

- [Captain] Anybody else, and they're ready to unload the burden, and I think the biggest problem right here is that you have it, like you mentioned earlier, there's not enough time.

- [Instructor] Yeah, there's not enough time and that room is terrible.

- Did you have a problem of the mechanics working on the fire equipment downstairs?

- [Instructor] No.

- Oh, you didn't hear that sound. Well, that's distracting also.

- Well, I couldn't hear questions that came from the back. I had a strain hearing and I picked up some. I heard questions tonight. This afternoon, I couldn't hear them all.

- Complete disadvantage at times because of the noise and the distraction.

- Of course, another thing too. There's, like the deputy commissioner mentioned here, they had all new policemen and I think they're not quite used to the new law yet. The police officers, like one of the fellas mentioned there, they've been told on maybe two or three occasions already to .

- Of course, if we could possibly set up classes, it would actually show the problems that they're going to be confronted with in a real life situation at the class level.

- [Instructor] Simulation.

- Right.

- [Instructor] All right.

- [McClan] This would be a tremendous thing, but it's almost, I won't say it's impossible, but you can't be that realistic because even though you may have tried to simulate, we still know they're actors performing a part, we have gone through it somewhat. We have had classes, I don't know I'm sure the captain's probably arranged something , even if your court mock trial day, you still don't get the real in-depth of realization, this is what you're gonna face when you get on the street. You still know you're in a classroom, and it's a controlled situation.

- [Instructor] Well, if I can piggyback on what you're saying, the fellow sitting on the extreme left, I guess in this third row, who said we have the power and the people have given us, have passed the

laws and given us the responsibility to enforce the law, we have the power. But at that point, I wanted to get into the fact that being a cop on the street's a lonely job, and being out there with the power and no assistance in some circumstances might be directly traceable to someone's neglecting to establish some kind of communication with people in the community. Not saying I'm gonna sacrifice my position or my law, my commitment, or anything like that, that doesn't have anything to do, and that was the most difficult point to deal with as far as I was concerned.

- [Officer] Of course, we end up, we're the person who end up in the middle, not because we wanna be in the middle, but its our job, we end up in the middle.

- [Instructor] Yeah and I'm saying that it doesn't, it can be a comfortable middle.

- It's an uncomfortable middle. We don't wanna be there but we can't help it. We end up there, as I say, you say referees or whatever you wanna .

- [Officer] You end up as referees because you're between two forces.

- What about we have to take certain action.

- [McClan] But what you say, doctor is that it'd be a comfortable middle, if we could feel that there are those in the group that would be taking a position alongside of us, not being police officers. It'd be a wonderful thing if this could come about. I don't think we're completely away from that. Honestly tell you, I feel that, I do feel that its perhaps we've lost some of the, if you want to call friendliness to police officers that we've had over past years, but I don't think we've lost completely.

- [Instructor] I don't feel that way either.

- [McClan] No, I still feel much as the teachers may feel polarized a little bit too during this time of the year. I don't think that the teachers have lost a friend on this, how others, other than teachers.

- [Instructor] You see, it becomes a difficult thing to deal with if we put it in the context that the commissioner puts it. We're talking about mediating between conflicting groups. But if the police, if the young police can understand that, that you're gonna have conflict like this in a multi-group society and understand where the groups are coming from and at the same time demonstrate it to the total community, they know what the hell's happening in an urban area, where you have multi-ethnic groups and nationalities and that they don't take any particular position other than these are the laws and within the limit circumscribed by the law, this is my job, and if you don't

like it, change the law. I can't design a whole probing off the top of the head sitting here talking to you. But it seems to me, this is where it's at. Now, I spent two years in Syracuse, I don't think that the Syracuse police have any rapport with the inner city at all.

- Is that right?

- [Instructor] That's right.

- [McClan] Can I ask you your opinion of our own, I don't know if he's taping this or not.

- [Instructor] He probably is.

- [Bonnie] He is, do you want me to stop? I didn't want to interrupt you.

