

# EDUCATION: Serving the Police, the Youth, and the Community

*On April 6, 1966, Arthur F. Brandstatter addressed visitors to the Michigan State University campus. His remarks focused on the Police Administration program, both graduate and undergraduate programs, and the ways in which such educational opportunities affect police, youth, and the community at large.*

## **Introduction to the University**

It is with great pleasure that I welcome visitors to the campus of Michigan State University, for we are proud of this campus, proud of its beauty, and proud of the university's role in American education. We are especially proud of the contribution the School of Police Administration and Public Safety is making to the developing police profession.

Michigan State University was the nation's pioneer land grant institution; and from its model, sixty-seven universities across the nation have been developed under the terms of the Morrill Act of 1862. The university has thirteen colleges and about one hundred departments and schools. The School of Police Administration and Public Safety is one of four professional schools in the College of Social Science. The departments of geography, anthropology, sociology, psychology, and political science represent the traditional academic units in this college. Michigan State enrolled 12,000 students last fall, of whom about 7,500 were freshman. Nearly 20,000 students live on campus in residence halls and apartments.

Counting faculty, students, non-academic employees, and visitors, approximately 50,000 persons are on campus daily. The

university community is the 20th largest in the State of Michigan and has all the problems of an average community, plus many never heard of in the average community. The student community generates strange activities on occasion, such as panty raids, protest demonstrations, and fraternity/sorority hazings.

A few years ago, speaking to a national audience in this building, I urged the establishment of the National Council of Municipal Police Administrators. I would not make that recommendation again because of the outstanding leadership the I.A.C.P. has provided to the police service in recent years. Law enforcement has needed for many years a vigorous, enlightened, professional organization to represent it and to provide services appropriate to such an organization. I.A.C.P. is now acting in this capacity, and I want to commend the organization and its present leadership for its current outlook. Yet, much remains to be accomplished, and none of us can become complacent and rest our oars.

## **MSU's Police Administration Program**

When asked to address this group, I was encouraged to say something about our Police Administration program. I debated with myself about this topic and decided to take advantage of this opportunity to discuss our program. Also, I am convinced we do not know enough about each other's programs, let alone our objectives, our aspirations, and our hopes.

In 1966, we can state with conviction that police education has been accepted as a le-

gitimate field of study by the university community. This was not always the case, and I am not naive enough to believe that every faculty person shares this view. Nevertheless, the continuing development of new programs indicates a growing acceptance by a majority of educators that the increasingly-complex problem of dealing with crime in a pluralistic society requires serious scholarly attention and that universities have a responsibility to improve the preparation of those who enter the profession.

It is significant to note that among institutions of higher learning in the United States, in the group considered the most prestigious in the nation, the Western Conference (the Big Ten), two of them offer degree programs in Police Administration, one offers a certificate program, another is developing a sequence in the administration of criminal justice in its law school, and a third has under consideration a degree program in police administration. All ten institutions have supported police inservice training programs, the most notable being Northwestern University's Traffic Institute.

Our program at Michigan State University was introduced in 1935. It was one of four degree granting programs that were established in the 1930s. The program was es-

tablished because the police leadership in this state wanted a degree program. The persons most active in this effort were the Commissioner of the Michigan State Police and Dr. Lemoyne Snyder, medico-legal consultant to the State Police.

Initially, the curriculum plan required five years of study, with eighteen months of field experience conducted under the direction and supervision of the Michigan State Police. The program was heavily weighted with the natural sciences, requiring at least two years of study in chemistry, physics, and mathematics. Little administration or organizational theory was taught. Students were paid \$1 per day during the field experience and were permitted to reside in the State Police barracks. Upon graduation, students who joined the State Police were employed at the salary level of a trooper beginning his third year of service. These were attractive and very practical incentives for students to consider in the depression days of the thirties.

