

**PRACTICAL POLICE
WORK: WHAT TO DO
AND HOW TO DO IT**

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Practical police work: what to do and how to do it by James J. Skehan & James P. Conway

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JAMES J. SKEHAN & JAMES P. CONWAY

**PRACTICAL POLICE
WORK: WHAT TO DO
AND HOW TO DO IT**

PRACTICAL POLICE WORK

What To Do and How To Do It

BY

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1919

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TO JIMU
RIPSON LAD

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By
James J. Skehan
and
James P. Conway

INTRODUCTION

The aim of this volume is four-fold—to collect within the covers of a single book the vast and varied amount of miscellaneous matter, having any degree of permanency, which constitute the sum total of essential police knowledge; to instruct policeman on how to use and apply their acquired knowledge; to present facts simply and clearly and give the law without the use of legal language which clouds the meaning.

The authors have had large experience in teaching and examining policemen and are familiar with their defects and perfections. One of these defects is a disposition to look for minor errors and to draw fine technical distinctions.

Of far more importance is the assembling and classification of information, the memorizing of facts and the drawing of correct conclusions. In these matters the book will be of more help to policemen than any other work available; that it contains more useful police knowledge than is otherwise obtainable handily, we expect the reader to discover for himself. It is issued solely on account of the information it contains.

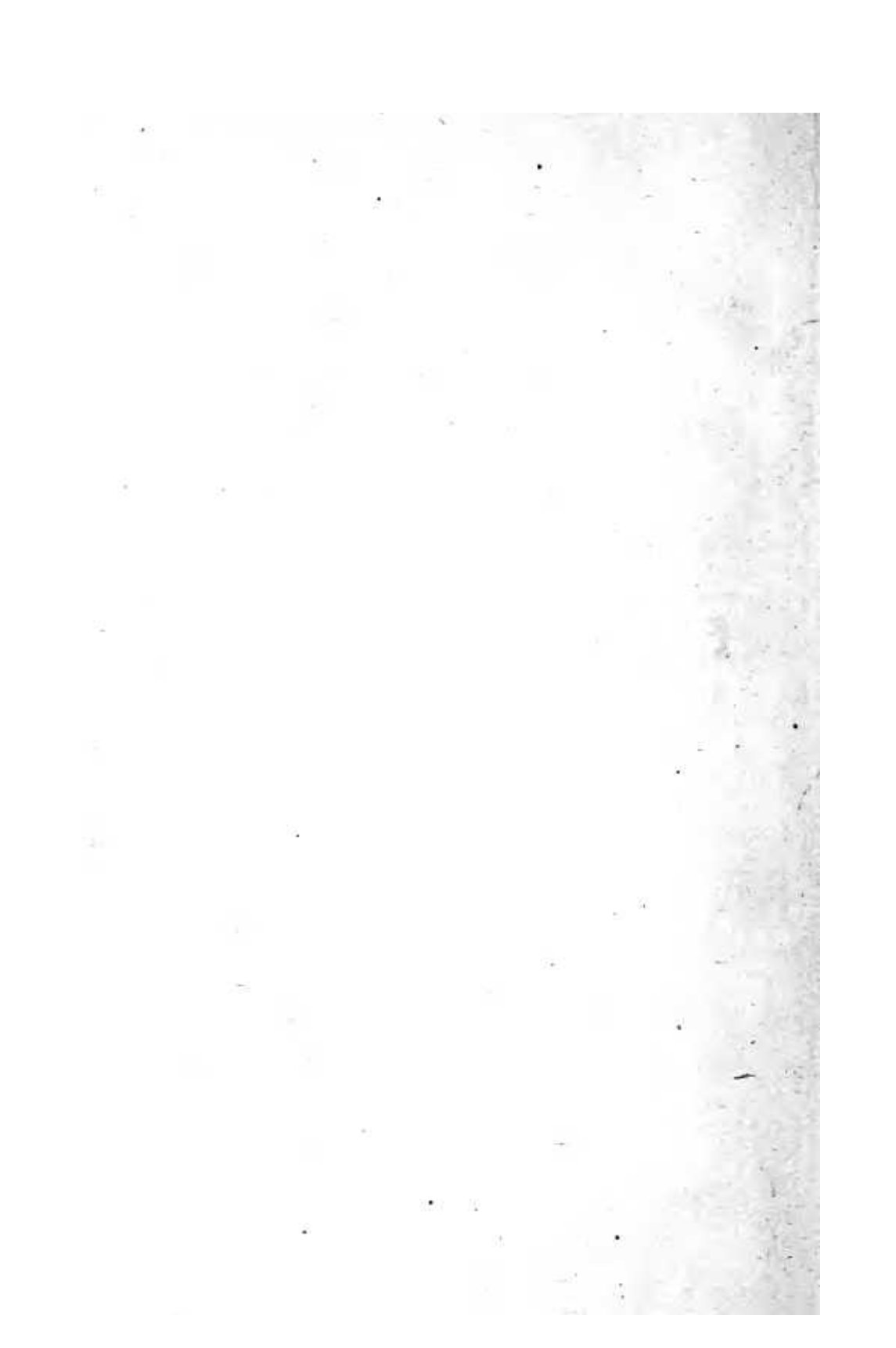
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FOREWORD

EXAMINATIONS

The art of passing a good examination in writing has to be acquired by practice. Persons who fail to do as well as their fellows frequently complain that they knew more but could not convey the knowledge. This happens sometimes but the best informed man as a general rule makes the best showing provided he has acquired the habit of analyzing things and the art of expressing himself in writing.

Analyzing the meaning of questions is sometimes difficult especially when the questions are ambiguous, tautological or vague and they are sometimes all three. To men with only a common school education the unusual words often employed by college men in putting questions are not understandable. This introduces a puzzling element hard to overcome.

Analyzing a question calls for the exercise of thought in getting at its meaning and in seeing all its sides and angles. It is hopeless to expect to make a good answer without first getting at the exact meaning of the question.

When there is no doubt as to the question's meaning a direct answer should be given and one that is as exact as possible. Giving the question other and unwarranted meanings indicates a lack of intelligence in the person answering, and as intelligence is one of the qualities being tested in a candidate; lack of it under the circumstances will call for a low rating. Should there be some doubt as to the meaning of a question it is a good plan to begin the answer by setting forth the meaning as the candidate understands it. This will entail loss of time but not as much as if the question is to be answered in the alternative. Answering in the alternative has to be resorted to sometimes when the question is too general and incomplete and when several sets of conditions might be set forth in the answer. Under these circumstances the candidate is justified in saying "If such and such were the case, so and so should be done but if so and so were the case such and such should be done."

Generally speaking, however, there is too great a disposition to use "ifs" in examinations. They are used when the mean-