

American Society of Criminology

Editor:
Deputy Police Commissioner Howard R. Leary
Room 225 City Hall, Philadelphia, 7, Penna.

NEWSLETTER

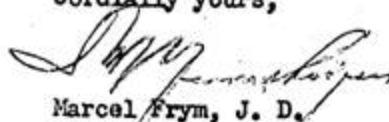
Dear Member:

The time has come for our young organization to look abroad and to establish liaison with international criminological circles. I am hopeful that this year will bring us closer to this goal. Both in the fields of police-science as well as of correction, great scientific strides have been made. It will be our duty to establish and correlate important developments and convey knowledge and enlightenment to all those who are concerned with the crime problem. The Government of the United States is aware of the tremendous importance of closer cooperation between scientists of our country and of foreign nations and is favoring activities, which lead to a better understanding on an international level.

During the past few years I have attended three international Criminological Congresses as an American Delegate and I do hope that we will be able to prepare for a meeting of leading criminologists from all over the world here in our country in the near future.

The crime problem is essentially a problem of human behavior. Crime is an international phenomenon. Let us extend hands of friendship to all those of goodwill in the rest of the world, who have earnestly and responsibly studied crime at its roots and who have to offer constructive thoughts for the protection of society.

Cordially yours,



Marcel Frym, J. D.

.....MEMBERSHIP

Dr. A.C.Germann, National Membership Chairman, announced that 1958-59 resulted in excess of 100% membership increase, and that the 1959-60 period has been designated by the membership committee as a "repeat 100% year".

All members will receive application blanks/, Constitution/, rosters, and letters requesting cooperation in attracting highly motivated academicians, practitioners, and students in law enforcement and corrections to the ranks of A.S.C.

Vice-Presidents will receive a supply of materials, and will be urged to spearhead membership in their areas by direct letter invitation to key people.

Any member who desires additional membership materials should contact National Secretary, Dr. William Dienstein, 4337 N. Moroa Avenue, Fresno, 4, California. Completed applications together with checks for membership dues (\$5.00 Active or Associate; \$250 Student), should be sent direct to Dr. A.C.Germann, Professor, Police Science, Long Beach State College, Long Beach 4, California.

Prepared by O. W. Wilson, Dean,
School of Criminology
University of California, Berkeley 4, California

Number of bachelor's and master's degrees granted during each academic year since 1950-51 to students who have completed an organized program of study in law enforcement, criminalistics, and corrections.

Program	1950	1951	1952	1953	1954	1955	1956	1957	1958
	<u>B M</u>	<u>B M</u>	<u>B M</u>	<u>B M</u>	<u>B M</u>	<u>B M</u>	<u>B M</u>	<u>B M</u>	<u>B M</u>
<u>Law Enforcement</u>									
Florida State University	- -	- -	- -	- -	- -	- -	- -	- -	2 -
University of Indiana	7 -	10 -	8 -	12 -	13 -	8 -	11 -	9 -	
Michigan State University	39 -	70 -	50 -	68 -	36 -	72 -	59 -	69 1	
University of Nebraska ^{/1}	- -	- -	- -	- -	3 -	4 -	5 1	7 -	
Univ. of Calif.-Berkeley	16 1	18 -	9 -	21 -	14 2	19 -	20 1	29 -	
Univ. of Southern Calif.	4 2	10 1	17 2	10 1	15 3	20 4	11 6	8 10	
Fresno State College ^{/2}	11 -	22 -	18 -	21 -	15 -	19 -	30 -	29 -	
Long Beach State College	- -	- -	- -	- -	- -	- -	- -	4 -	
Los Angeles State College	- -	4 -	14 -	18 -	22 -	31 -	27 -	29 4	
Sacramento State College	2 -	2 -	3 -	6 -	13 -	22 -	28 -	32 -	
San Jose State College	6 -	21 -	16 -	16 -	18 -	25 -	18 -	23 -	
Washington State College	19 -	21 1	16 2	19 -	16 -	14 3	14 1	17 -	
City College of New York	- -	- -	- -	- -	- -	- -	1 -	2 -	
TOTAL	104 3	178 2	151 4	191 1	165 5	234 7	223 10	258 17	

Criminalistics

Florida State University	- -	- -	- -	- -	- -	- -	- -	1 -	
Michigan State University	2 -	1 -	2 -	6 -	- -	1 -	2 -	2 -	
University of California	9 -	4 -	7 -	11 -	5 2	7 -	1 -	5 -	
TOTAL	11 -	5 -	9 -	17 -	5 2	8 -	3 -	8 -	

Corrections /3

Florida State University	- -	- -	- -	- -	- -	4 1	10 3	15 5	
Michigan State University	- -	- -	- -	- -	- -	- -	6 -	5 -	
University of California	3 -	4 1	12 2	18 1	21 1	33 -	22 1	25 1	
Univ. of Southern Calif.	- -	3 -	1 1	1 -	1 1	2 2	1 1	1 -	
San Jose State College	7 -	3 -	1 -	4 -	2 -	7 -	2 -	1 -	
TOTAL	10 -	10 1	14 3	23 1	24 2	46 3	41 5	46 7	
GRAND TOTAL	125 3	193 3	174 7	231 2	194 9	288 10	267 15	312 24	

^{/1} Law Enforcement, Corrections, and Criminology

^{/2} Law Enforcement and Corrections

^{/3} Law Enforcement and Corrections students were not segregated in returns from University of Nebraska and Fresno State College.

ANNUAL BUSINESS MEETING - FEBRUARY 2, 1959

The annual business meeting of the American Society of Criminology was held Feb. 2, 1959, Student Union Bldg., University of Arizona, Tucson, Arizona. The meeting was called to order at 2:00 P.M. by President John P. Kenney.

The following committee reports were presented:

Special - Marcel Frym reported on the activity of Character Underwriters, an organization which seeks to aid in the rehabilitation of offenders by assisting them in securing occupational bonding after careful evaluation of the offender's total personality and an appraisal of the risk factor.

Research - Marcel Frym reported that the first project of the committee would be an international comparative research study on laws of arrest, search, and seizure.

Criminology Programs Survey - William B. Melnicoe reported that a questionnaire to secure the type of information desired is under preparation and will be sent out within two months. A preliminary survey indicates that there are 112 institutions of higher learning having some aspect of criminology as a program.

Finance - William Dienstein reported that at the close of the year 1959 the balance on hand of the Society was \$765.36.

Membership - Germann, Follis, Leary, Bristow: The 1958 membership showed a 100% increase with the acceptance of 90 new members during the year.