- [McClan] But what would your feeling be relative to it, I'd be very interested in this, in the feeling of the inner city of Rochester and any rapport with the police.

- [Instructor] I even had more, I had more than I saw in Syracuse. You don't talk to me and I can't say for the whole,

- [Officer 1] It wasn't a very good answers, like the way you said Syracuse, it's not.

- [Instructor] If we can take attitude to the school police around the schools and they're feeling that this is their school and these are their kids, then I say there's a hell of a difference because there must be something happening between the kids and the police, and if we look at the sentries that are in the buildings and who relate to your office, I think we have to say there's a lot more going there also. So just on the basis of those two things, I say you have a place to build, and as far as this guy's fear about going into the school is concerned, you're in the school already, and it seems to me, once you're in, you get one foot in, then you can begin to build programs.

- [McClan] Well, the younger officers that you were instructing, and of course haven't had the value of the experienced officer, they haven't been out, in amongst people with different ethnic groups, different problems. I think we learn that it takes that to understand. Now, every guy that comes on this job doesn't become an excellent A1 police officer. But as he builds experience, a lot of 'em do understand a lot better from the time they first came on the job, such as the students you were instructing out at the academy. Their lack of experience is uh, something that they can't help, they'll have to learn. We try to give it to them at the academy, but it's impossible to convey real life situations as I've said before to them in a setting such as we have in a closed classroom.

- [Instructor] That's interesting, because, and this might be aside from what you're saying cause one of my pet projects now is working with teachers in the schools in an attempt to get them to bring human relations, real life into the subject matter, and it seems that the people we have the most trouble with, are the people in sciences like biology and unfortunately some of the people in English, although you wouldn't believe it, some of the books that come out, paperback, and at this point we are in the process of designing materials that incorporate this thing, human relations, which is reality. in the activities that kids are involved in the school. For example, I don't wanna get carried away, but in any case, if you look at Shakespeare. Now, when I went to school, we read Shakespeare, and at the beginning of the semester, the teacher told us that we're reading Shakespeare because he was born, and secondly, because this guy really knew how to portray character, in the character. Well, this is a wide open field in terms of kids analyzing the characters in Shakespeare and the stereotypes Shakespeare uses and the way people rationalize the execution of Caesar. It's a beautiful thing where people are vying for power and different methods of getting power and who needs it and why do they need it. It's sort of a waste, and it's so obvious that I'm almost insulted and embarrassed to share these things with the teachers, and in biology it's the same thing. If we talk about the people who have, and the people who do not have and biology and how this affects them physiologically, not to mention mentally, it makes things real and alive, and economics, I don't even have to talk about the possibilities in economics. This brings me to an intense desire I have to see this kind of thing incorporated into the police academy. and not just because it's the police academy, and I'm also doing this with young people in the community. Parents, I've had USA, New Life Council, FIGHT. All these people represented in my office at once in an attempt to get them to work on common problems and admitting to them, look, I don't want you to give up your political position, if you've got a political axe, that's great. But any case we all have kids in common and we're all concerned about their safety. Let's see if we can collectively address ourselves to this social problem and get society to the place where we can function through this system and bring about the kinds of changes that the society can tolerate and survive. So when I say these things to you as directors of the police academy, I think, I might even be selfishly saying, Hey, is there a chance that I can get into that place four times a month or three times a month with the program you can look at. A modified survey of the social sciences, which gives 'em an opportunity to explore the things that are relevant to the major institutions that exists in our society. It's sort of a big bag with me now at this point, and the other alternative is, keep getting somebody in there, who's a civilian instructor and who can identify with them. They don't see him as an S.O.B. from the outside. I was immediately identified with the other groups that had been in the day before, and they had a mindset and the preliminary mindset I attempted to give them was very ineffective

cause they had the barriers up, no more of that crap, and I'm willing to make that concession at the risk of overlooking the fact that they might have been affected by my black skin, which is always a reality.

- [Police] Of course, I don't think you would have this opportunity because we don't have classes throughout the year. It's only an occasional thing. For an example, when this recruit class has their, what instruction.

