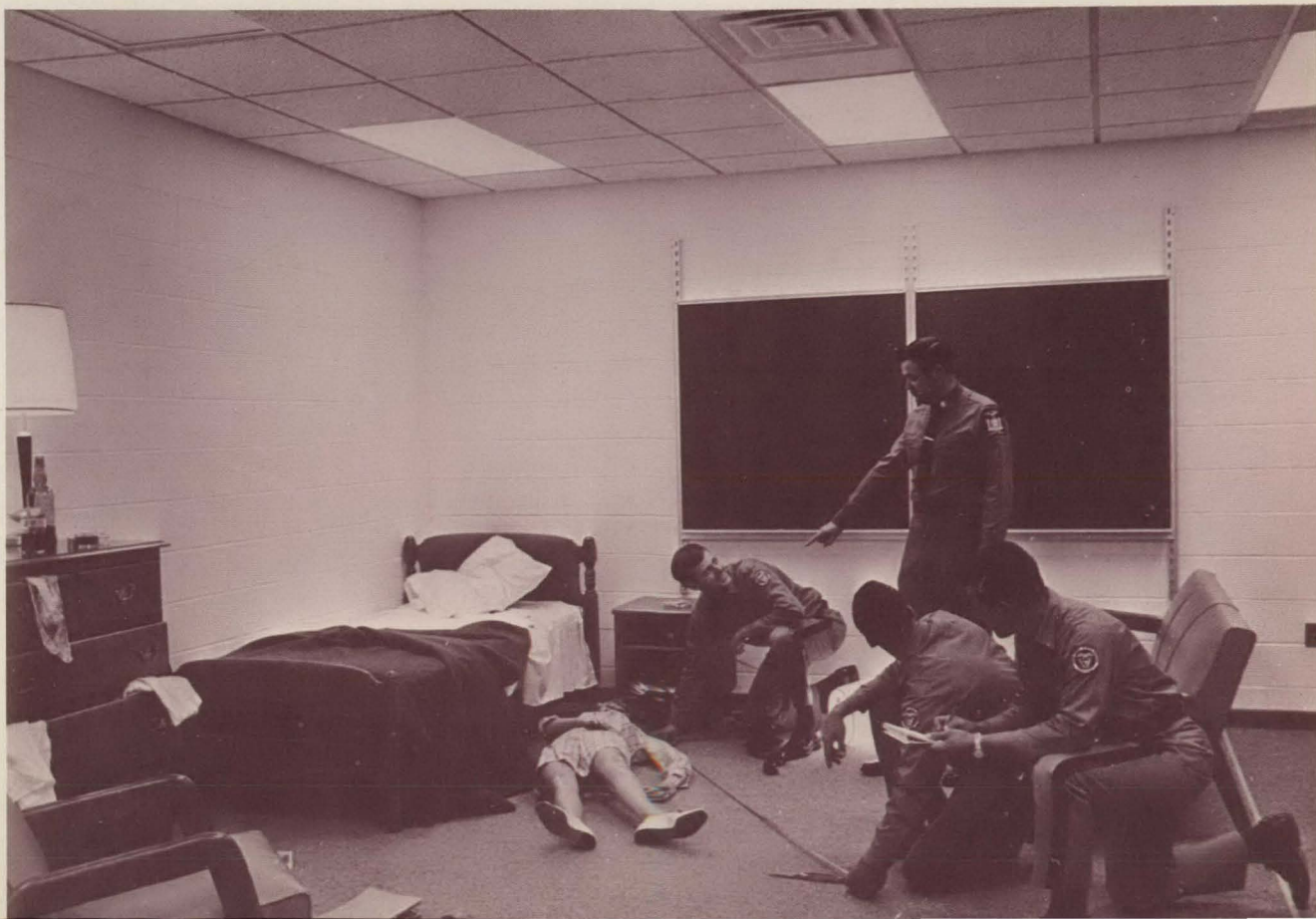
commander. If his progress is satisfactory, he is permitted to work on patrol alone for the remainder of the probationary year.

As modern life becomes more complex, the basic preparation of the new trooper grows broader. The academy staff is hoping for early implementation of its request for 200 additional hours (5 weeks) of training in the field of communications and speech, English composition, sociology, and driver education. It is anticipated that the academic courses will be taught by State university professors and carry college credits.

With the recruit trainees occupying about half of the academy accommodations, two other programs in progress on nearly a year-round basis will use the remaining facilities. One of these is our own inservice program for experienced troopers, a weeklong course for 30 men, and the second, a 10-week course in the science of traf-

*(Continued on page 28)*

**Recruits are taught investigative techniques in a classroom with a simulated crime scene.**





# Police Handling of Emotionally Disturbed People

One of the most rewarding aspects of my professional life during the past 10 years has been my work with law enforcement officers in the Intermountain West. Together we have developed a variety of courses for law enforcement people concerning ways and means of handling emotionally and mentally ill persons. One of the things we have learned is that we can teach a concise, diagnostic formula to help officers recognize the mentally ill when they are encountered. We feel this is important if we are to handle such people as humanely as possible—and still protect ourselves.

Further, and this is emphasized, officers are cautioned that the completion of a course which helps them to recognize certain emotionally or mentally ill traits does not give them expertise in this field. Rather, our purpose is to assist officers in meeting a troublesome problem, to help them identify the problem when encountered, and to give them some basic, general guidelines on how they

By

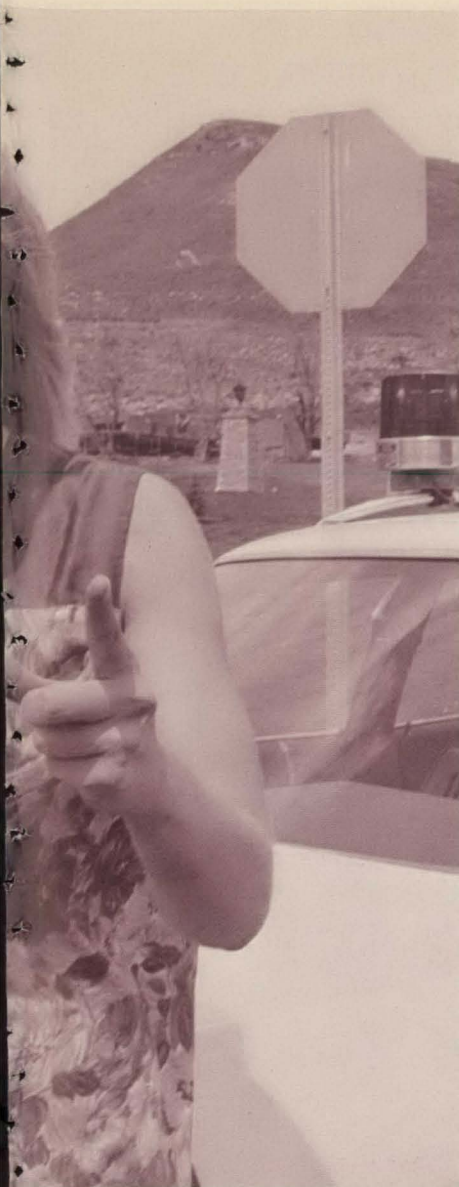
**DR. HERBERT B. FOWLER**

Director of Continuing Education in  
Psychiatry,  
University of Utah Medical School,  
Salt Lake City, Utah



*“... our purpose is to help officers meet a troublesome problem, to help them when encountered, and to provide general guidelines on how to handle aggravating the circumstances. The purpose of psychiatric help should be based on his judgment and the help needed.”*





may proceed without aggravating the circumstances. Expert medical and psychiatric help should always be sought if an officer, based on his judgment and experience, feels it is needed.