The following recommendations were made for 1959-60:

- a. Initiate efforts to extend student memberships.
- b. Continue letters to members and regional vice-presidents -- at least twice during the year.
- c. Increase efforts to enroll additional police administrators.
- d. Increase efforts to maximize nationwide participation.
- e. Initiate efforts to contact specialists in allied fields -- safety, traffic, traffic engineering, etc.
- f. Initiate efforts to extend probation and parole participation.
- g. Issue to all members a statement of membership qualifications indicating professional dedication is a factor paramount to advanced degree, lengthy experience, or high rank or status.

Col. Follis will suggest at the Department of Defense a policy of memberships for key positions in enforcement and correction areas regardless of incumbent.

Recommend, finally, that the 1959-60 period be projected as another 100% year and that efforts be intensified to publicize this goal to all members.

Resolutions - Melnicoe, Gourley, Jameson:

Recommended the adoption of the following resolutions:

1. Be it resolved that the American Society of Criminology expresses its sincere appreciation to the University of Arizona for extending its excellent facilities to our organization on the occasion of its 15th annual conference; be it further resolved that the Society fully appreciates the generous hospitality extended by the Arizona State Highway Patrol, the Tucson Police Department and their participating officers; be it further resolved that the Society expresses its gratitude to Dr. Clyde Vedder, Charles P. Smith, and Douglas Paxton for their tireless efforts which made the smooth operation of the conference possible.
2. Be it resolved that the American Society of Criminology expresses its appreciation to Mr. Morris Lavine, attorney at law, for generously contributing his services in the preparation and submission of the articles of incorporation of the Society.

3. Be it resolved that the American Society of Criminology commends Mr. John P. Kenney, President, for his diligent efforts to secure funds for the Society from the Ford Foundation for research projects in the field of criminology.

Executive Committee - The minutes of the meeting of the executive committee were read by the secretary, William Dienstein:

The executive committee met in the Student Union Bldg., University of Arizona, Tucson, Arizona, Feb. 1, 1959. The meeting was called to order by President Kenney at 10:00 A.M.

President Kenney announced the completion of the incorporation of the Society as a non-profit organization under the laws of the State of California. The papers were endorsed and filed in the Office of the Secretary of State of the State of California on August 7, 1959. ?

The Secretary was instructed to write to a member of the Society to inform him that the use of the name of the Society for private enterprise is unauthorized.

Discussion was held about the possibility of the Society presenting a yearly award to an outstanding report of research in the field of criminology, the award to be known as the August Vollmer Award. It was MSC that the new executive committee implement this proposal.

Howard Leary, Dep. Police Commissioner, Philadelphia was named as editor of the ASC NEWSLETTER. Ray Galvin, the previous editor, has been called to active duty with the armed services. Expression of appreciation for his efforts was made.

It was MSC that the Society reimburse, partially, the travel and expenses of the President to the AAAS meeting in Washington, D.C.

Possible reorganization of the structure of the Society was considered and discussed: It was proposed that the sections elect their own vice-presidents at annual section meetings; that the executive board include the regional vice-presidents and a member from each region; that the president of the Society be elected by the executive board from among the vice-presidents; that local regional dues be made optional. It was recommended that the succeeding executive committee consider reorganization possibilities.

It was recommended that the Society consider making the position of secretary-treasurer as permanent position in the nature of an executive secretary.

It was re-announced that the SAC is an affiliate of the International Society for Criminology.

It was MSC that President Kenney follow through on the request for a grant for research from the Ford Foundation and be given a power of attorney from the Society in case such is necessary for the completion of the negotiation.

Discussion was held on the advisability of holding SAC annual meetings at the time and in conjunction with the AAAS annual meetings. Since the executive committee selects the time and place of the annual it was decided that the new executive committee consider such a proposal for the 1959 meeting.

It was proposed that the NEWSLETTER editor make efforts to relate the Society to the professional journals: POLICE, JOURN. OF CORRECTIONS, FEDERAL PROBATION, NPPA JOURN., JOURN. CRIMINAL LAW, CRIMINOLOGY, AND POLICE SCIENCE.

MacNamara was authorized to represent the Society in talks with Charles C. Thomas Publisher.

It was MSC that the Secretary write to the Administrative Office of the United States Courts stating that this Society considers Federal Probation one of the outstanding publications in the field of criminology and that it represents an important contribution to criminological literature.

Secretary's Report - Attached as a separate paper. (P. 6)

Nominating - Fox, Gourley, Jameson, Melnicoe

The Committee placed in nomination the names of the following for the positions indicated:

President - Marcel Frym
Eastern Vice President - Paul Tappan
Central Vice President - David McGandless
Western Vice President - Douglas Gourley
Southern Vice President - Charles L. Newman
Member at large - Vernon Fox
Secretary-Treasurer - William Dienstein

It was MSC that the Secretary be instructed to cast a unanimous ballot for the election of the nominees to the respective offices.

The newly elected president, Marcel Frym, adjourned the meeting at 3:30 P.M.

A PROPOSAL TO STUDY THE TEACHING AND RESEARCH
OF CRIMINOLOGY IN THE UNITED STATES

Prepared by American Society of Criminology

November 1958

Introduction. During the past three decades, considerable progress has been made in the police and correction fields in the United States. Part of this progress has resulted from the considerable emphasis focused on the administration and operation of agencies in these two fields since 1930, with increasing demands by government and the public for competent administrators and employees. Conferences on probation and parole services called periodically by the United States Attorney General, special studies on police services to juveniles made by the United States Childrens' Bureau, and the work of the American Correctional Association and the International Association of Chiefs of Police to promote higher standards have all underlined the importance of improving our police and correction programs. More recently, the American Society of Criminology, a national organization drawing heavily for its membership from the faculties of the universities and colleges teaching in the police and correction fields, has devoted its attention specifically to the need for improved teaching and research in these fields.

As police and correctional services have expanded, agency personnel has increased. Many have been untrained or have had academic training or experience not particularly helpful to one responsible for the performance of these specialized services. All of these newcomers welcome the opportunity to discuss their on-the-job problems with those who are better trained and more experienced. And all personnel are keenly aware of the need for more basic research which will lead to a better understanding of the underlying structure of the problem which they face on a day-to-day basis.

To fill this void, the American Society of Criminology has dedicated itself to search for better ways to train people for service in the police and correctional fields, to encourage comprehensive basic research, to establish a clearinghouse of information and to make available in an organized way research in related fields. There is not other organization dedicated to bridging the gap between police and corrections and to raising professional standards in both fields.