- They'll be done in 13 weeks, they'll be done.

- When they hit the street, there will not be any more classes at the academy until such time as they've done some rotating through the district, then they will be, probably go back for a reorientation.

- We have a service coming up.

- You're talking about more instructions. This one group you're talking about?

- No, no, no. The point that he made about, can I get in into maybe three, four times a month. If we had classes 10 months a year, this might be a possibility, but our classes are whenever our needs are there.

- [Captain] Well, one of the points he brings up that I think that's excellent. See here's what we're held back, of course obviously know we request you to come in, right? There's no remuneration.

- [Instructor] That didn't bother me at all.

- Okay, but the statement we're making here is that we get several people in your field, all of whom may be overlapping. There's no building of material. So we lose a little bit there. If we could have the same instructor taking 20 hours, instead of several taking three or four hours apiece, it would make a big difference. But this is where

- [Instructor] Right, there's another way to look at that. Piggybacking on what you're saying, it might be, if you have a nine week program, it would be interesting to say, to have a group go through, the way it's been going through, with the sporadic injection of different people in different areas. They overlap and have a group go through, but have the first week or the first hours a concentrated seminar, which is a breakdown of the survey of the social sciences and do a pretest- posttest on both groups to see whether it makes a noticeable difference in the perceptions of the students as they come out of the group. That would be extremely interesting. So that the orientation at the beginning of one, would be essentially societal, okay, and then it would move from society to the institution. One of

the institutions of society, universal. But with the other, you start with the universal. We are the law, we have the power, as my man would say, and just every once in a while interspersed with these other things and see if there's any noticeable change in overall attitudes of students as they come out. I just throw these out as suggestions that's all.

- Before and after.

- Yeah, pre/post tests.

- [McClan] Any thoughts for future time to have, uh Dr. Thompson would have to come to these people here, the commission of the commissioner's office and actually commissioner's office, and I don't suppose the commissioner at this point is going say no. As long as the subject matter is relevant to what we're trying to get across to the students, whether they be students or more experienced officers, in an inservice program.

- See we do have the inservice program.

- Sure, of course we're looking to see more experienced officers.

- It's pretty hard for us to train and have the trainee matter, or take 'em off for school and have 'em on the street at the same time, that's an impossibility, and of course the demand is great on the street. The limits to how much time you can put em into the school. It isn't like we can say, okay, we can shut down here, this operation's going to school, we can't do that, we gotta continue this operation, our main operation, and still, if we squeeze in a certain amount of instructions.

- Inservice used to be .. a week.

- Full time, several weeks.

- Cut down to two and a half days because the demands of the street.

- See you figure, you got six, seven, close to 700 men have to go through and you got classes you can run about 30 at a time for instructions, close to 17, 18 weeks. Just give them about two days, how long's it take? about for say in service training for two days, 17, 18 weeks.

- Two classes.

- Yeah, it'll take you about 17, 18 weeks.

- Easily.

- there goes part of the time right there, and of course, we usually have one week of class a year that takes 13 months.

- Plus all the other.

- And as they say, we run at a very strange now we have all that training, we'll have model cities training, we running into the, recreationally, they want us to train

- community service officer

- and the various things. Then we have our other training.

- [McClan] We're in a unique situation. If we were a community large enough say like New York or like they do in Puerto Rico, for instance. Puerto Rico, for instance, they have a constant training program going on, both in service and recruit training, but they have that number of personnel which would require it to keep the ranks filled. We don't have that situation. We can only afford so much time during the course of the year toward the training programs, especially when we talk about in service, because as the deputy stated, if it was, we're gonna be pulling them off the field, the demands are great.

- [Bonnie] Can I ask you a question? Your first reaction was that you'd like to see this same group in this situation a year later, what's your prediction of the direction of that change?

- [McClan] I think they would have a better understanding of some of the things that the doctor was trying to get across to them, and maybe he would've a better understanding of why they react maybe even differently then, about a year later than now in their first meeting with the doctor with no police experience other than school.