In addition, experienced policemen know that average, rational people react in many different ways when arrested, stopped, or questioned by police. Since emotionally and mentally disturbed people comprise only a relatively small percentage of the population, an officer must not "jump to conclusions" in considering a person's responses or actions. If the emotionally or mentally ill traits we discuss here are present, they will usually surface to a point where an officer may conclude that the person falls within the scope of the material presented in this article.

### ***Types of Disturbances***

Gradually we have decided on the following simple categories for recognizing those people who are emotionally or mentally disturbed:

- I. The psychotics (mentally ill).
- II. The neurotics (emotionally ill).
- III. The character disorders (psychopaths or sociopaths).

This method is far too simple for the highly academic student, but for the officer on the "firing line," it is quite often a useful tool. As I describe these in detail, please refer to the posed photographs. They are arranged in order, to illustrate the categories.

#### ***I. The Psychotic***

In pictures 1 and 2, we see a police officer who, having stopped a car, is confronted by a wildly bizarre person. This person is "out of touch with reality," may be hallucinating (seeing

things that really are not there), and/or delusional (has ideas that are not really true). The basic problem with her is that she is overwhelmed with fear—a fear that is unrealistic, but frightening. She may be completely out of control. Formerly, these people might have been called "crazy" or some other disparaging word. They occupy a large segment of our mental hospitals. There are various technical words to describe them. While I do not think you should dwell on learning new words, perhaps you should recognize ones like schizophrenia and manic-depressive psychosis. Actually, mental illness (when looking at *all* illness) is rather rare. It may not be rare to police officers, but when compared to all of the illnesses that are treated by doctors, it is still a rather uncommon illness. It is usually treated in hospitals and with modern-day management has a much better prognosis (meaning an educated or scientific guess as to the outcome) than a few years ago.

#### ***II. The Neurotic***

In picture 3, you see the most common form of emotional disturbance—that of the "neurotic." These are the people who fill psychiatrists, doctors, counselors, social workers, and psychologists' offices in great numbers. Their main problems are usually anxiety and depression. The symptoms are common to all of us. We become anxious when called upon to give our first speech in public. We become depressed when we lose a loved one. These symptoms become a problem when they overwhelm and control our thinking and/or our behavior.

In the picture we have attempted to portray a typically neurotic housewife. When stopped for a traffic violation, she is usually very upset. In the picture you see that she is a most unhappy person; her anxiety may show in the very tremulous way she han-

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dles herself. She often is so "shaky" that she cannot get her license out of her wallet for proper inspection. While she usually does not plead with the police officer for mercy or really give him any trouble, she obviously is very upset. This nervousness is such a common occurrence that I have had officers tell me, "You are describing just about everybody I arrest."

### **III. The Character Disorder**

The character disorder (sometimes referred to as a psychopath or sociopath) is illustrated in picture 4. It is the most complex and difficult emotional problem that confronts the law enforcement officer. It constitutes that large category of people who commit the majority of really serious crimes. The character disorder is a difficult person to understand. First of all, he is not really afraid to commit illegal

acts—and his anxiety usually does not show while he is doing them. He is not usually upset, nervous, or as excitable as the neurotic. He is not "out of touch" with reality as are the psychotic patients.

In picture 4, the young lady has run a stop sign, but as the police officer approaches her car, she has already "sized him up" as a young, good-looking man. She decides to use the seductive approach in a "game" to keep him from writing her a ticket. She can play many other roles. She could be angry and try to subdue him, or impress him by her position, such as, "I am the daughter of the mayor, and if you dare give me a ticket, I will see that you lose your job." On the other hand, she might try to intimidate him by saying, "If you arrest me, I will see that your wife or children really pay for your stupidity."

Basically, the police officer should

remember that these people are not anxious like the neurotics. At times, the officer may find he is the "anxious" one. They often get their kicks out of putting something over on a police officer. For instance, if the officer in the picture lets this young lady go, she will laugh all the way home and perhaps try it again tomorrow. She will probably use a different approach, but her purpose will always be the same—"outsmart the police officer."

We will go through the three categories mentioned above by assuming (as is shown in the pictures) that a young woman has very obviously run a stop sign and is immediately stopped by a police officer.

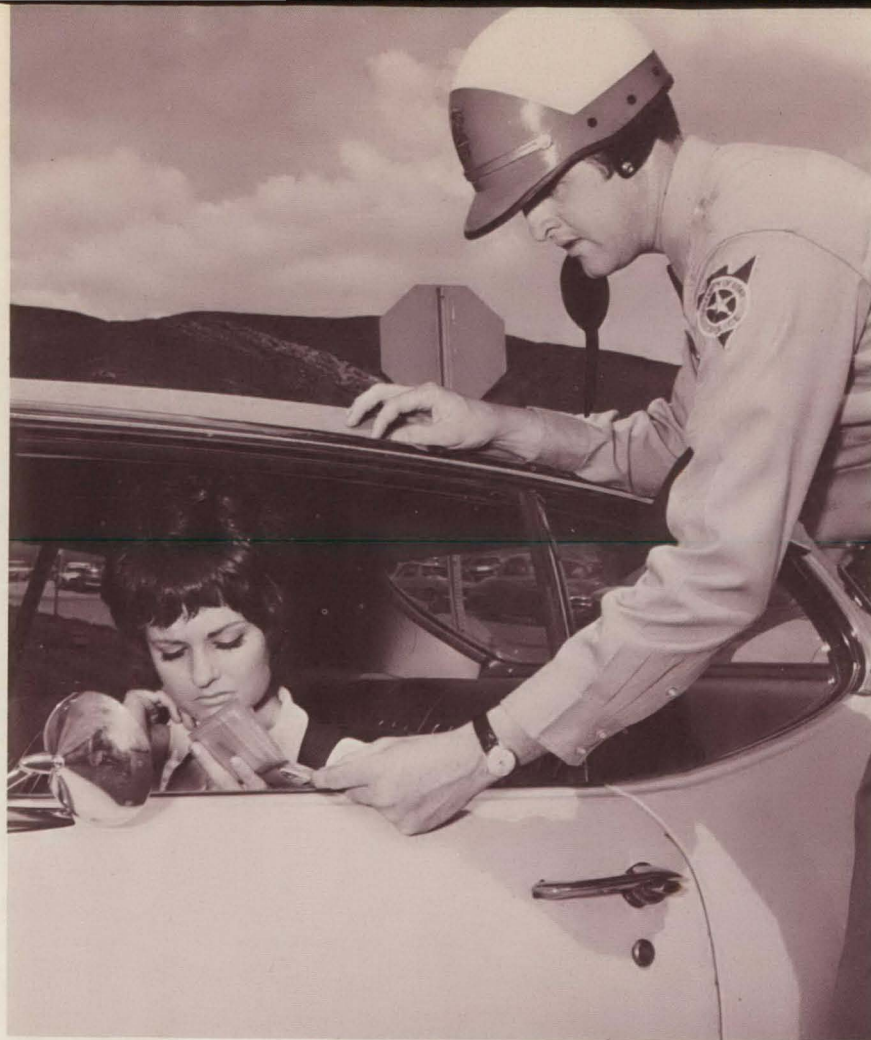
### **I. The Psychotic**

In pictures 1 and 2, the person is very obviously disturbed. At times the

No. 2.







No. 3.

patient may be raving like this young lady. She is screaming at the police officer that he is "picking on me and nobody else," and if he only knew what he were doing, he would be out "chasing the communists or big-time criminals." On the other hand, she may say, "I was ordered by a voice to run the stop sign." These people have many types of weird and bizarre ways of saying and doing things. Actually, they may be hallucinating or delusional, and this leads to their peculiar thoughts and behavior.