History of the American Society of Criminology. This society was founded in 1940 under the inspired leadership of the late August Volmer. It included among its early members such men as O. W. Wilson, Richard Simon, William Dienststein, John D. Holstrom, Austin Mac Cormick, A. M. Kidd, Arthur Brandstetter, Donal E. J. MacNamara, Dr. Marcel Frym, and John P. Kenney - men recognized as leaders in the police and correction disciplines. The present constitution was adopted in July of 1957. Incorporation as a non-profit organization under the laws of California was effective in August 1958. Following are the objectives of the Society as outlined in the constitution:

1. To bring together persons actively engaged in teaching and/or practice in the field of criminology.
2. To foster training and research in criminology in institutions of higher learning and in law enforcement and correctional agencies.
3. To encourage understanding and cooperation among those engaged in criminology.
4. To serve as a clearinghouse for collection and dissemination of criminology knowledge and skills.

Activities. Being a relatively new organization, the Society published its first Newsletter in May 1958 to advance these objectives after having previously issued periodic bulletins. In addition, it has designated the "Journal of Criminal Law, Criminology, and Police Science" and "Police" as its official publications. As part of a recent reorganization to give the society an even firmer basis, this publication program is being restudied. Collection and dissemination of information on curricula has been undertaken in the form of a Directory of University and College Criminology Programs. In an attempt to increase in effectiveness through strength, a well organized membership drive is under way. Membership has increased to 140 since February 1958, a 100% rise.

The Society is affiliated with the American Association for the Advancement of Science and the International Criminological Society. Since 1954 a section meeting of the Society has been held at the annual conference of the AAAS. And the Society has been represented at the past three International Congresses of Criminology held in 1951, 1954, and 1958 in Europe.

Project Fronosal. Development of criminology programs in universities and colleges has been rapid in recent years. Each year finds new programs starting and older ones expanded. Despite this progress, a general lack of coordination between persons responsible for development of these programs exists. At its annual conference in Los Angeles in February, the American Society of Criminology took cognizance of this and other problems confronting the fields of police and corrections. By resolution the membership authorized the Executive Committee to pursue avenues for studying some of the problems. It reads as follows:

"That the Executive Committee be authorized to proceed with the preparation of a comprehensive prospectus with which to approach some foundation for a grant in order that the Society may make an exploratory survey of academic programs in police and corrections.

The prospectus should include: (a) an inventory of what is going on in academic programs dealing with police science and corrections; (b) definition of police and corrections; (c) definitive statement of what is meant by interdisciplinary approach; (d) include statement of the desire to integrate national and international research related to police and corrections; (e) delineation of some of the problems in the field of criminology in an attempt to point out particular needs.

Acceptance of the report was moved by Kenney, seconded by Melnicoe, and passed.

The Society now proposes that a conference of key people from throughout the United States, both academicians and practitioners from the two fields, be called together to evaluate and to give direction for the future to programs of education and research. To make the conference meaningful and productive, it is further proposed that a staff be employed in advance to gather data on what is currently being done in these fields, to plan the conference and to follow through after the conference with a summary of findings in a report designed for wide distribution. The specific objectives of the conference would be:

1. To bring together representatives from Police and correctional academic and operational programs across the nation.
2. To develop means of integrating and coordinating varied academic programs in police and corrections in terms of transfer credits, placement of graduates, and mutual use of completed research.
3. To develop means of advancing research and to specify subjects for research.
4. To discuss mutual problems of academic interest such as improvement of academic faculties.
5. To plan for better use of available materials from other disciplines in police and corrections.
6. To compare and coordinate research in these fields in the United States with that undertaken in other countries.

The initial staff study would inventory academic program currently underway and delineate problems for consideration and evaluation at the conference.

Our Society believes that this study is the one way to bridge the regrettable and frustrating gap between police and corrections and give some direction to programs in these fields in the future. Achievement of this goal would be a major contribution to the health of our democracy.

It is suggested that participants in the conference, approximately 25 to 30 be chosen to represent the numerous and diverse academic and in-service programs in universities, colleges and junior colleges and the professional organizations in the fields of police and corrections. In addition, qualified persons from the several Federal law enforcement and correctional agencies should be invited. The latter is important because of the expanding role of the Federal government in upgrading local police and correctional programs and the developing programs of technical assistance in foreign countries, involving several Federal agencies requiring trained personnel.

Supervision of the staff work and conference would be by the executive committee of the American Society of Criminology. The officers of the organization are as follows:

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|-------------------------|---|
| President | -John P. Kenney, Associate Professor
University of Southern California |
| Eastern Vice-President | -Donal E. J. MacNamara, Dean, Institute
of Criminology, New York, New York |
| Southern Vice-President | -Vernon Fox, Professor,
Florida State College |
| Central Vice-President | -Richard A. Myren, Associate Professor
Department of Police Administration
Indiana University |
| Western Vice-President | -Clyde Vedder, Professor,
University of Arizona |
| Member-at-Large | -Dr. Marcel Frym, Hacker Psychiatric
Foundation, Beverly Hills, California |
| Secretary-Treasurer | -William Dienstein, Professor
Fresno State College |

It is expected that the project will take approximately ten months total elapsed time.

1. Gathering of data and preparation of staff report - approximately four months.
2. Conference preparation - two months. This includes revision of staff report after review by key persons.
3. Conference of three to five days - Staff time at the scene, approximately ten days.
4. Preparation of final report and publication - approximately three months.

PROPOSED BUDGETS*

Research Director	\$11,000.00
Secretarial help	3,000.00
Materials and supplies	1,000.00
Staff travel	1,300.00
Conference	7,500.00
Publication of Reports	1,000.00

Total	24,800.00
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Office space to be arranged by the Society.

Attached hereto is a copy of the papers read at the 15th Annual Conference of the American Society of Criminology, February 1 and 2, 1959 in Tucson, Arizona.

EDUCATION FOR PROBATION AND PAROLE

BY

Professor Vernon Fox
Florida State University

While the trend in probation and parole is definitely toward education and professionalization, the exact nature of the training desired has not been clarified. There are yet a few sources in the field that question the value of too much education for any sort of correctional work and the feeling has even found its way into the official publication of the American Correctional Association¹. This association takes a definite stand in favor of minimum educational standards for all correctional personnel² and has published a pamphlet suggesting a plan for college curricula in corrections³. The educators have viewpoints as varied as do the practitioners. While several colleges and universities have established programs in the field, there is little unanimity⁴. Sociologists point to the major contributions made by their field to corrections⁵ and several universities emphasize the sociological viewpoint in their correctional training⁶. Other universities started with the police and law enforcement phase of criminology and then added the correctional training⁷. Some schools have placed correctional training in "social administration"⁸, public administration⁹, and social welfare¹⁰. Some have placed it in separate institutes not in the academic pattern¹¹. In Europe, most criminological courses are taught in schools of law, medicine, or legal medicine. The Council on Social Work Education has expressed interest in the field and has established its own committee to study the problems of offering courses in corrections¹². In this tenuous and uncertain situation, some colleges and universities have made a serious effort to serve in the area of education for probation and parole. Most of these programs are yet searching for the optimum approaches in selection of students, course content, and method of teaching.