- [Bonnie] What I became aware of and I'm really a total outsider in this, but just seeing these faces seeing these young guys and whom I would expect to be fairly idealistic and who haven't been conditioned yet by the street and seeing their fears and their, especially their feelings that everyone was down on the police and things like this. I could only think that they were gonna feel much worse after a year.

- [McClan] Everyone, Bonnie, is down on the police, you could say. How do you determine that?

- [Bonnie] I'm saying, seeing their fears, from being there and also talking to them during the break a little, they kept saying, why is everyone, it's very hard to be a policemen, which I agree.

- [Officer 1] I think we're in a position. I guess that we feel that way because everybody seems to be complaining about us or to us, to a certain. By the nature of our job, not always that they're complaining

about us, but they're complaining to us... we deal with problems.

- [Bonnie] But my point is that in a year, I mean, just trying to put myself in their place, if they're gonna be working, seeing the worst of society, and having to deal with tough problems, always having to be the man in the middle, how much more hard their feelings could become and understandably so. All I'm saying is that I appreciate.

- [Officer] Or they may readjust and react just the opposite because now they begin to see that there actually are problems on the other side, which right now they don't see.

- [Officer 1] So you must know, you have a young group to talk to, you talk to a younger group, fresh outta high schools. Now a lot of these these kids, no experience in life itself, except school, that's it. That's where they've gone. They've gone to school. Now, all of a sudden they're police officers and they're in training. They've never had experience out in the street. Years ago, they used to work three or four or five years at some job, they've been out in life, seen a little bit of life, and then they took the job, but now they're going directly right to school, and now they've been a police officer. They really haven't had experience with life itself.

- [McClan] This is the reason I suggest.

- Maybe it's better, I don't know.

- [McClan] Also, it would be interesting to have the same type of program be set up for older officers to see if their reaction is the same as the younger officer. I would say it would be different, vastly different.

- [Officer] Listen, this would all be worthwhile making this experiment because you know now who you had in the class and they, if they have not seen this, I don't know whether they had. They won't be ignorant of their own reactions. I don't think that they would be able to memorize what they've said and maybe a year from now, all through the same bit, he has the roster and you may have the same person who will give you a hard time here today, or when the class was held. Next year, the reaction would be entirely different.

- [McClan] Yeah, but not, I think it would have to be a controlled thing where he would give him the roster. Well, he would know if the question worked out, geared toward that one individual who responded now, but don't tell him that he responded a year ago to this question, I am asking it again, but in a very joint manner.

- [Officer] Well, this is what I'm indicating. He's in a position where he knows who reacted to the questions he was asking, and the information that he was giving and he came direct. You put direct

toward them to get an answer from them now, a year from today and see whether the answer, the content would be pretty similar to what they've given today.

- [Bonnie] Another way of doing it would be to allow themselves to see that and set up a dialogue with themselves a year earlier, essentially. In other words, what you can do with tape is, I can talk to myself a year later if I save that tape, but I can say, oh, that's where I was then, was I right, or how do I feel now?

- [Officer] The only thing I think you run the risk of them trying to justify their position a year earlier, therefore now they will say the same thing. Where if they didn't know what they said, they had changed without even realizing,

- [Charlie] The psychiatrist, Doctor, I can't say his name. Vavagian or somebody, say real fast, you can't say it slow. Asked for this years ago, we started our first psychiatric exam with the policeman. We wanted to take him a year later to have him back to talk to them. He's asked to do this, I don't know how many times, but they've never set this up. It's been a monetary thing that they couldn't get the officers back because of the money to the civil service. But he wanted just to see how his evaluation was of the boys from the investigation.

- [Officer 2] Now you're saying, this would've been for his own purposes.

- [Charlie] No, this was years ago. He wanted to do it for the department.

- [Officer 2] Yeah, but what good will it do, Charlie, when you only got, let's say you got a six month probationary period or 90 days, whatever it is, and so now, a year later he finds out that these men are not what he thought they were. You're stuck.