They usually represent emergency medical problems and should be taken immediately to a hospital. The emergency rooms in larger cities are ordinarily staffed by psychiatric consultants along with other medical per-

sonnel and should be called upon for assistance.

Getting the patient to a medical facility may be a difficult matter, but the first approach is to be as friendly as possible. You will see in the picture that the police officer has taken off his hat and his gun as these may often tend to frighten the patient even more. (In taking his gun off, the wise police officer places it in such a position that he can be the first one to get to it or leaves it with his companion if accompanied by another officer—in case his diagnosis is not quite accurate.) He approaches the patient in a friendly and open manner. Being as unobtrusive as possible, he says, "You seem very upset, let me take you some place where we can get some help for you.

You may not think that you need help, but I think that it would be a good idea for us to talk to somebody."

This approach will win over a surprising number of psychotics. If this does not work, then the police officer should call for help. Trying to handle one of these patients on a "one-to-one" basis sometimes is impossible and several people can do a better and more gentle job. However, in calling other police officers, the primary police officer should give them as much warning as possible about the situation. They should come in quietly, as loud noise from a siren is liable to disturb the patient even more. Two or three people can usually persuade a psychotic to go to an emergency room or to a private physician's office for consultation.

It is very important that each police officer learn of the availability of psychiatric help in his own area. The recent growth of community mental health centers across the United States has made such consultation more readily available than in the past. If the police officer fails completely in getting the patient's cooperation to seek medical assistance, then he has to seek legal help. This varies with locality, so the police officer should be thoroughly acquainted with the legal commitment procedures in his own State.

## II. The Neurotic

Again study the depressed housewife in picture 3. Her depression has made her a "problem driver." She is terribly upset, probably she should not be driving a car at all. Her judgment may be impaired, and the police officer should be tactful and persuasive in suggesting that she not drive any more at the time. Perhaps relatives or friends could be contacted and they could arrange to take her back home and see that she gets medical help. The police officer, in this





No. 4.

case, is in no position to take her directly to a psychiatric facility. This is strictly the patient's own choice, and the police officer can only suggest, if he deems it proper, that she may need help.

Whether or not the police officer gives the neurotic person a ticket is strictly a matter of his own judgment and training. In some instances conditions may be such that the issuance of a ticket for a minor traffic violation may not be prudent.

### III. The Character Disorder

Also study the seductive, manipulating female in picture 4. In this case the police officer has to be every bit *the police officer*. He should go strictly "by the book." He should be alert to defend himself; he should also have his ticket book ready. He should be businesslike and firm. The important thing to remember about the

character-disorder person is that he is relatively anxiety free; he may not be as concerned, or as anxious, as the police officer himself. Therefore, the police officer, if he does not tend to business, can be at a disadvantage. A female with these traits may try to seduce him, coerce him, or bluff him. Male character disorders especially will often threaten him with his job, threaten to take the case to court, or threaten him physically. The police officer certainly should give him a ticket without equivocating.

### Other Disturbances

In these brief categories of mental and emotional disturbances we have left untouched a large number of psychiatric problems. You are all too familiar with the dope addict, the alcoholic, the sexual pervert, and many others. Regardless of the diagnostic tag these people carry, it may help if

you still try to think of them in one of the three categories described above.

The majority of chronic drug dependent people fall in the character disorder slot. When they are character disorders, they should be handled as such. However, some of them may be neurotics who, for one reason or another, have become dependent on drugs. Usually, the neurotic does not get involved in illegal drug traffic, while the character disorder may be involved. The alcoholic is much like the drug dependent patient. A large number of alcoholics may be character disorders, but there will be a significant number who are neurotic. A person who is "withdrawing" from alcohol should first of all be treated as a medical problem. (He may develop delirium tremens, or so-called D.T.'s, which is a medical problem.) Psychotic people, interestingly enough, usually do not become addicted to alcohol and drugs. There are occasional exceptions to this, however, and if the psychotic has been drinking, he is even more difficult to handle.

### Three Basic Categories

The problem of sexual perversion can fall to any of the three categories. The well-established, long-standing pervert is often characterological. However, younger persons may be involved in various stages of their psychosexual development and are basically medical problems. In most perversion cases involving older persons, psychiatric consultation should be sought.

The following question is often posed to me by police officers: "When do we know when persons with perversion tendencies, such as 'Peeping Toms,' become a real danger?"

There is a very good rule for the police officer in this instance. If an

(Continued on page 31)





By  
**J. EDGAR HOOVER**  
Director,  
Federal Bureau of Investigation

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*"While subscribing wholeheartedly to the humanitarian principles of parole, probation, and related leniency, I suggest the possibility that you might be the next victim of someone's misguided and overindulgent leniency—their fatal mistake perhaps, but with you as the ultimate victim."*

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## The Ultimate Victim

When we recall the horrifying scourge of the Black Plague of the 14th century, and then contemplate the wondrous scientific achievements of our own age in conquering crippling diseases, we are struck by the great advances civilization has made in protecting the physical well-being of man.

Tragically, however, progress in safeguarding the personal security of the individual citizen seems to be reversing itself, in some cases, back to the stone age where brute force reigned supreme. We have sunk into this morass through a distortion of human values. We have forgotten history's lesson that law, order, and justice exist only when personal liberty is balanced with individual responsibility. We have somehow lost

a concept as old as the Magna Carta—that the public welfare must take precedence over private privilege.

In today's society, one of the most privileged of creatures is the unrehabilitated, repeating offender, prematurely released time and again, free to abuse parole, probation, and bail privileges while wreaking havoc upon law-abiding citizens. This offender is often the beneficiary of outlandish technical legal evasions and a misguided sense of charity. This even includes repeated examples in which dangerously mentally ill persons are released without adequate supervision.

### *A Case in Point*

After a recent gun battle, one suspect was arrested for two murders, a

kidnaping, and the gunpoint robbery of his own mother. Citizens learned in disbelief that he had been freed from a mental hospital just a few months before, after six court-appointed psychiatrists had testified he had regained his sanity. In 1967 he had been found insane after the strangulation murder of a woman whose body was found with candles burning at her feet and head, with a Bible on her chest, while the man in question sat in a nearby chair strumming a guitar.

This is the kind of example that cries out for greater and more responsible safeguards in the handling of the severely emotionally disturbed so they are not in a position to do harm to themselves or others.

Equally startling is the judicial



juggling by which convicted felons may be freed or given light sentences.

In a major metropolitan city in the spring of 1970, a man, recently released from a mental hospital, plunged a knife into a policeman's heart. This murderous response resulted from the officer's polite inquiry, "Can I help you, sir?"

In another instance, a man was arrested after an unsuccessful attempt to hijack a southern-bound airliner. Because he had a background of psychiatric problems and was ruled insane at the time the offense occurred (but sane at the time of the trial), he was awarded a directed verdict of not guilty and granted an immediate release from custody.

A young midwestern criminal who confessed beating to death a 75-year-old woman in a \$5 street robbery was granted a 7- to 10-year term. Offered as an excuse for the light sentence was the advanced age of the victim, on the fanciful theory that, if the murdered woman had been younger, she might not have died from the brutal assault.