Selection of Students

Selection of students has to be based on personality criteria that assist the prospective probation or parole agent to function effectively in the field and that will be conducive to his accepting the training and supervision necessary to develop and function adequately. Persons with a low level of anxiety, a high tolerance to frustration, combined with a sensitivity to the reactions and feelings of other people are potential trainees. To be avoided is the American stereotyped "man-of-action" whose impatience might render him helpless and incapacitated in stress situations where he has lost control. Either extreme of aggressiveness or withdrawal in social situations constitute a problem for the prospective probation and parole agent. The ability to view people as an engineer views a steel girder, evaluation its strengths and its weaknesses and determining how to strengthen it, without becoming emotionally involved by "liking" or "not liking" the individual is necessary for using authority constructively. An even temperament and the acceptance of people as they are can more easily be selected than taught.

Many persons who want to become probation or parole officers come from law enforcement backgrounds. Others come from theological backgrounds. Persons with either of these backgrounds merit special screening before they can function adequately because some emotional detachment is required to work effectively with people. Law enforcement philosophy tends to render the person less sensitive to the needs of the individual, while theological backgrounds tend to bring moralistic values to bear on the situation. Accepting of people as they are, while helping them to conform with the group norms, takes a correctional orientation that is difficult to find. Philosophy is not easily taught, though it can be done. It is much easier to select for philosophy than to try to train for it; then train for content later.

While many personality traits have to be taken into consideration while selecting the student for correctional training, the most touchy and delicate problem is the effeminate mannerism in an apparently normal male prospect. Such problems as alcoholism can be interpreted easily in terms of the prospect of the officer occupying the same cell in the local jail with his clients, but effeminate behavior has much more subtle connotations that impair the officer's relationships with his clients, regardless of his heterosexual interests. Experiences has suggested that the best prospects for probation and parole students are prospective majors in police administration or in athletics who happen to have a correctional philosophy, coupled with an even temperament, and who develop an interest in the correctional process.

Content

There are no universally accepted standards for education in corrections as a whole, and no universally accepted background desired for probation and parole agents. Florida State University, for example, has about the same number of requests for bachelor's degrees in Criminology and Corrections, master's degrees in Criminology and Corrections, and master's degrees in Social Work with emphasis in Corrections for the purpose of filling vacancies in probation and parole. Many want social workers. Many want anybody except social workers. Consequently, it is difficult for a university to meet the varied demands of the market for trained personnel for probation and parole. The university must design a flexible program to meet the varied requirements and expressed desires of the prospective employers.

The question as to whether the best training for probation and parole agents is in a curriculum loaded with correctional courses or in professional social work has not been settled because too many attendant questions are unanswered. The correctional setting involved, the financing available, the personality of the worker, the personality of the administrator, the degree of desired supervision, and many other factors affect the situation. Social work methods are frequently inadequate. The caseloads in most correctional settings are considerably larger than those for which the professional social worker has been trained. Further, there is evidence to support the thesis that other areas of interest are of at least equal usefulness in many probation and parole situations, such as psychology, sociology, education, and other fields. Special training in corrections appears to be most desirable in areas with specialized curricula in the universities nearby. Many practitioners and educators, alike, hold that social work is "the proper training" for probation and parole¹⁴. The Federal Probation Officers Association recommends two years (1) of graduate training in social service, (2) in one of the social sciences, or (3) full-time professional employment¹⁵.

The Council on Social Work Education is in the process of trying to delineate what should be included in social work training to serve the fields of probation and parole. At present, there is not much agreement as to how the correctional emphasis shall be fused into graduate Social Work education. There is recognition, as pointed out by Dr. T. C. Esselstyn, that the field of corrections, including probation and parole, is still skeptical about Social Work because its present methods are seldom completely suitable in probation and parole and the Social Work premise that favorable attitudes on the part of the client toward "help" are prerequisite to casework is unrealistic or, at least, vulnerable.¹⁶ Further, there are very few settings in probation and parole in which traditionally trained social workers can function as they were trained¹⁷. The probation and parole caseloads are so overwhelming that trained social workers function approximately like anybody else in the same setting¹⁸. Still, Dean Kenneth D. Johnson of the New York School of Social Work holds that casework is the proper training for probation

and parole practitioners and that the entire field of corrections should be restored to Social Work¹⁹. Other reputable writers hold that Social Work and corrections are two separate fields which can mutually contribute to each other²⁰. Whatever may be the relationship between Social Work and corrections, Social Work has a public relations job to do before an adequate and unreserved contribution can be made to probation and parole²¹. In the meantime, several schools are attempting to find a common ground on which the optimum integration of service and knowledge can be accomplished for the benefit of probation, parole, and other corrections functions. This was the center of consideration during the summer, 1956, when a conference was held on the campus of the University of California at Berkeley of leading Social Work educators and practitioners in an effort to fuse the principles of Social Work into the correctional framework--or vice versa.

On the other hand, some administrators want their practitioners trained directly in the field of corrections, without specific Social Work or other related training. In this approach, the fitting of a specialization into a host agency not completely compatible with it does not arise. Rather, the correctionally trained student enters into the agency with full identification and learns the needed modifications later. Persons trained in corrections make fewer "obvious" errors relating to legalities, surveillance, apprehension, and other activities with which the social worker is less familiar. Correctional training may take the form of bachelor's degrees in Criminology and Corrections, Master's degrees in Criminology and Corrections, or the M.S.W. with emphasis in corrections.

Public Education

The total curriculum in the education for probation and parole involves much more than training future practitioners and providing in-service training for the present practitioners. Education for probation and parole includes the development of an enlightened citizenry to support effective services. Consequently, education for probation and parole includes the broad, undergraduate courses in Criminology that develops citizen knowledge over a period of years as to the function of probation and parole. The faculty has to communicate with the people in the area to interpret in various forms of public relations media and conferences the advisability of progressive programs. In this way can be developed the enlightened citizenry that supports good probation and parole.

Education for probation and parole must concern itself with far more than the education of the practitioners who will work with and for the public. More popular misconceptions exist about probation and parole are public services supported by tax money, these misconceptions may seriously impair the effectiveness of the services that can be rendered. Without any knowledge or understanding of the psychodynamics that produce criminal and delinquent behavior nor the treatment processes by which it is rehabilitated, many people are willing to express themselves about what should or should not be done in probation and parole on the theory that everybody has a right to his own opinion. When such naivete finds itself expressed in the mass media, such as newspapers, radio, and television, these popular misconceptions can be implemented by public action or inaction through the legislature and elsewhere, thereby reducing the effectiveness of probation and parole services.