Initially, three students were enrolled, and the program prospered with modest increases in enrollment until World War II, when it became inactive due to the lack of students. Following WWII, several major changes were experienced, which included:

- ◆ A transition from an emphasis on the natural sciences to the development of a program with a liberal arts foundation.
- ◆ Expansion of major fields of study from one to three:
  - Law Enforcement Administration
  - Security Administration
  - Administration
- ◆ The Law Enforcement Administration curriculum continues to be regarded as our most important area of study. It has three sub-areas of study, namely: Police Science, Highway Traffic Administration, and Delinquency Prevention and Control.
- ◆ The field program was reduced, gradually, from eighteen months to one quarter, a ten week period.
- ◆ A Master or Science degree program was established in 1956 and has experienced a remarkable growth in the past few years.

## The Undergraduate Program

At Michigan State University, there is a university policy that requires all students, regardless of the area of major study selected, to complete 45 credits of general education in University College which includes a year of each of the following: American Thought and Language; Humanities; Social Science; and Natural Science. All students enrolled in our school are required to complete a core program comprised of a total of forty credits:

This core is designed to present fundamental concepts of social control which establishes the base for the major areas of study

<i>Introduction to Law Enforcement</i>
4 credits
<i>Administrative Concepts</i>
5 credits
<i>Delinquency Prevention and Control</i>
5 credits
<i>Criminal Law</i>
5 credits
<i>Correctional Philosophy</i>
5 credits
<i>Field Service Training Program</i>
12 credits
<i>Senior Seminar</i>
4 credits

in the school. It is broadened in various curricula by the addition of courses to be taken in supporting disciplines and enriched by an indepth study of professional courses.

It is important to note that we require all students to take a course in contemporary correctional philosophy. We consider this a unique, and extremely important, feature of our program. Of the 183 credits a student completes for graduation, approximately 103 credits are in liberal arts and social sci-

ence courses, 68 credits in police administration, and 12 credits in other courses.

## The Graduate Program

The graduate program is new; yet it has prospered, both in quality and enrollment. This fall quarter of 1966, 71 students studied for the Master's degree. Courses of study are designed, specifically, to further the capacities of career people in the same areas of study that comprise the undergraduate curriculum. Winter quarter reflected an enrollment of 61 students, 13 from the Armed Forces (Army and Air Force), 15 were law enforcement officers on leave from their departments, 7 were foreign students, and the remaining 26 were from the general student population.

We consider the administration of criminal justice as one continuous integrated process from prevention of crime through release from all legal supervision, with a common focus upon the prevention and control of legally-prohibited deviant behavior. Within this context, we discuss new concepts and suggest means by which they may be implemented.

Our Delinquency Prevention and Control curriculum warrants a word or two. This area of study is heavily weighted with the social sciences and was developed primarily to attract the interest of young women who were particularly concerned with the problems of youth from a law enforcement point of view. During winter term 1966, 36 students, 28 of whom were women, were enrolled in this course of study. Experience indicates that most of the graduates from this area of study are employed by agencies associated with the courts. Exceptions are young women who seek careers as police-women.

Some financial support is available to our students. Our school budget supports five graduate assistantships, and we usually receive additional support from the Highway Traffic Center. Currently, the Automotive Safety Foundation supports sixteen \$500 undergraduate scholarships, while the General Motors Corporation supports two \$2,200 undergraduate scholarships and one \$3,000 graduate fellowship. These stipends are for students enrolled in the Highway Traffic Administration curriculum.

Another development of interest is the increasing use of independent study methods for students. Our faculty is encouraged to experiment with this concept as an approach to learning, rather than an administrative arrangement to enable students to pursue special studies apart from organized courses. We are encouraging approaches which include self-directed study, student-led discussions, undergraduate seminars, the role of the library in independent study, and independent study in honors programs.

A doctoral program is under consideration as an interdisciplinary doctorate leading to a Ph.D. in Social Science. This concept would permit the professional schools in our college to offer a doctoral program in collaboration with the academic departments in our college, such as sociology and psychology.

In general, the principle objective for students enrolled in our school is to prepare them for management and administrative positions in the law enforcement field. With a liberal arts foundation, their education enables them to relate the principles and philosophies of the arts and sciences to the professional field of study. It helps them to enter the field of interest with new ideas and with the ability to question, to probe, and to communicate.