### **Light Sentences**

The same jurist who rendered the foregoing opinion also astounded fearful citizens not long ago with the proclamation that he would deliver light sentences to anyone claiming mistreatment by police. He thereupon bestowed his personal policy of benevolence on one young thug, previously convicted of aggravated assault, interstate transportation of a stolen motor vehicle, and assault with intent to rape a female minor under 16. The offender was captured by police after a gun battle which broke out as he fled from a jewelry store holdup and stole a police car to aid his flight. Although three police officers were treated for injuries received in the capture of this criminal, the judge accepted the defendant's claim that he had been beaten by the police, re-

duced the charge to assault with intent to rob while armed, and sentenced him to 2 years' probation conditional on his surrendering to Federal authorities for treatment as a drug addict. When the narcotics institution rejected the criminal on the grounds he could not be rehabilitated, he was given 3 years' probation by the sympathetic judge and promptly freed to again stalk the streets.

### **Recidivism**

The speed and ease with which many convicted felons return to the streets through faulty parole policies were demonstrated in an eastern metropolitan area in early 1970, when four men kidnaped a banker to facilitate robbing his bank and two of them later engaged in a gun battle with arresting FBI Agents. One of the four robbers had been paroled in 1966 after serving 3 years of two 20-year concurrent sentences for a pair of earlier gunpoint robberies. Another of his accomplices had been paroled less than 2 weeks before the latest offense after serving sentences of less than 2 years for housebreaking and burglary.

In the same locality in March 1970, another individual charged with a bank robbery was identified as having received a 10-year sentence in 1968, after a guilty plea—yet he secured release on parole in less than a year.

And, in the Southwest in the summer of 1969, a State trooper was approached from behind and shot in the head by a parolee who boasted a 15-year criminal record and had been paroled but 8 months before, after serving some 4 years of a 21-year sentence for another murder.

Our society rightly prides itself on giving an offender another chance. But the rights of innocent, law-abiding citizens were badly protected in the case of a young repeating offender in an eastern city who, despite six crim-

inal convictions over a 17-year span, with accumulated sentences totaling almost 30 years' confinement, was released in June 1970 with a 5-year probationary sentence for second-degree burglary.

Gratitude for "another chance" was also mocked in a southern city in June 1969, when a man paroled just 6 months before, after serving only 26 months of a 10-year sentence for bank robbery, shot to death a police officer during an armed robbery spree.

The wisdom of judicial discretion was also questioned in the spring of 1969, when a man charged with four bank robberies the previous year appeared in a western court and pleaded guilty to two of the holdups. The other two charges were dismissed, and the confessed robber was given a term of 5 months and 5 days for one of the holdups, which was the exact time he had been incarcerated in jail, and was placed on 5 years' probation for the other bank robbery, thus resulting in his immediate release. It was not surprising that, 8 months later, a bank robbery demand note in a southern holdup was identified by the FBI Laboratory as having been written by this same man.

### **Bail Bond Abuse**

The disgusting abuse of bail bonds is another festering social ill crying for a cure, as was highlighted in November 1969 in the brutal ambush killing of a southwestern police officer as he surprised a chronic criminal offender at a burglary scene. The officer's slayer, who had compiled a 14-year criminal record which had once featured a 99-year prison term, was at the time free on \$10,000 bond on criminal charges placed against him just 2 months before.

And citizens of a western State were perplexed with the considerate treatment afforded a man with a 40-year criminal record who had been



sentenced to prison as a habitual criminal for the rest of his natural life in 1959. Released after serving only 8 years, he was soon arrested for a hit-and-run accident and shoplifting and given a sentence of 30 days. A few months later, while free on a \$15,000 appeal bond following an armed robbery charge, he was arrested for an armed robbery in which a police officer was killed. This hardened criminal's subsequent sentence was 20 years, notably less severe than the original sentence he had received in 1959.

No strangers to crime, or to the lax procedures which permitted them to commit yet another criminal depredation while awaiting trial on earlier offenses, were four armed youths who robbed a southern bank in June 1970. In this incident they kidnaped hostages, wounding one, and surrendered only after a highway roadblock ended a high-speed chase. Two of the robbers had escaped from a juvenile home, one of them having been arrested in February 1970 for a bank robbery in which he menacingly waved a shotgun. Set free without bond on this charge, he had been rearrested in less than a month for another holdup while armed with a shotgun. Thereafter he wasted little time, following his escape, in becoming involved in yet another violent escapade.

### ***Warnings Unheeded***

As bitter experience has shown, warnings presented before courts of possible habitual criminal tendencies are often ignored or completely disregarded. In one midwestern city, for example, one off-duty police officer was shot and killed and another seriously wounded in a gun battle with a suspected shoplifter. The gunman was later found to have been arrested 32 times previously and had been released on bond twice during the pre-

ceding month—one offense involving an armed robbery in which he had also reportedly shot it out with police.

The seizure of every imaginable legal technicality and evasion likewise makes a mockery of the legitimate aims of judicial leniency. Though such manipulations are increasingly common, their novelty is limitless. An alleged housebreaker in an eastern city was freed by an appeals court, which held that a lower court had erred in not telling the defendant that his trial could proceed without him. The defendant, whose record featured 20 convictions dating back 33 years, failed twice to show up for trial, after promising to attend. His only excuse was that he became depressed for personal reasons and got drunk.

### ***Maudlin Sympathy***

The maudlin sympathy lavished for technical reasons on another young thug further illustrates why law-abiding citizens fear to venture forth on the streets of many communities. In addition to a record of crimes of increasing severity, uncorrected by frequent return to his mother's control, this young hoodlum robbed and savagely raped a young office worker while threatening to kill her with a pistol. He also robbed, forced to disrobe, and threatened with death three of her fellow employees. Less than 2 weeks later he was captured while attempting another vicious gunpoint sex assault on another young office worker.

Although the charges against this dangerous predator included assault with a dangerous weapon, carrying a deadly weapon, and two counts of assaulting arresting police officers, and despite the fact he was 6 feet 2 inches tall and weighed 185 pounds, it was decided to try him as a juvenile since he was but 16 years old when the cited crimes occurred.

While hope for rehabilitation

springs eternal, the criminal's suitability for this lenience appears highly questionable, considering his past record and the record of others of similar ilk. This is well illustrated in a comprehensive survey made by the FBI during a 6-year period of almost 19,000 offenders released from the Federal criminal justice system in 1963. Of these, 65 percent had been rearrested by the end of the 6th calendar year after release. Of those who had been acquitted or had their cases dismissed in 1963, 92 percent had been rearrested for new offenses. Of those released on probation, 57 percent repeated; 63 percent of those released on parole repeated; and of those given a mandatory release after serving prison time, 76 percent repeated.

Indicative of the type of offenders repeating during this period, 79 percent of the burglars were rearrested within 6 years, 76 percent of assault offenders, 66 percent of robbers and 72 percent of narcotic offenders who were frequent users.

### ***Hard Facts***

Tragically, these hard facts document that the younger the age group the higher the repeating rate, confirming the urgent need for more realistic and meaningful rehabilitation procedures. Of significance in this regard is the record that, of offenders under 20 released in 1963, 74 percent were rearrested by 1969, while 72 percent of those 20 to 24 years old were rearrested, and 69 percent of the offenders 25 to 29 were again taken into custody on criminal charges.

It has been charged that an unduly harsh attitude is being manifested toward unreformed, repeating offenders. But even though the law officer, the individual citizen's personal representative of authority, is becoming increasingly the target of

*(Continued on page 31)*



# INVESTIGATORS' AIDS

## STALLED CAR LEADS TO ARREST

Recently, a police department patrol unit in the Midwest stopped to help an individual with his stalled automobile. The driver identified himself and explained that his car was temporarily disabled and he was waiting for assistance from a nearby service station. The police officer ran a routine check of the vehicle and the driver's name through the National Crime Information Center (NCIC) before he left the scene. This resulted in an identification of the driver as being a parole violator fugitive. The officer arrested the subject and notified the FBI of the apprehension.