Public education for probation and parole has to include all phases of the correctional process. Probation and parole have to be understood by the public as phases of the total correctional process, just as out-patient clinics and gradual release from mental hospitals are phases of the total mental health process. The dynamics of human behavior, the development of criminal and other abnormal behavior, the techniques by which abnormal

behavior is treated, police techniques, court structure and function, custodial techniques and methods of keeping prisoners under surveillance, and the constructive use of authority have to be understood not only by the probation and parole officer, but by the taxpaying public that supports the services. This type of public education can be accomplished through friendly and understanding mass media. An example of this type of public education was the interpreting of the psychiatric reports after the arrest and during the deliberations on William Heirens.

Public Financing

The salaries of probation and parole officers are frequently not high enough to cause large groups of students to enter the field. Consequently, the financial assistance to students already committed to the field is a profitable investment. Departments of Public Welfare have been doing it for a decade, sending their inadequately trained but promising employees to school for one or two years in return for their subsequent commitment on the job. Most universities have scholarships and stipends for students who are worthy of them, but few come from a correctional agency or facility. Although stipends originating from the National Institute of Mental Health can be used for training Social Workers with emphasis in corrections, the designation of these funds are not specifically correctional and the allocations between areas of interest rest with the exigencies. State and national correctional agencies, including probation and parole, should budget for university training of personnel. These are generally provided in the form of stipends with the agreement that persons receiving the stipends shall remain in the agencies' employ for a number of years equivalent to the duration of the stipend, as is the practice in public and private welfare agencies.

Because the public has such an important service at stake, it is important that they take these steps through their representatives to support education for probation and parole in a tangible way. Many States are already financing in this manner. Chapter 602 of the Laws of New York, for example, provides not only scholarships from State funds for county probation officers' training, but enables the State to make permanent contracts with approved schools of social work for training in this important field. When the public supports training in probation and parole, there is a tendency for improved public knowledge of what the correctional process is, less need for probation and parole people to spend time and energy "interpreting" and "defending", and the State gets better and more effective probation and parole.

Conclusions

Education for probation and parole, then, includes not only the selection and training of the prospective agent or supervisor in the correctional services, It includes, also, the development of an enlightened citizenry capable of discriminating at the market place between the practical use of probation and parole, on the one hand, and the visionary and the blundering on the other. To be effective, education in probation and parole has to be well-rounded, circumspect, practical, and in contact with the people it serves. While it should be progressive and far-seeing, it can not have "reform" and "do-good" philosophy. It must be practical, realistic, and in contact with the field. Liberal use of field placements on the undergraduate and graduate level help to ameliorate the "new broom sweeps clean" objectives of driving youth, and to mature them a little by permitting them to make their mistakes early as a supervised student. The university providing education for probation and parole must provide the various alternatives in training desired by the employers, it must create an enlightened citizenry to support practical programs by broad undergraduate education that sends citizens from its halls with broad social comprehension and by using mass media techniques and conferences for public education, it must demonstrate the advisability of new methods through

research, and it must assist the practitioner in the field to sharpen his tools. When interaction with the public results in public support of training that, in turn, provides the public with better services, then the objectives of education in probation and parole will have been achieved.

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Footnotes

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"A Chief looks at the Administration of Criminal Justice"

By

Bernard L. Garmire
Chief of Police - Tucson, Arizona

As a Chief Administrator of a Municipal Law Enforcement Agency certain responsibilities are incumbent upon me to fulfill. Most are directly concerned with the application of those yardsticks of human behavior, commonly known as law. Although these obligations appear to be of a routine minor nature to many to me they are nothing short of a sacred trust. For in their very application the rights, liberty, and pursuit of happiness of Citizens of my Constituency can be jeopardized unless a just and equitable application is used.

We must be constantly mindful of the fact that law provides the basis on which civilized people live together in peace and happiness. It restrains those persons and prevents those acts which threaten or attach that peace and happiness; And it does this as much by example as by direct action against violators. Thus the possibility of apprehension is frequently as great a deterrent to the potential offender as actual punishment.

The law, however, is ineffective without enforcement: this enforcement must be courageous, just and impartial; it must be administered by incorruptible and fearless men: it must have the understanding and support of the people it protects. The basic purpose of law enforcement must be to offset selfish motivation and to condition community habits through conditioning the habits of individuals. If properly applied in terms of quality and quantity, it will produce substantial favorable results which may be maintained indefinitely. It is axiomatic, however, that this phase of criminal justice is a fundamental activity and must be maintained at a sufficiently high level to impress the public mind.

Basic to the success of any program of criminal justice in our country are public acceptance and public action. Since the public will condone nothing capricious or unreasonable in laws and ordinances having a direct bearing on personal conduct, understanding of any program and its objectives must be communicated through media of all kinds. If they are properly and factually informed their acceptance will be forthcoming. Unfortunately there must have been a breakdown in the dissemination of these objectives in some areas for public acceptance of a reasonable amount of enforcement of some laws is at best reluctant. I refer primarily to the group of laws commonly referred to as misdemeanors, especially traffic regulations.

In this area, I believe that other agencies in the field of the application of criminal justice have been somewhat remiss. Remiss because of a decided reluctance to recognize that often a series of misdemeanor violations is but a harbinger of more serious things to come. Further they are content to tacitly condone these so called minor violations and by so doing they thereby place the line officer in the unwelcome, almost untenable position of being legislator, adjudicator and enforcer simultaneously. He must decide what tolerances are to be used in the application of this particular "yardstick of human behavior", and what action, if any, is indicated. Inevitably he will wonder whether he or the defendant will be tried once the case comes to trial. Whether he may be admonished or chastized to use better judgement in future instances. He even may be reminded that efficient, conscientious, and sincere law enforcement is not always conducive to political longevity. All of which makes him speculate as to the veracity and authenticity of his training if he has had any.

Temperance and toleration are christian virtues and are fundamental to our way of life. We believe in their application so long as that application is not carried to the extreme by overindulgence. I am sure we in law enforcement have excelled in these virtues.

Seriously though the placing of law enforcement in the position of arbiter in these situations has resulted in a non-uniform application throughout our country. In turn this has created a formidable obstacle in the progress of law enforcement generally. This situation is being gradually diminished through adequate selection and training of police personnel, on the local level and through associations such as this one meeting here today, the International

Association of Chiefs of Police, institutions of higher learning, and professional schools such as the F.B.I. National Academy, Northwest University Traffic Institute, the Southern Police Institute and others.

We are making much progress and will ultimately arrive at the truly professional approach and attack our problems on a united front.

Once we have achieved this, we will then be in a position to more objectively approach a more acceptable unified performance observation made by the Ohio Supreme Court in 1944.