## **Adult Education**

To cope with the problems of the future, we are experimenting with continuing education via on and off-campus instruction. We are convinced that education does not have to be confined to the classroom or a block of time between a person's fifth and twenty-second birthdays. Collaborating with the International City Managers Association on an experimental basis, we are offering a course titled "Municipal Police Administrator" for credit as a correspondence course to police officers anywhere in the nation. Since April 1965, ninety-six officers were enrolled from 22 states and 63 cities. Prior to our involvement, I.C.M.A. never had more than twelve students enrolled for credit.

## **Serving Youth**

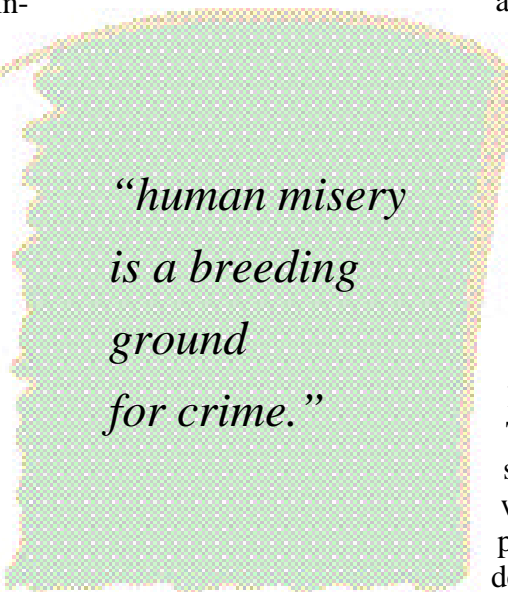
In my judgment, the most significant means we can use to assist the police to serve youth is to expedite the upgrading of law enforcement service and to invite the attention of police to environmental conditions that virtually guarantee a criminal element in our society. I refer to adverse conditions that exist in the home, the school, and the community that force a youngster to resort to misbehavior which ultimately degenerates into a series of criminal acts. Depending upon the alertness of social agencies and the police, these acts can continue until the youth is a confirmed transgressor of the law before any official agency has knowledge of this history.

Crime statistics which reflect the alarming increase in the number of young people charged with crime clearly indicate that the traditional practice of arrest, prosecution, and detention is not the best answer to assist these young people who are on the threshold of the criminal society. A better

answer is to seek methods and practices that are designed to prevent the development of criminal attitudes and tendencies. This may be a new role for police officers, but in my judgment it has greater potential than traditional practices.

It has often been said that “human misery is a breeding ground for crime.” In this regard, let me cite cases taken from social agency reports of youngsters who live under conditions that breed crime.

- ◆ “A 12 year old fifth grader, here called Bill, at the age of four was in a car wreck with his parents and his brother. His mother was killed instantly, Bill suffered a skull fracture. His father blamed himself for the mother’s death and became an alcoholic. He remarried and divorced (mostly illegal) six times. Bill and his brother were shifted back and forth between stepmothers. Three years ago the boys were abandoned in a cheap downtown rooming house without food, money, or clothes. The Welfare Department put them in an orphanage. During his stay there, Bill had a nervous breakdown. Finally the boys were separated and sent to live with relatives. One of the children in the family with whom Bill lives has tried to commit suicide three times since school started this year—so, you can see the instability of this family. Bill cries all day in school and is very emotionally insecure.”
- ◆ “A 12-year-old seventh grader—we’ll call him Bob—has an IQ about 140. However, he is failing all his subjects.



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He has developed an anti-social, sociopathic personality, and has become quite a problem in the classroom. He previously attended a private school, but they expelled him because he beat up two female teachers. He and his sister are adopted. The parents are insecure and give him no love or support. He wants to go back to an orphanage because he was happier there.”

- ◆ “An eighth grader, here called Sally, has an average IQ. All her brothers and sisters, however, are mentally retarded. She lives in a slum area. There is no running water in the house. Her main problem is that her classmates avoid her because she is dirty. As a teenager, she very much needs friends, etc. We are trying to get some relief for the family and also some clothes for her.”<sup>1</sup>

These are just a few examples from a city of a half million people. There must be thousands of youngsters who share a similar plight and are, therefore, deprived of the most basic needs of a child.

