

# The Intersection of University and Police Training Academy

*On February 12, 1966, Arthur F. Brandstatter was invited to address the University of Minnesota Committee of Law Enforcement Education and Training in Minneapolis. The Committee was faced with two concerns:*

- ◆ *How a police training academy at the university level could complement and strengthen what was already being done by others; and,*
- ◆ *In what ways the university could undertake to provide a more formally-structured educational program.*

*What follows represents Brandstatter's response to these pressing questions.*

## Providing a Formally-Structured Educational Program

It states the obvious on the campus of any land grant university that the public university, specifically, is committed to the service of all mankind. Many educators believe that all human activities, not just a selected few, are worthy of the most scholarly attention.

Contemporary police departments are confronted with problems for which no specific training can be provided. Social issues and individual behavioral problems confront police departments daily. The acquisition of greater knowledge by all officers is the only hope in alleviating these problems. The new knowledge and skills required will emerge primarily from colleges and universities. These institutions continue to be the instruments through which society acts to

improve itself. They also continue to be the avenue of opportunity for able young men and women. If police service is to continue to progress at a faster pace, it must get an increasingly greater share of the bright young graduates from our institutions of higher learning. Therefore, it is logical for our law enforcement agencies to approach our colleges and universities for assistance. As social institutions concerned with complex social problems, police agencies need the assistance of colleges and universities in providing research, training, and education.

## The Issue of Education

In 1950, the typical citizen in the United States, age 25 years or older, had completed a little less than two years of high school. In 1970, it is estimated the median school years completed by adults in this age group will be the first term or semester in college. Furthermore, according to the Census Bureau, more than half of our citizens 25 years and over will have completed their high school education. Yet, police departments continue to recruit from 10th, 11th, and 12th grades. Given these statistics, it is impossible to contemplate a future for law enforcement in America in which the average educational achievement of our police officers is lower than the average for the population as a whole.

Last fall (1965), half of June's high school graduates entered college. Yet, it is estimated that five years from now (1970), 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 U.S. Education Office official, represents "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 involvement has multiplied two and a half times, and enrollment increased over 12%. Today, nearly one million students are enrolled in 719 two-year institutions and this fall, 50 new junior colleges were established. However, the demand for junior colleges by students and the job market continues to outstrip available space. The Federal Government is spending 50 million dollars a year to build and expand public community colleges and technical institutions under the Higher Education Facilities Act of 1963. An addition 12 million dollars was provided in 1965 by Congress to increase the quality and number of two-year colleges. State and local governments also spend vast sums of money for these institutions. Thus, many educators are urging a new minimum of fourteen years of free education.

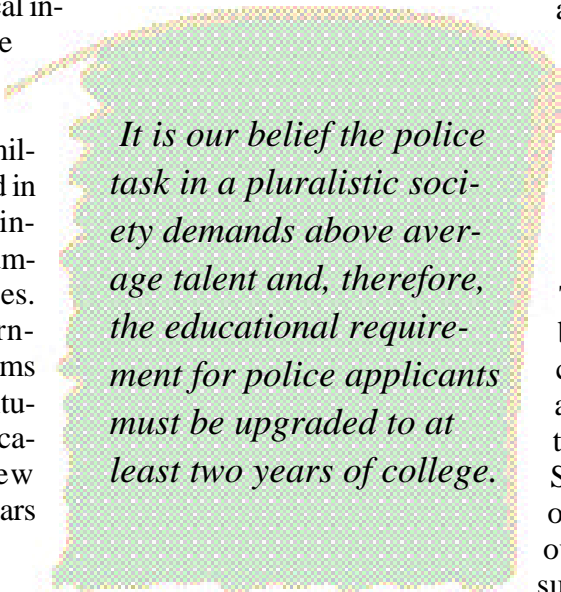
The estimate that within only five years the job market will require seven out of ten workers to have at least two years of college has great impact on the recruiting practices and entrance standards established by police departments. If this estimate is reasonably accurate, it means that all police departments still recruiting from high school graduates will be obtaining the most marginal people coming out of high schools, the lower 30%, assuming they can compete for personnel from this group.

It is our belief the police task in a pluralistic society demands above average talent and, therefore, the educational requirement for police applicants must be upgraded to at least two years of college. The police leaders must be leader and not followers in this critical area.