## LATENT FINGERPRINTS

The latent fingerprint section of the FBI Identification Division handles articles of evidence submitted by law enforcement agencies for the development of latent impressions. In addition, photographs, negatives, and lifts of latents are scrutinized for prints of value for identification purposes. Photographs of the prints of value are always prepared for the FBI's files and are available for comparisons for an indefinite period. Should the law enforcement agency desire additional comparisons, it need only advise the FBI Identification Division, attention latent fingerprint section, and either name or submit the prints of the new suspect. It is not necessary to resubmit the evidence. When necessary, a fingerprint expert will testify in local

court as to his findings. Should a department have any special problems involving the development or preservation of fingerprints at a crime scene, the experts can give suggestions.

## FEDERAL CIGARETTE LABELING AND ADVERTISING ACT

Generally, this act makes it unlawful for any person to manufacture, import, or package for sale or distribution within the United States any cigarette the package of which fails to bear this statement: "Caution: Cigarette Smoking May Be Hazardous To Your Health." The FBI has investigative jurisdiction over violations of this statute.

## BLOOD EXAMINATIONS

Stains suspected of being human blood frequently are found during investigations of crimes. The FBI Laboratory can identify such stains and, if they are found to be blood, can determine whether the origin is human or animal. In the latter type of case, the species of animal family also can be determined. In instances where the amount of stain is adequate, it is possible to classify the blood and compare it with specimens of known origin. It is not possible to identify blood as coming from a specific person, inasmuch as many individuals have body fluids falling into the same classification.

## ILLEGAL WEARING OF UNIFORM

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

## NCIC TRAPS TRAVELER

Recently, a traveler was arrested aboard a jet airplane at O'Hare International Airport in Chicago, Ill., after a stewardess discovered a pistol in his pocket when she hung his coat up. The Chicago Police made a check of the gun through the NCIC and determined the pistol had been reported stolen from a Chicago tavern owner in 1969. Based on this information, the traveler was charged with possession of stolen property, unlawful use of a weapon, and failure to have a firearms registration card.

## LITERATURE

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



## EDUCATIONAL TV

(Continued from page 6)

conduct inservice training at each district via television.

Another aspect of televised training is that it is available to other law enforcement agencies outside the city of St. Louis, many of which previously had no specialized on-going training program available to their officers.

One more important advantage of television training over other methods of training is that since only one taping session is necessary, which can take place at the instructor's convenience, the best teachers and top experts on a particular subject can instruct every officer in the department on that subject without devoting a lot of classroom time.

Plans at our department also call for the televising of law enforcement courses over the station by the St. Louis Junior College District.

Approximately 200 St. Louis officers currently are enrolled at three junior college campuses. While all three offer identical law enforcement courses at day and evening sessions to accommodate officers on a three-watch rotation schedule, attending classes continues to present a problem, especially in other courses and at other colleges in the metropolitan area.

Under the proposed plan, certain college credit courses will be broadcast at hours immediately preceding

or following a normal tour of duty and taped for rebroadcast before or after later watches. A talk-back device located in each district close to the TV receiver allows the officer taking the course to ask questions and make comments to instructors or other speakers during the television session.

The University of Missouri at St. Louis, which is deeply involved in using television as an educational medium itself, also plans to offer courses over the television system through its administration of justice program. These courses will be available not only to St. Louis police officers, but to all officers in the metropolitan area whose departments are hooked into the TV system. Nine departments already have receivers and many more have plans to purchase them.

Long-range plans call for the department television station to have access to television tape libraries kept by local colleges and universities for the educational needs of our police officers.

One internal management advantage of the television system is in the area of inter- and intradepartmental communication. For the first time in history, instant communication is possible. Announcements from the Board of Police Commissioners and chief of police can be taped at their convenience and then broadcast at three successive rollcalls, reaching every member of the department within a 16-hour period.

District station rollcall briefings have also been revised through the use of television. Previously each watch commander or desk sergeant read important teletype messages which had been received since that watch last went on duty. Now information for these briefings is handled in a uniform manner by one officer from the television studio at each watch change. Officers are brought up to date on stolen and recovered auto information, as well as information about subjects wanted for major crimes, missing persons, stolen property, runaways, labor strikes in progress, possible community unrest situations, etc.

Recently in the St. Louis area bogus \$10, \$20, and \$50 bills were being passed. A member of the Secret Service was invited to the TV studio and asked to bring along samples of these bills. He made a 4-minute video tape on the bills, describing what to look for and how to handle a passer if apprehended. Blowups of the bills were shown on the screen, clearly illustrating to the television viewer how to spot the counterfeits. Although this experiment has not yet resulted in the apprehension of the counterfeiters, it is a good example of the many possible uses of police television.

While our experience with the TV center is yet relatively new, we are definitely optimistic about its future application to law enforcement in the St. Louis metropolitan area. (FBI)

### A HOME REMEDY

*"I regret being compelled to notice a constant increase of juvenile offenders in the city, as most of the arrests for theft have been boys under the age of 18 and some of them under the tender age of 10 years; but I have been able, in many instances, to trace the fault to parents or guardians of the guilty ones . . . this state of things calls for a moral remedy that the police have not the power to apply."*

—First Annual Report of the Police Department,  
New Haven, Conn.—1861



## SUPERVISORY TRAINING

(Continued from page 10)

in each solution offered. He must stimulate the student to consider not only what to do but how to do it in his solution. He must encourage the student to test each solution against reality.<sup>12</sup>

### *Incident Process*

The incident process is very similar to the case method, except the discussion starts with a specific incident. The trainee group then has to develop the facts surrounding the incident by questioning the instructor or group leader. In the case method these facts were furnished to the trainees. It is necessary through this questioning process for the trainees to define the real issues involved. As a result of this process, the trainees must decide what action they would take in dealing with this incident. After the group makes its decision, the leader tells what actually happened and why.<sup>13</sup>

### *Advantages*

The advantages of this method are the same as the case method except that it requires no advance study by the group members. This method tends to develop ability of group members in obtaining facts through interview. The pressure to decide on the action to be taken will develop the group's ability to reconcile differences. The facts obtained are subject to group discussion which requires making a decision. It also requires the group to supply the rationale of why a certain decision was made.

### *Disadvantages*

1. Requires small training groups.
2. Requires skillful leadership on the part of the instructor to allow the group to develop the facts needed and keep the discussion from rambling.

3. The incident method takes time.
4. There are many actual situations which do not produce dramatic incidents that could be profitably used in the classroom environment.
5. It forces the group to make a decision. This may create resentment among some members of the group who were not yet ready to decide.

### *Role-Playing, Skits, Simulated Situations*

Role-playing is an expansion of the case study and incident process method. Parts are assigned to the same trainees to act out the incident as if they were really involved. This stimulates the interpersonal situation. The remaining trainees observe the interaction. There are no lines to memorize, rather it is necessary for the "actors" to improvise as they go along in line with the facts of the incident. The basic facts are supplied by the instructor. After the group observes the skit, the leader allows group discussion and group analysis of the factors involved (what the characters said and did, how they felt, how they reacted, and how might they have reacted differently). This method provides a vivid experience for trainee participation.<sup>14</sup>

### *Advantages*

1. Provides a method for more complete development of human relations skills through simulated experience.
2. Provides a method to facilitate understanding and communications.
3. It can be used to develop social insight into the handling of personal problems and personnel management.
4. Provides a means to change trainee attitudes and behavior.
5. It permits "protected mistakes" where the trainee is not penalized for making one. It allows the trainee to show imagination and daring in devising solutions in an atmosphere where no harm is done if a mistake is made.
6. It allows the observers to profit

from the mistakes of others, while at the same time arousing interest and stimulating additional class participation.