Somehow, we must find a way to give these youngsters the love and sense of security they need to survive as useful members of our society.

In the CBS documentary of March 29, 1966 titled “The Policeman’s Lot,” a police officer in the New York City Department, after a number of human derelicts had appeared before him, commented that many could have been helped, if someone could “have given them help at that critical time.”

The Detroit News emphasized the need for a new approach in an editorial in its February 2, 1965 edition, which offered the following quote: "Authorities today opened a city-wide drive against "vicious" students in some schools who demand nickels and dimes from fellow students on the threat of beatings." The date on the yellowing newspaper clipping from which the quote was taken is November 11, 1955. The editorial reminded Detroit public officials that the widely-publicized school problem was old ten years ago.

The editorial continued by stating "The job must be done FOR students, not ON them. The policeman in school must know and care about the differences between victimizers and victims, between horseplay and intimidation, between legitimate exercise of authority and blanket repression. He must in fact be in part the 'social worker' . . . if he is not to become just a prison guard with all the students prisoners."<sup>2</sup>

The message is quite clear that traditional practices are considered to be inadequate; the police, the schools, and other agencies in the community must act together in bold and imaginative ways if they are to be successful. The police are in a unique position to provide leadership to develop creative new programs consistent with police goals. The role of the police in its relationship to the community regarding crime is to give leadership and be the positive force around which the rest of the community can rally.

To continue to rigidly adhere to traditional, repressive police practices in all cases can

only result in the same problems occurring over and over again. The answers to the American community's social problems do not lie solely in a continuous process of arrest and detention for all persons under all circumstances. The Detroit police reported that juvenile crime repeaters reached a ten-year high in 1963. Of the 9,629 juveniles arrested in 1963, 69.4% were repeaters. Hopefully, some cities are experimenting with new ideas to address this problem. The Police-School Liaison Program in Flint, Michigan is an example of a police department modifying traditional practices and striking out on bold, new frontiers. The program shows great promise with its primary focus on counseling, referral, and rehabilitation.



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In many respects, police departments are confronted with problems for which no specific training can be given. I refer, in particular, to the social issues and individual behavior problems which confront the police service every day. It can only hope to alleviate these problems through the acquisition of greater knowledge by all officers.

It is the universities' responsibility to add to the store of knowledge by developing new knowledge through meaningful research. Thus, the research efforts of schools offering programs in police education must be expanded. The new knowledge and skills required to refine the techniques of crime prevention and other police practices will emerge primarily from our colleges and universities.

It is logical for our law enforcement agencies to approach our institutions of higher learning for assistance. As social institutions concerned with complex social problems, police departments need assistance in research, training and education. One of our purposes in establishing the National Center on Police and Community Relations is to facilitate our research efforts. Through this facility, we hope to examine police administration techniques and procedures and to develop a more meaningful concept of crime prevention through innovations in patrol and operational activities.

We are speculating that the results of research by the Center will suggest new police roles involving more sophisticated crime prevention techniques and perhaps new concepts of internal organization of police agencies and deployment of personnel.

With your indulgence, I should like to direct your attention to some statistics regarding high school and junior college graduates. Many of you, I am certain, know these figures, but they are worth repeating. This fall (1965), half of June's high school graduates entered college. Yet, it is estimated that five years from now, 68% of all jobs will require a college education. We are nearing the point at which virtually all high school students in the top 10% of their class can get a college education, regardless of financial means. Therefore, some provision must be made for the 80% or 90% of the millions of ordinary students whose "C" or "C+" averages are not good enough to enable them to gain admission to our four-year institutions.