### ***Establishing Program Priorities***

The urban community of the early 1930s has matured into the metropolitan complex of the 1960s an promises to develop into an increasingly-complex form of government. It is hardly necessary to detail the difficult, complex, and sensitive issues emerging from metropolitan government

and our pluralistic society. They are much more critical and sensitive than they were 40 years ago and promise to become increasingly so in the years ahead. They range across the broad spectrum of social science interests and concerns. We, in the College of Social Science, have a unique opportunity to address ourselves to these issues through the me-



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dium of teaching, research, fieldwork, and public service. Therefore, it seems to us that our first priority is to develop a common concern for human behavior and contra-cultural conflict in the metropolitan environment. This environment with its cities, communities, and subcommunities; its different ethnic groups, and diverse cultures, each trying to arrange its affairs in order to maintain a distinctive way of life without jeopardizing the life of the entire complex, represents a challenge that should excite and stimulate every social scientist. The critical question of social control and criminal behavior has become a central problem in every metropolitan area and is a major challenge itself.

Our program at Michigan State University is designed, in general, to prepare students for management and administrative positions in the law enforcement field. The professional program offered by our School is developed with a liberal arts foundation. Therefore, their education enables them to relate the principles and philosophies of students with new insights regarding their special field of interest and broadens their outlook for the future. It helps them to enter their field of interest with new ideas, the ability to question, to probe, and to communicate. Also, it enables the university to develop intellectual leadership for the law enforcement field in a manner proper to a university.

We believe that higher education for law enforcement will develop for the future broadly-educated and statesmanlike leaders in the police service who will have developed the capacity to judge the excellence and worth of human action. Such a person will have the capacity to free his own mind in order to achieve greater understanding and tolerance which provide a basis for continuing study and learning. Students must learn about the theory of Criminal Justice in our form of government, about American

Institutions of Criminal Justice and its processes, and they should study the Institution of Criminal Justice and processes of other forms of government. The philosophies and principles forming the bases of these studies are not taught in police training programs.

### ***Police Academy Training***

In the best tradition of the land grant philosophy, the university must continue to give more thought to continuing education and off-campus instruction. We have accepted the idea that education is a life-long process and abandoned the idea that education can occur only in a classroom. The continuing education movement will continue to develop and expand our participation and provide intellectual leadership to this type of education.

In the police training area, I would recommend a career for police training and research administered by the university with police regional training centers established throughout the state. This type of facility is needed to assist the police service to develop and strengthen its full resources to combat crime and deal effectively with the traffic problem. The proposed center would accomplish this objective in two ways:

- 1) by establishing basic, advanced, and special training programs; and,
- 2) by developing and collecting research data in the field and disseminating this information to authorized agencies in order to help improve police administrative techniques and operational procedures.

### ***Police Training***

The center's staff would develop a statewide police training program directed and

administered from a central location, preferably from a university campus with an established police education program, such as our program at Michigan State University. With adequate financial support, central and regional training programs would be provided to meet the general and specific training needs of all police departments in the state.



The advantages of such a center are many. A centrally-located staff associated with a university educational program would permit the development of a strong training staff

that could act in a coordinating capacity, offer advice to the several police training programs in existence, and serve as itinerant instructors to these programs. A university-based program would also permit the continued subsidy of training programs through the existing organization of a large, complex university and make available other resources, such as the talents and skills of faculty and the use of complex data processing systems and visual-aid materials.



The center would permit the development of a high degree of uniform training in the state through the use of carefully-developed lesson plans for subjects common to the various training programs and could develop and maintain a complete inventory for police training literature and materials gathered from throughout the United States and the world indexing it for use by Michigan police departments and training centers. In addition, the development of a central library



partments, when seeking additional funds from other sources such as philanthropic foundations, business and industry, and the Federal Government. A central program would give police training in Michigan identity and visibility. For example, other agencies outside the state could write to a central place for information. Finally, a highly competent staff could be developed that would be responsive to the training needs of all police departments.

facility with books, monographs, and periodicals made available on a loan basis to police departments would be facilitated.

A central program would permit all police agencies to deal with one facility. It would facilitate the publication of communication devices, such as a newsletter, police training materials, and other instructional materials, under a common masthead. Furthermore, a central facility on a university campus would facilitate cooperative programs with other universities and colleges.

A primary goal for the center would be to enable one agency to represent the various police agencies, particularly the smaller de-