- [Charlie] You gotta be stuck, but at least you've got an idea of a man. Now, if he can give you a report back on his finding, just like they give us a report back on every man that we get and you give us a report, you see it, psychiatric report, it comes back on every man. So let's say he does come back a year later and does another evaluation on the individual. If he can come back and give you something to work with it, something that you can work with. I am with this man.

- I would hate like hell to be Dr Vavagian, find out a year later that I made a mistake and gave you a police from a year earlier that I'm not sure gave you.

- [Charlie] Maybe the next time you wanna do it though.

- [Officer 2] We should give him.

- [Charlie] You see the next time you'll have this well. So then we only get it for one year, but then the next year, you'll catch and see.
- [Officer 2] Well, this is what I'm saying, so why should I reassess him a year later and find out that my early assessment was wrong.
- Right, but maybe you won't make that same mistake again.
- [Instructor] The change that you see, but also the possibility to really visit the change you see in a person a year later is attributable to other variables. So the person who's not in a control situation, it's not a laboratory type thing.
- Right, I'll go there.
- [Instructor] So that getting that evaluation a year later might tell you something about the man and the experiences between the time of the first evaluation and the original assessment.
- [Officer 2] It would still be good. I still think it'd be good to have an idea on it.
- [Instructor] I'd like to lock into this. Can we at this point say that we'll store this stuff for a year?
- [Officer 2] I'm gonna ask who owns it?
- [Instructor] I'll tell you, I'll tell you because you are the police. When I first ran into Bonnie, Juan, I heard about it before I met them, I heard that she was running around with some video freaks and you called me, right? And she called and she told me what her office was about. They're involved in discovering ways to utilize media for instructional purposes, is that correct?
- [Bonnie] Not for instructional, for communication.
- [Instructor] For communication purposes.
- [Bonnie] Community dialogue.
- [Harry] And I asked her if she would help at the police, police sentry workshop, and she did. And she's been in doing this for me, gratis, because it's a part of her program, but ultimately will cost something for the film. Is that correct?
- [Bonnie] Yeah.
- [Instructor] So I'd be willing to pay her for the film and make a

study of it to get ready for a year from now. If you want to run through that again, with these men, I wouldn't know how to get in touch with them.

- [Officer 2] I would assume that the commissioner will have to give the final sanction but it'll be through the campaign. Deputy will have to control the agenda.

- [McClan] Well, the two gentlemen here are aware of what you had on the film now and what the proposal would be. So they would've to get through the commissioner and then see if we could beg time. How many do we have in a class captain?

- 24.

- We got a mixed class there. What's your total classes?

- 33, 24 of ours.

- We got 24 of ours and outsiders. Not involved with us except they are other police departments.

- [Instructor] It still may be good though, because you've got a different police departments in different areas.

- [McClan] Well, it could be good.

- I didn't have any questions. I didn't have to know they weren't from the same questions.

- [Officer 2] The point this makes is, if you had this place a year from now, we can order our 24 men, what do you do about the other men?

- [Officer] The other nine.

- [Officer 2] And he did have nine along with them but since the balding fella and the young fella with the uniform and a mustache.

- Brighton, was it?

- Brighton, one of em ...

- The one who was doing most of the talking, the question and that, he was from Brighton.

- Yeah the one that said that , he doesn't care whether were black or white, if they were poor ... Brighton.

- I thought he was running for office.

- Yeah, he's from Brighton, and the baldhead fellow is from Gates. He was a police off... they want him out there to try to be a police officer, shall we say?

- [Charlie] And you've been at it for so long, and all of a sudden they said, well, come out and stay.

- [Officer 1] He's the ones, he's the one. He's one of the part-time policemen?

- Yeah.

- He's been about 15 years young. He's a Polish fella.

- [Charlie] He born in Hudson Avenue, I know that guy.

- Dr. Thompson tries to distinguish the different groups and he says, now look at the Polish people today, you have to really be able to smile to be a Pollock today you know? And everybody turns around and looks at him.

- [McClan] Do they arrange for our police academy? They only have the roster off there, in the meantime when he receives this. I know the deputies, the deputies and myself and the captain will be discussing it briefly and we'll take it from there.