7. It is possible for the instructor to suggest crucial areas for the students to observe and then use those areas as a framework for subsequent discussion.

### *Disadvantages*

1. To be effective, it requires very skillful leadership with careful advanced planning.
2. The situation or incident portrayed may appear to be artificial since the training is conducted in a protected environment.
3. Role-playing may be a painful way of learning for the self-conscious participant.

### *In-Basket*

The in-basket method is another form of training which uses a simulated situation. Each trainee is given a series of written communications, including interoffice memoranda, letters of inquiry, etc., on personnel or disciplinary problems. The problems are thus presented in a fashion similar to that actually experienced by a supervisor, manager, or executive in the working situation and require typical acts of judgment. In a short period of time under simulated rush conditions with limited information, the trainee must deal with each of these problems. Each problem requires him to make a decision or take some action. He must dispose of the problem by delegating, replying by mail, setting up a meeting, delaying further action, deciding who should do some urgent thing, or take that action which seems practical under the circumstances. Since some type of action must be taken, emphasis is placed on the "doing process."

After each trainee has handled his own in-basket, he meets with the other trainees handling identical in-baskets. At this time each is given an opportunity to discuss the logic behind each



action he took and each decision he made. There is an evaluation by the group of each individual's report. The discussion places emphasis on the need for delegation, results of failure to consider all the alternatives, the importance of looking at the problem in terms of the total organization or environment, the detrimental effects of a hasty decision, and the detrimental effects of delays or failure to act.<sup>15</sup>

### Advantages

1. Reveals type of decisions made under pressure.
2. Extremely useful in selection of personnel for supervisory or executive positions.
3. Helpful in gaining experience in decisionmaking and the implementation of decisions made.
4. Discussion period allows a number of views to be presented regarding the reason for each decision.
5. Trainee is forced to become emotionally involved in problems and to make appropriate decisions because of discussion and evaluation at end.

### Disadvantages

1. Time-consuming and can be effectively used only with a relatively small group.
2. No feedback on how well the decisions would work under actual conditions.
3. Many decisions do not call for a right or wrong answer and are a matter of personal opinion or judgment.
4. Because it is a simulated situation, the trainee may feel that he has nothing to gain or lose from his decision and, therefore, can make a relatively poor decision without being penalized.
5. Requires careful preparation of training material for each student and instructor must be well versed in the technique.

### Demonstrations

The demonstration method is a means to show and teach certain skills. A skill requires the exercise of both

mental and physical agility. To be most effective after the correct method is shown, the trainee should be required to apply or practice the demonstrated procedure. It allows for corrections to be made so that the correct method can be uniformly adopted. The demonstration method, followed by a practice period, is an effective method of teaching such skills as handcuffing, manual traffic control, and marksmanship. A short demonstration is usually more effective than a long one. If the process or procedure being taught is complicated, it should be divided into several short phases. Once each step is learned, the final demonstration should cover the entire process, followed by a practice period, to insure correctness. Key points to remember should be summarized after completion of the demonstration.<sup>16</sup>

### Advantages

1. It appeals to several senses.
2. It is generally interesting to trainee and aids in motivating him.
3. It helps to emphasize and clarify important or difficult points.
4. It illustrates application of theory or principles and shows their practical value.
5. It emphasizes the correct procedure and furnishes a method to check on trainee's progress and proficiency.
6. Can simulate actual working conditions.

### Disadvantages

1. Requires careful preparation and rehearsal to insure complete and correct coverage of procedure.
2. Should be relatively small group. All members of a large group may not be able to observe or practice techniques involved.
3. Trainee may miss the point of the demonstration unless the purpose and things to look for are made clear to him.
4. Demonstrations and practice period can be very time-consuming.
5. Not all subjects lend themselves to the demonstration method.


### Conclusion

No matter in what form training is presented, it involves three basic methods: telling, showing, and doing.

The telling method involves both talking and listening.

The showing method of instruction can take the form of the written word, pictures, motion pictures, charts, graphs, diagrams, physical objects, demonstrations, and observation.

The doing method can take the form of participation in role-playing, case study, in-basket, written performance test, special projects, guided discussions, rotation in job assignments, and supervised practice.

No matter what form the training takes, it should be in furtherance of the organizational objectives set by management. As a result of determining what should be taught, the proper method of presentation can be determined. It is essential that we know what people need to learn before we can decide how to teach them. 

### FOOTNOTES

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12. Strauss, op. cit., pp. 576, 577.
13. Maier, op. cit., p. 400.
14. Strauss, op. cit., p. 579; McKeachie, op. cit., pp. 81-85; Maier, op. cit., p. 401.
15. Maier, op. cit., p. 401; Strauss, op. cit., pp. 578, 579.
16. Maier, op. cit., p. 398; Gammage, op. cit., pp. 217-221.



## EXCELLENT TRAINING

(Continued from page 15)

fic management, with an enrollment of similar size.

The inservice course will be conducted on a 2-year cycle, with approximately 1,500 men each year. Its aim is to bring personnel up to date on new problems and developments in law enforcement. The material currently includes lectures and discussions covering narcotics, civil disturbances, campus disorders, and activities of radical and subversive groups. Other topics are organized crime, the operation of car theft rings, the effective use of our computerized message-switching and inquiry system, and community relations.

### A New Venture

The course in traffic management is a new venture for the State police. Programed for four times a year, the first class began September 14, 1970, with the 30 registrants divided equally between supervisory officers from local police departments and our own sergeants. Federal funds provide for all costs incidental to the training ex-



In a room simulating a State police station, recruits practice handling complaints and other station duties.

cept for transportation to and from the academy. That the course fills a great need for indepth training in traffic supervision was indicated by more than 100 applications for admission to the school.

As the first school convened, Supt. William E. Kirwan termed the course "a milestone in police training," adding: "As the knowledge conveyed by this undertaking filters

down in time through the ranks of police departments all over the State, I am confident that we will see a noteworthy gain in the safety of our streets and highways."

Instructors for the traffic school include several of our members who have graduated from the 9-month course at Northwestern University's Traffic Institute, faculty members from the State University of New York, and representatives of State agencies with expertise in highway engineering and emergency problems, including explosives, fire, poisons, and radioactive materials.