That observation is:

The fundamental theories of criminology and the administration of criminal law have appreciably changed since the days of which Sir James Stephen could say with a considerable degree of truth that the then criminal law of England was "Mainly a system of licensed revenge. Laws permitting probation, parole, in determinate sentence suspension of sentence, etc. are manifestations of a comparatively modern shift in criminological theory, the trend being away from the rule of the so called "Strict Law" which demanded a fixed and positive penalty for every crime and positive penalty for every crime and the infliction there of in every case to which it might be applicable, and toward the theory that some degree of discretion should be vested in a judge, probation officer, or other board or body, permitting an adjustment of the penalty to the character of the particular criminal and the circumstances of his individual case. This latter method has come to be known to criminologists as "individualization of punishment", and its real foundation lies, not in the desire to deal kindly or charitably with an individual defendant, not in humanitarianism or sympathy, but primarily in the belief that the welfare of the state and of organized society will be better served by adjusting the treatment of the criminal to his character and the circumstances of his crime rather than to the mere nature and classification of the crime itself. Benefit to the individual criminal is incidental. It is a mere means to an end. The chief end is the welfare of society. It is conceived that in many cases, particularly with first offenders, by such measures the incipient development of a criminal character may be aborted and society thereby relieved; that his reformation may be accomplished and he may become a useful member of society rather than a perpetual menace, burden and expense to society as a chronic offender.

We subscribe to this contention and believe that its application has been constructively successful in jurisdictions where all facets of criminal Justice have co-operated.

Co-operation between the agencies involved in the application of Criminal Justice is of the utmost importance. Without it there develops a dereliction of duty to our respective constituencies which will resolve itself into public contempt for the entire process. In this respect law enforcement agencies have been somewhat too aggressive. We have attempted to project our thinking and influence into areas of Criminal Justice processes where we are unqualified and have no responsibility. Conversely others involved in the process have projected their thinking and influence into the realm of law enforcement prerogatives. This has been and is further being alleviated through the influx of better qualified personnel and more comprehensive training programs. I am confident we will ultimately resolve this problem into the aforementioned united front.

Law Enforcement Administration, in the more progressive areas, recognizes the need for confinement of its activities and realizes that practical limitations imposed upon it by fiscal policies demand more concentration on its primary and basic responsibilities of Patrol, investigation and public information and education. By improving this area of the administration of Criminal justice we will be contributing to the overall acceptability and improvement of Criminal Justice in America.

This we will do.

QUO VADIMUS IN CRIMINOLOGICAL TRAINING
Samuel Haig Jameson, PH. D.

1. INTRODUCTION

Those accustomed to worship at the altar of statistics contend that the rate of crime in the United States is still on the rise. Apparently we have become a nation of thieves and robbers, rapists and addicts. Our jails are packed, courts are behind in their calendar, prisons overcrowded, probation and parole officers overloaded, and the public overawed. Meanwhile the rest of the world looks to us with expectations as the leaders of "modern penology". Our prisons set the pace for the humane treatment of their wards; our probation and parole workers probe into overt life histories; and the psychiatrists penetrate behind the concrete walls of the mind into the realm of the unconscious. Our ingenuity to turn the inside out and the outside in again, is matchless.

Today we are somewhat confused, frustrated, groping and, at times, irrational. True, the old trigger-happy gun-guard in the tower has been displaced by the trained "sociologist" at the Guidance Centers; the chain-gangs are transformed into industrial and trade trainees within the prison walls; and the reconditioned erring culprits released into this blooming and buzzing world for rehabilitation. We have traveled a long and rough road because of that glimmering faith in daring to do something against the custodial collective psychosis. But all this only after the commission of the anti-social act. Meanwhile, religious, political, economic, even educational vested interests have militated against efforts to show "our faith through our works".

Undoubtedly our views are colored by our milieu. As an academic trainer in this process of enlightenment, let me be blunt: As yet we do not have a profession of criminology at the grass roots level; what we pride ourselves in is a galaxy of competitive occupations with conflicting and hostile ideologies. Yet we would not have gathered here without a belief common to all, namely, the restorability of society's erring members, nor would we be here unless convinced of the probability of preventing potential anti-social behavior.

Early criminology and penology, imbued with the custodial psychosis, and the modern era intoxicated with the reform virus, approached their subject matter after the criminal act was committed. The Geneva Conference on Crime is a living witness. Its concern with the six areas in the handling of the crime situation so familiar to you were: Minimum rules for treatment of prisoners; open institutions; prison labor; personnel; Juvenile Delinquency; and the sentencing methods. Each one of these deals with situations after the commission of the anti-social act. They are valid facets of the total crime picture but not quite inclusive of all the facets. What is missing? Investigations of the criminogenic factors and their control. This means that attention should be focused upon the before the act instead of the current practice of after the act. What to do to prevent the occurrence of the undesirable act and not only how to deal with the actor after he was committed the act is my theme.

11. MEANDERINGS IN CRIMINOLOGY

The future path of Criminology is bent by its past and the present. One cannot say that criminology's meandering scenery has been uninteresting or totally barren. Religious, legalistic, reformistic, heuristic explanations and remedies expounded in literature from the Code of Hammurabi to the current legislation recommending the abolition of capital punishment, offer hair-raising, artful and shifty documentaries. But none of the past attitudes equal the handicap which the paradox of our contemporary American John Q. Public displays.

The nostrum of well-meaning citizens' choruses echo throughout the land: "Why doesn't government do something"? "What are these scientists doing about crime"? "How long will this mollycodling of criminals by the probation and parole officers continue"? "What has come upon our judges? Don't they believe in protecting society's Rights"? "What's this indeterminate sentence which makes imprisonment a joke"? "Why have the prisons become social clubs"? "How long will the taxpayers be expected to bear the burden"? "It is time that somebody did something instead of talking about it". "Let's do something..."

"Let's do something". But we are accustomed to delegate functions to other agencies. We expect the fire department to put out the fire; the police to apprehend the arsonist, the judge to sentence him, the custodial institutions to punish him, the parole officer to supervise his behavior for a while, etc. These are necessary because John, Dick & Harry, Jane, Helen and Mary have neither the time nor the equipment to do anything with and for the arsonist. All they can do is to scream against arson and get assurance from the law enforcement agencies that he is "locked up" and that the public is safe for the time being.

"Let's do something"? Something was done. What did the screaming citizens do? An apathetic, uninformed, agitated citizenry fanned the fires of hostility against the arsonist while fearing arson in the future. It asked severe punishment for the act; the judge's severe sentence evened the score. There stopped public's interest. Whether the firebug commits suicide in prison because of guilt feeling, or the institution, after administering psychiatric treatment, "cures" and returns him to society, is no concern of the average citizen. The paradox may be spelled out: People are interested in the act and not in the actor. In depraved cases, interest in the actor ends with his probable liquidation or permanent incarceration in a penal institution. Our unholy fear of convicts contributes to the stabilization of the heightened hostility. A public with such retributive philosophy and punishment cannot offer much help to those suffering from a guilt complex. And our law enforcement and correctional personnel are recruited from the rank and file of such a public.