- [Instructor] All right.

- [McClan] But it seems like a darn good idea. Whether we can seems like a good idea at this point.

- [Instructor] Second thing, what are you gonna do about civilian instruction?

- I think that the approach has already been made, hasn't it, though?

- [Officer] I know that it has been as far as a lawyer.

- [McClan] Now, we run into a number of problems, mainly money. We talk about a civilian employee, As far as on the staff out there, we always run into the problem of the money.

- [Instructor] If you were willing to try pretest-posttest with two groups for a short period, say one training period. I would be willing to volunteer that time as a member of the state education department. That's part of what I'm paid for. Just to see what the heck happens. Now, this would probably have to be next year also.

- [McClan] Yeah, that's .

- [Instructor] I'd be willing to volunteer anytime just to see
- [Captain] In the summer?
- Well, let's put it this way. We have an exam coming up in January. We have an existing list for the first time in years. We never know when we have a need, we're filled at capacity right now. These fellows hit the street. Well, there we are.
- [Officer 1] Well, we will, yeah, of course. I'd have to get away from that. We still got these, I would say training program. We still haven't figured out what exam we'll have.
- [McClan] The next class, Deputy, I don't think will be as large as previous classes. In fact, 24 in this class is probably one of the smallest classes we've had in the last 10 years. Normally our classes have run 50 to 60 men because of the existing .
- [Charlie] Unless it's usually one expired before the next one was established.
- The last time that occurred we all were short.
- [McClan] Now we still have a list, don't we? Some 30 fellas .
- [Instructor] When does that expire?
- [Captain] March 22nd.
- [McClan] Is it March or May? I forget, there's two dates now. Promotionals expire in March or May. A little confusing, but it's in spring of the year. So our next recruit class will probably be much smaller than usual ones we've experienced.
- [Officer 2] Come next June, we get a lot of retirement
- [McClan] That would be the most feasible time. The retirement would be at the end of December. If a man is thinking right on his pension.
- [Captain] What are you thinking about right now, doctor, in terms of instructing at the academy, in terms of payment, is it the payment or non payment or what?
- [Instructor] If you put it on pretest-posttest basis, I would volunteers my time. Just to find out what the hell happens, yeah.
- So, of course, then you could use that for later material of your own, right?
- [Instructor] Then we could disseminate it in terms of the progress

and the experimental aspect of the metropolitan police force, or at least a potentially metropolitan police force, because in most cases let's face it, in most cases where people are attempting to deal with the stresses and strains of a metropolitan area or an urban situation, people have not really thought beyond the substitution of black faces, right? And in order to make our ourselves have a wholesome, effective police force we increase the percentage of minority type police on the force. I'm not saying this is what you're doing here, but I did read the data in Newsweek and I read it in Time magazine and some of the others, how the percentages have changed, and if you look at some of the other institutions, they're doing the same thing, but they're not really dealing with the overall quality of performance or the intensity of training or diversified training of members of those particular staffs, and I think this would be a first and would do an awful... well, I hate to say it, but it would. It would actually enhance the position of this metropolitan police and look, they're trying something different. There is a concern for something beyond power and enforcement of the law. They're looking for ways of doing better what they've been doing already, being efficient and effective.

- Problem solving.

- Right. So I would be available and perhaps there would be resource people available through me. We could sit down and talk about what's gonna happen or what I'd like to see happen in terms of what you'd like to see happen and make modifications and run the other things and see what happens. This doesn't mean I give up my salary from the state education department.

- [McClan] Why not?

- [Bonnie] If you have any other uses of this tape, meanwhile, apart from storing it for a year for the archives.

- [Officer 2] In other words, I just find out you're the owner.

- [Bonnie] Hmm?

- You're the owner.

- [Bonnie] Well, you're gonna pay for it. So hurry up, be efficient on it, but we own it, we have the equipment, the equipment is a community resource.

- [McClan] I think this is compatible to our own uh. Video equipment.

- [Bonnie] I was gonna say you have Sony. I was told you had one Sony, half inch rig.