### Courses Offered

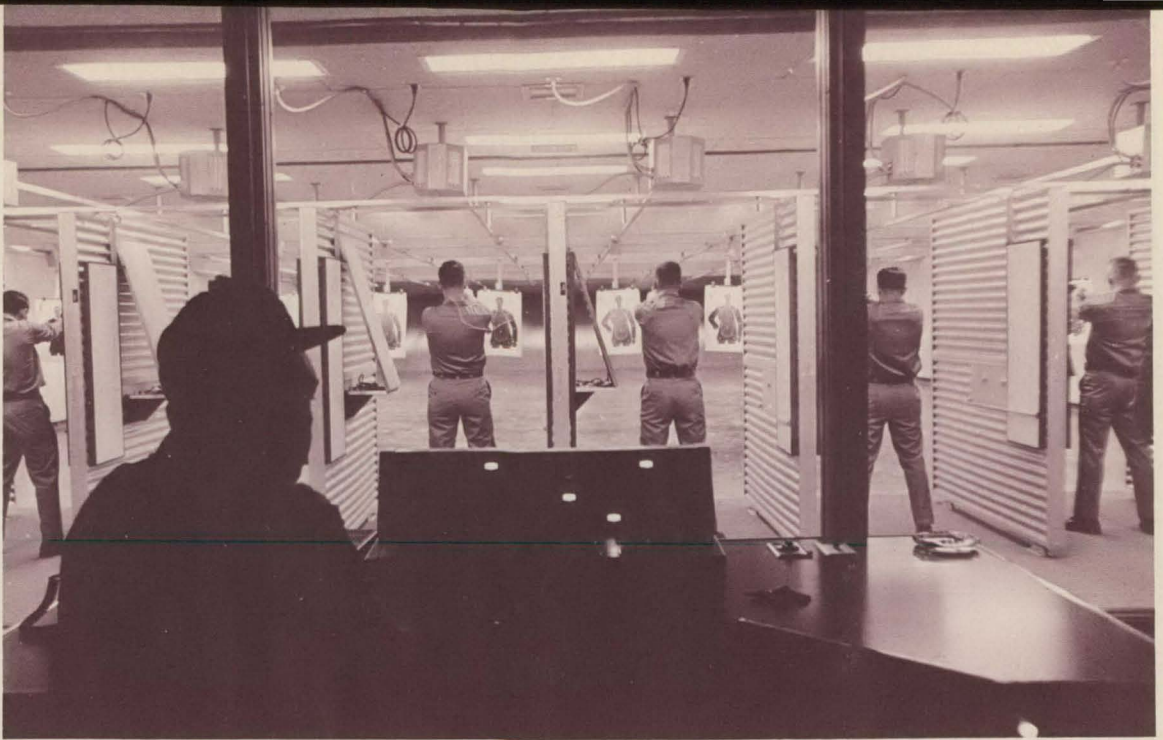
Curriculum material includes traffic enforcement techniques, accident investigation problems, legal questions relating to arrests, searches, and seizures, and the use of traffic tools such as breath-testing instruments and speed-detecting devices. Public speaking, English composition, statistical data analysis, and public relations are among other subjects. The academic subjects carry 12 college credits.

A variety of other courses, designed generally to improve skills of our per-

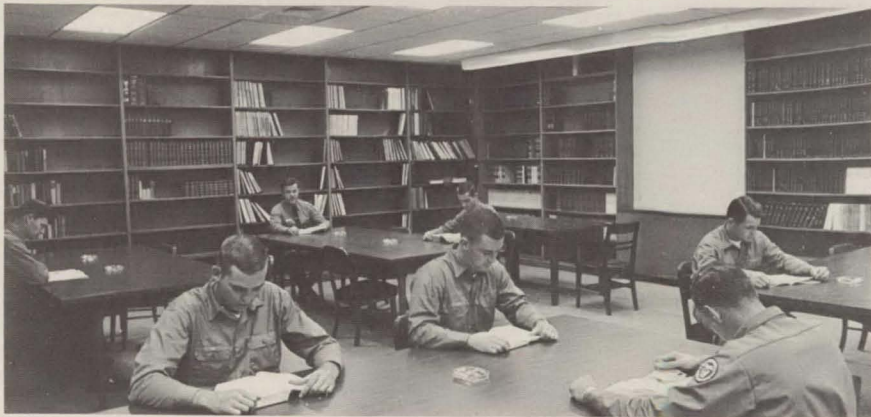


In a room equipped as a moot court, recruits learn how to be effective witnesses.

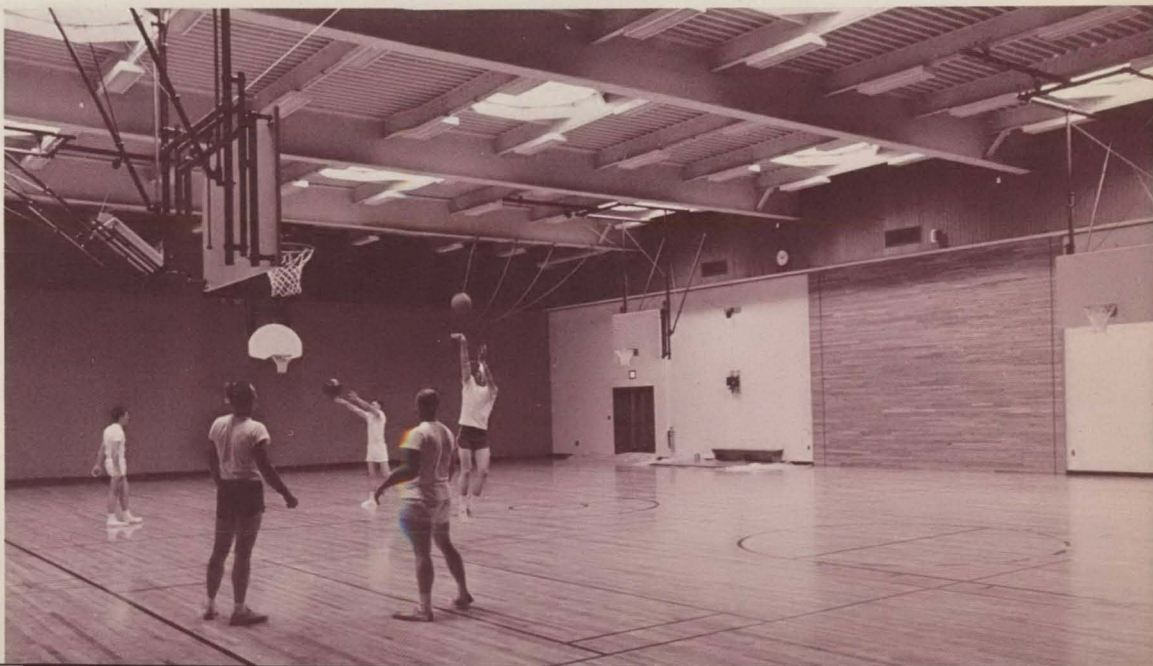




On the ten-position firing range, glass panels separate the instructor from shooters.



The academy library is a retreat for study and research.



The gymnasium provides for recreation as well as physical training classes.



sonnel in current positions or to prepare them for new assignments, are helping to make maximum use of the academy facilities. Courses for prospective sergeants and prospective commissioned officers are of 2 weeks' duration each. Training for new investigators requires 3 weeks. Other courses are given to develop instructors for teaching assignments, to give advanced investigative training in major crimes, and to train personnel for duty with the motor vehicle inspection detail.

Instruction of 2 or 3 days' duration is provided when needed in special and technical fields, including fingerprinting, pursuit driving, and the use of such instruments as radar, breath-testing devices, and loadometers. All members are required to requalify in the use of firearms three times a year at 1-day sessions.

Objectives for implementation in the near future are an advanced management training course for all commissioned personnel and seminars on

major crimes for members of municipal and other State agencies to include such subjects as arson, gambling, homicide, and sex offenses.

While the training of our members is mainly carried out within the organization, the division of State police has been alert to the educational opportunities available elsewhere. The FBI National Academy, Northwestern University's Traffic Institute, and the Federal Bureau of Narcotics Training School are among the many schools that have been attended by our members in recent years. Courses in police management at the University of Maryland and the seminars of the American Management Association in New York City are among others to which our personnel are frequently assigned. We have also taken advantage of opportunities for outside training in firearms examination, lie detection, police photography, graphic arts, and public relations. A further aspect of the division's program to extend the

knowledge of its members has been a college tuition assistance plan begun in 1965. Since then, nearly \$80,000 in tuition aid has been approved for 500 members.

For the future leadership needs of our training program, members of the academy staff are being encouraged to obtain a baccalaureate degree within the next 5 years, while those already college graduates are being urged to pursue graduate degrees.