111. EVIDENCES OF FOREWARD MARCH

To the chorus of "let's do something", our choir responds: "We have done much, and are doing more".

Remember the abolition of the lash in Florida, control by terror and beatings in Montana, emergence of the mobile County Circuit Courts, Detention Homes, Youth Aid Divisions of Police Departments, Juvenile Courts, minimum security prisons, reception and guidance centers, probation and parole, special treatment of sex psychopaths and the emotionally disturbed, inmate education, group therapy, forestry camps, indefinite sentence, residential treatment, and a host of others so familiar to you.

Whereas the objective of these constructive measures is the restoration of the offender to respectability in his civilian milieu, still they are geared to the grinding concept of punishment and retribution. Apparently faith in complete redemption is to be found only in the religious sphere. Maximum security remains the fundamental concern of our prisons, and those of us who peddle rehabilitation in the name of the "New Criminology", do so with tongue in cheek. Key to resolute faith is self-discipline which can be induced only through the creation of insight of the role self plays in the social milieu.

IV. LOOKING AHEAD

In as much as this conference program focuses attention on the training of the "cops" (I hope this includes the flat feet!), military and civilian correctional services, probation and parole workers, I should avoid stepping on such sacred soils. But this pasture is so green that permit me to yield to the temptation briefly since sinning is such great fun!

Avoiding the administration of potent shots in the arm and the prescription of a wonder drug, let me stress the necessity of a balanced nutritional diet in criminological training.

Without an analysis of the job to be done it would be superfluous to talk about training. Assuming that our ultimate objective is to socialize the anti-social, to adjust the maladjusted, and to alter potent liabilities into actual assets, (thus preventing the recurrence of noxious social behavior) Criminological training has been following two courses: Common sense and Scientific objectivity. In the future it is not going to carve a new path.

1. Common Sense Channels

Social action enthusiasts are pushing criminological training into practical channels. Businessmen, housewives, school teachers, lawyers, physicians, ministers, laborers and politicians, with an eye on quick results, have

lie in coordination, in integration of any and every proven principle in the handling of man whether they come from the ivory towers or the gutter colleges.

I should not labor the implications of this simple yet crucial issue. Speakers and discussants today and tomorrow will whet your and my appetite, I am sure. Therefore, let me pass on to the consideration of a hitherto neglected area of criminological training: The great unwashed.

V. TRAINING OF THE MASSES

The education of "cops", probation and parole workers, district attorneys, judges, prosecutors, chiefs of police, wardens, supervisors, guidance center technicians, clinicians, guards and counselors, even that of the executioners, have absorbed most of the attention of the academicians and on-the-job trainers. Criminology would have made no strides without due emphasis upon the preparation of these "professionals" who constitute the core of our crimino-penal system and in whose work you are directly involved. My concern is the orientation of the great unwashed in the periphery whose unavoidable impacts either stimulate or curb our cherished programs.

In our democratic social structure voters are kings. Their verdict at the ballot box, and subsequently the acts of their representatives, determine the rules of the social game. The future of crimi-no-penal trends is bound up with the climate of public opinion.

Housewives with their beliefs in old tales; businessmen with their blind or enlightened selfish interests; men of the cloth wrapped up in their heuristic beliefs; school teachers confined to the rote of the three Rs; journalists and other operators of media of mass communication with their drive for the spectacular; lawyers with the urge to settle disputes, (right or wrong); psychologists, psychoanalysts and psychiatrists with their personalized conjectures; incensed taxpayers, power infatuated labor organizers, charlatans and scientists alike dictate, directly or subtly, social values, and shape attitudes which insure their perpetuation. Through political representatives in local, state and national government levels, these color, to say the least, and set the tone and the pace of criminological thinking. Irrespective of all the tested knowledge by students in the field, a half-baked, and at times a raw statement by J. Edgar Hoover in the Readers Digest carries more weight than one hundred research articles in the Journal of Criminal Law and Police Science.

Who trains these helpless souls, who prompted by marked curiosity, devour the pages of daily newspapers with sordid accounts of crime? Who is educating the millions in our midst seeking vicarious satisfactions through the two-bit novels? Who is imparting instruction to men and women who make a business of frauds, bankruptcies, vice and depravities? These organized and incoherent interests exert their pressures in ingenious ways to dispirit and dissuade realistic attacks upon criminal behavior and penology. Some because of ignorance, others by design, encourage anti-social acts. These too need training, perhaps not within the walls of ivy leagues, but in the highway and the byways of daily mass media orientation.

Who is bringing the results of tested knowledge to peoples' attention regarding the concept of multiple causation of crime; the reasons for high rate of recidivism; the ineffectiveness of severity of punishment; the irrationality of penitentiary treatment; the savagery of retribution; the innocuousness of capital punishment, etc? We talk about these seamy facets of our profession among ourselves--the believers. Even if there be a consensus of opinion within our sacrosanct circles, who is preaching the gospel to the infidels? How are we endeavoring to change the deeply ingrained retributive complex to a remorse stricken folks and turn people from the punishment craze to sober prevention? Public's orientation in these areas may create a duller social climate for us to work in, but it promises some reduction in the rate of anti-social behavior and sadistic vengeance.

Here is a long overlooked task for those engaged in law enforcement who deal with the offenders and the public. People watch our utterances and movements with suspicion. A knock at the door by the police, sheriff's car in the

street, probation officers' untimely visit, a phone call from the jail, a letter from the warden inspire fear. The newspapers fan these smouldering feelings to the extent of creating hostilities against the law enforcement personnel. Hence opportunity for the emergence of a new breed of workers, social lubricants, to allay the fears and sell law enforcement and corrections to the public. You call this "Public Relations". Under any name this is a must. If we have anything to brag about because of the demonstrable salutary results we have achieved, it is high time to publish them, otherwise we shall perish from the wear and tear of constant social friction.

All is not well when some irresponsible officer or an agency behaves unprofessionally; neither is it all well when a new idea, technique or law is advanced against the outworn beliefs. The education of the masses calls for the work of skilled technicians in human engineering. Who and where are we training these social engineers? Who and how are they influencing public opinion? (We may get some answers from the panelists tomorrow!)