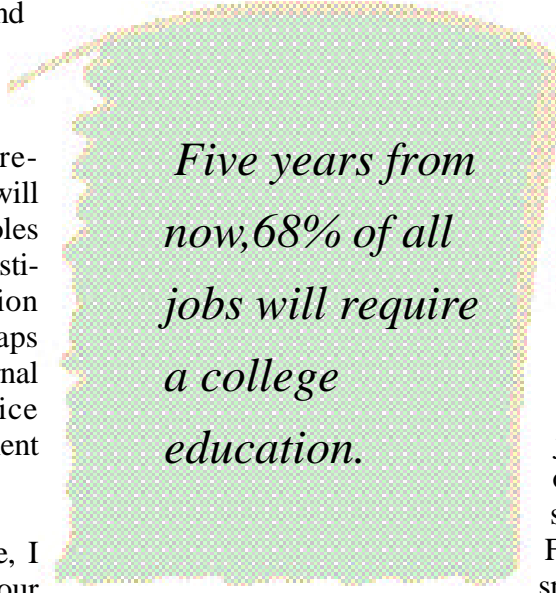
The two-year junior or community college is now emerging as the major answer to this need and, in the words of one official of the U.S. Education Office, "one of the brightest hopes in higher education" for the nation. The community college can serve as a significant training ground for skilled workers, sub-professionals, and technicians of all kinds. The need for these workers is immense.

During the past decade, junior college enrollment has multiplied two and

a half times, and this year's enrollment increase is 12%. Today, nearly one million students are enrolled in 719 two-year institutions, and this fall (1965), 50 new junior colleges were established. But the demand for junior colleges by students and by the job market continues to outrun the supply of space. Therefore, the Federal Government is spending 50 million dol-

lars a year to build and expand public community colleges and technical institutions under the Higher Education Facilities Act of 1963. An additional 12 million dollars was provided this year by Congress to increase the quality and number of two-year colleges. State and local governments are also spending vast sums of money for these institutions.

Thus, many educators are urging a new minimum of fourteen years of free education. The estimate that within only five years the job market will require seven out of ten workers to have at least two years of college has great impact on the recruiting practices and entrance standards established by police departments. If this estimate is ac-



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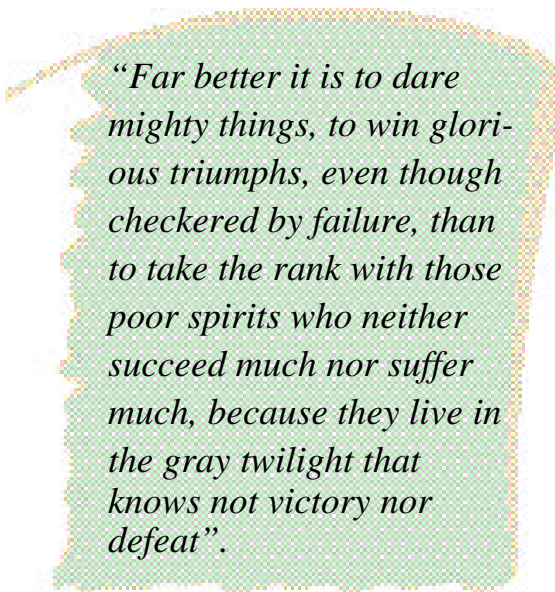
curate, it means that all police department still recruiting from high school graduates will be obtaining the most marginal people coming out of the high schools, the lower 30%, assuming they can compete successfully for personnel from this group.

We must recognize the fact that in the mid-20th century, the American social system is offering the working class better opportunities than it has ever known before. The effect on the police service in terms of manpower shortages and other problems are well known. Adjustments must be made in order to compete successfully for the able people needed for the police service in the years ahead.

## Conclusion

One of our responsibilities as educators is to continue to bring these facts to the atten-

tion of law enforcement administrators and others concerned with the quality of municipal police services. In the next few days, you will doubtlessly review traditional patterns of activity, both in the police service and in education. As you discuss issues and seek solutions to contemporary problems, may I remind you of a comment made by President Teddy Roosevelt many years ago:



*“Far better it is to dare mighty things, to win glorious triumphs, even though checkered by failure, than to take the rank with those poor spirits who neither succeed much nor suffer much, because they live in the gray twilight that knows not victory nor defeat”.*

<sup>2</sup>The Detroit News editorial, February 2, 1964.