The execution of this comprehensive educational effort is the responsibility of the academy staff under the immediate supervision of Deputy Superintendent for Administration John J. McGuire, a former Assistant Director of the FBI. Besides myself, the academy staff includes an Assistant Director, Capt. Fred D. Thumhart, a graduate of the FBI National Academy, three lieutenants with responsibility respectively for the basic school, inservice courses, and specialized training, and nine sergeants. The academy has the assistance of a clerical staff of 10 civilians.

## Conclusion

Today's training program rests at the top of an ever-growing pyramid, the foundation of which was laid more than half a century ago when the first troopers reported to a training camp set up on a farm in central New York. The academy accommodations are a far cry from the borrowed Army tents that sheltered these men. Quite as vast has been the transition from a curriculum that emphasized the care and handling of horses to the broad programs that have evolved over the years as new problems arose and new methods of dealing with them have been devised. What has remained constant amid change has been the concept of training as a means to professionalism, a concept reflected in the academy motto, "Excellence Through Knowledge."

FBI



Trainee dormitory rooms are arranged for double occupancy.



## EVIDENCE CONVICTS BURGLAR

One evening an employee from a manufacturing company in New England was called back to the warehouse for a customer. Upon entering the building, he discovered someone in the place. The employee was unable to see the person or persons as they ran out the back and escaped through a window. Outside the building they had to vault a 7-foot fence topped with barbed wire.

Upon investigation the employee discovered the company safe had been overturned, and the burglars were in the process of forcing the safe open when he surprised them. The door of the safe was partly opened and some of the insulation was scattered on the floor.

The police were immediately notified, and they quickly sealed off the area. Shortly thereafter, an individ-

ual who had long been suspected of being the ringleader of a burglary gang was stopped by police officers in the vicinity of the warehouse. Although he denied any knowledge of the burglary, his clothing was torn and his hands were cut and bleeding.

The investigating officers obtained a number of items and forwarded them to the FBI Laboratory for examination. Among these items were the suspect's clothing, fingernail scrapings, sample of the safe insulation, two cloth gloves found near the safe, a strand of barbed wire that had topped the section of the fence jumped by the burglars, and a cloth glove found outside the fence.

FBI Laboratory experts found that tufts of fibers adhering to the barbed wire matched the fibers composing

the sweater and shirt worn by the suspect. Fibers found in the fingernail scrapings matched the fibers composing the gloves found near the safe, and fibers in the debris of these gloves matched the fibers in the suspect's clothing. One Laboratory expert also found that the safe insulation on the suspect's clothing was similar to that of the company safe. Blood found on one of the gloves was of human origin.


The suspect was charged with breaking and entering. FBI Laboratory experts who had conducted the examinations of the evidence were present at the trial to testify to their findings. After the suspect's attorney failed to obtain a court order suppressing the evidence, the subject entered a plea of guilty and was sentenced to serve 5 to 7 years in the State penitentiary.

## EMOTIONALLY DISTURBED

(Continued from page 20)

actual destructive act is involved, then the police should strive to apprehend the subject as quickly as possible. Many hours may be wasted on police "stake-outs" for Peeping Toms because a certain neighborhood is upset because somebody is "peeking and running"—or even stealing women's underwear from clotheslines. The police officer runs the risk of becoming a little calloused about Peeping Toms. Under the pressure of his job he may be inclined to do something more "important"—and at times he should. But if he finds real evidence of destructive behavior, such as a slashed screen or a broken door, then he has a subject he should apprehend quickly. If the subject merely steals women's clothes and

does nothing more than that, he is probably not immediately dangerous. However, if he steals lingerie and rips and/or cuts it to shreds, then the police officer should be alert to the fact that he probably has a potentially dangerous person on his hands.

I hope that police officers will always feel free to call on psychiatrists and their medical and psychological colleagues to help with the problems we have discussed in this brief article. 

## THE ULTIMATE VICTIM


(Continued from page 23)

cowardly ambush assaults, it is still Mr. Law-Abiding Average Citizen who is being primarily victimized, per-

sonally and financially, by the horrifying upward spiral of lawlessness.

Whether it is your personal safety that is jeopardized, your tax dollars that are being diverted to fighting the crime blight, or the gnawing fear that robs you of the right of walking your neighborhood street in safety, you are a direct victim of this terror.

Commonsense alone demands a realistic approach to this crisis of our time. Unbiased consideration must be given to the time-proven crime deterrents of swift detection, prompt prosecution, and realistic sentencing.

While subscribing wholeheartedly to the humanitarian principles of parole, probation, and related leniency, I suggest the possibility that you might be the next victim of someone's misguided and overindulgent leniency—their fatal mistake perhaps, but with you as the ultimate victim. 



# CAN YOU IDENTIFY THIS BANK ROBBER?



The FBI is looking for the unidentified bank robber shown in the above photographs taken by a surveillance camera on October 9, 1969, during the robbery of the Laurelwood Branch of the National Bank of Commerce, 464 Perkins Extended, Memphis, Tenn.

At approximately 1:40 p.m. this lone male entered the front entrance of the branch office, approached a teller, and warned, "Don't you scream." The robber then handed the teller a white pillowcase and stated, "Open that top drawer and fill it." He then proceeded to rob three other tellers in the same manner. When entering the bank, the unknown subject concealed the white pillowcase in a green paper bag. The robber was armed with a handgun described as possibly being a .38 caliber chrome-plated revolver. During the robbery, the unknown subject made no attempt to control bank employees or customers other than the female tellers whom he robbed. He left the bank through the back door and disappeared from the immediate

area on foot going in an easterly direction from the rear of the bank.

The loss to the bank was \$19,768 in cash.

A composite description of the robber follows:

|             |  |
|-------------|--|
| Age-----    | 30 to 40 years.                        |
| Height----- | 6 feet 2 inches to<br>6 feet 4 inches. |
| Weight----- | 230 to 250 pounds.                     |
| Build-----  | Heavy set, muscular.                   |
| Hair-----   | Very black, straight.                  |
| Race-----   | White.                                 |

At the time of the holdup, this man wore an abbreviated Vandyke beard, green fatigue-type coveralls, a brown hunting-type hat, and dark wrap-around sunglasses.

Anyone having any information or knowledge believed to pertain to this person please notify the Director of the Federal Bureau of Investigation, Washington, D.C. 20535, or the Special Agent in Charge of the nearest FBI field office, the telephone number of which appears on the first page of most local directories.

## GENERAL APPEARANCE FILE

In connection with the Latent Fingerprint Section in the FBI Identification Division, a general appearance file of confidence game operators and jewel and fur thieves is maintained which contains descriptive data and photographs of over 1,600 individuals specializing in these crimes. Searches in this file will be made upon request of police agencies. In furnishing data on a suspect, the agency should make sure that a complete description is supplied. Photographs and other material on individuals who may be identical with those being sought will be furnished to the interested departments.

## DOCUMENT EXAMINATIONS

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

## FRAUD AGAINST THE GOVERNMENT

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

**FBI Law Enforcement Bulletin**



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## Visitor From the Philippines



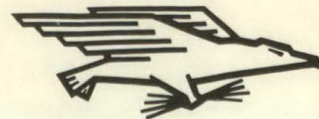
Gen. Carlos P. Romulo, Secretary of Foreign Affairs, Republic of the Philippines, was greeted by Director J. Edgar Hoover during his recent visit to FBI Headquarters.



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## INTERESTING PATTERN



This pattern has the general appearance of a plain loop. However, on close examination it will be found to lack the necessary looping ridge and sufficient recurve. Consequently, this impression is classified as an upthrust type tented arch.