VI. OBSERVATIONS AND ADMONITIONS

No matter through what medium, learning is a great adventure. The ventilation of watertight intellectual and behavioral compartments come through new exposures. It is apparent that traditionally skills imparted to the practitioners are fixed. Repetition is expected to increase efficiency. This is true in a static social structure. Unfortunately we live in a dynamic milieu and we take pride in it. Spelled out, we have either to sharpen our dulled tools or else acquire new tools.

Whether these tools in dealing with the anti-social segments of our society come from the academic circles or through the in-service and on-the-job training quarters, the "old order passeth away and the new is ushered in". That both the academician and the practitioner are inclined to stratification is a matter of record. Therefore, as the collegiate faculties are granted sabbaticals to get out of their cocoons and see the bright sun for a spell, so do the correctional workers and the law enforcement personnel of every grade and description, need the opportunity to see the other side. Should a periodic three, or six, or nine month of academic atmosphere to the practitioner be mandatory? Should a similar chance be given to the academician in reverse? Such experiences might have some chastening effects. Our forthcoming discussion on "short-cut" methods of training should confirm the rationale of this issue.

Assuming that chance for the balancing of the academic and the pragmatic training is made available to the personnel, the question as to the content of training becomes of paramount importance.

Apeing the laboratory technique of the physical sciences, certain social scientists have resorted to the use of the "clinical" method. Hypotheses are spurned unless they are clinically tested. Some possessed by the clinic-craze, have popularized the "couch" technique in the revered sanctum of the analyst. Do behavior explosions in the private repeat themselves in public? Can criminal behavior, controlled in a clinical setting be expected to become a constant patter in a non-clinical milieu? Would the composure and insight gained on the couch withstand the stresses and the strains imposed upon the compulsive criminal by a heartless and hostile public? How is the ex-con's self-confidence while leaning upon the sympathetic, understanding and helpful approach of the parole officer going to fair in the midst of perpetual surveillance of the suspicious law enforcement officers? Would the authority-mad and status-hungry officials exploit the ex-con's predicament for personal gain? Where and how are these officers being taught impartial and dignified performance of their tasks?

As we search the fields we operate in, one observes the prevalence of status-starvation. Desirable status, the most cherished possession of every human being living in an organized society, if denied, causes frustration beyond measure, therefore it is fraught with disaster. How much awareness of this socially imposed compulsive drive is being imparted to those handling their wards? How do we equip our officers on the beat and the workers in correctional institutions to ascertain the nature and the degree of group affiliations and identifications in the incidence of anti-social behavior? Are the skills gained in detection, apprehension, submission, incarceration and liquidation of

offenders related to the control and prediction of future behavior? What type and intensity of Knowledge is to be infused into the life of practitioners? What tools are to be devised by the theoretician for pragmatic application? What systems of fluid communication lines could we initiate to get quick results? Or are we going to keep on deluding ourselves by finding refuge behind incompatible statistical charts and tables? We need objective answers to these questions to combat the do-gooder detergents in our social washtub.

Obviously the criminological training program of the future will emphasize some division of labor among its advocates: 1) Diagnosticians to delve into the causative factors in anti-social behavior. These are the "research" people whose hunches are to be verified for consumption by the rest of us. 2) Practitioners to execute the revelations of the researchers. These constitute a heterogeneous mass, ranging from the fingerprinting specialists to the vice squad personnel, from the traffic officer to the Chief of Police, from the probation and parole workers to wardens and superintendents of correctional institutions. 3) Prognosticians and therapists to attend to the needs of folks who display symptoms of anti-social behavior. These range from counseling pastors to the super-snooping analysts and from social surveyors to political planners.

For the conditioning of this extensive galaxy of personnel the existing channels are bound to continue. These include formal academic courses with specific objectives; in-service indoctrinations; on-the-job apprenticeships; brief institutes; instructive and constructive public lectures, etc.

These techniques will prevail with one overall emphasis; Widened mental horizons for each and every person engaged in law enforcement and correctional fields. Since a man's judgment is never better than his information, the more catholic the orientation the greater is the prospect for balanced judgment. Whatever the source of information (particularly verified information), the airing of the mind and the cleansing of personal biases are indispensable requisites in criminological training.

Finally, do I need to remind this group that, according to reports released by the Federal Bureau of Investigation, over 60% of criminals had previous records? If this is true, every phase of law enforcement and corrections has to re-deal with these repeaters. Is their modus operandi information in the files revealing enough to offer an adequate profile of character analysis? Do we dare "underwrite character"? Of course. But should we in our attempts to re-condition, stress character-building? If character underwriting is a post-crime phenomenon, could we develop character to obviate the commission of the crime? Who is going to open our sails in this uncharted realm, and how?

VII. CONCLUSION

Today criminological training is headed in one direction with two separate rails of the track. On the academic level it aspires to become objective in analyzing the criminal as a person and ascertaining the contributing factors to his anti-social behavior. Daily its probings are becoming more and more intricate and the findings less and less definitive. On the practitioner's level grassroot resistance to humane treatment of the offender and insistence upon retribution, contribute to the mounting confusions and frustrations. Under these circumstances no great forward leap in criminology should be expected.

Our knowledge is widening as well as deepening, but the diffusion of this knowledge among the regimented practitioners and traditionally disaffected public is only dribbling. Quo Vadimus? We are moving towards the promised land, but still sojourning in the wilderness of fears and clouds of aspiration. We are still the cave-men in a technological civilization. Our past record in dealing with the criminal is shrouded with compromises. The sacred and the secular have exerted their impacts upon each other, modifying beliefs and behavior here and there. Old superstitions linger. Neither the academicians nor the practitioners seem capable of shaking off outworn notions. And so long as the materialistic success goal is overemphasized, irrespective of the means employed in reaching that goal, personal and collective anti-social behavior will thrive.

An overhauling of our current way of life in dealing with the anti-social elements of our system is in order. This is a task for the academic criminologists. We look to them for direction and guidance.

With proper channels of communication, the law enforcement agencies, because of their direct contact with the offender, will serve as social lubricants between the experimenting academicians and the expectant public.

When we turn the searchlight upon our doings in the academic halls, in periodic institutes, in the in-service and on-the-job orientational pursuits, we shall be able to discern our goals and methods with greater clarity. Then we shall know whither we are going. We may be headed towards the promised land. Who knows? Perhaps none of us; yet all of us do care.

A PROPOSAL TO STUDY THE TEACHING AND RESEARCH
OF CRIMINOLOGY IN THE UNITED STATES

Prepared by American Society of Criminology

November 1958

Introduction. During the past three decades, considerable progress has been made in the police and correction fields in the United States. Part of this progress has resulted from the considerable emphasis focused on the administration and operation of agencies in these two fields since 1930, with increasing demands by government and the public for competent administrators and employees. Conferences on probation and parole services called periodically by the United States Attorney General, special studies on police services to juveniles made by the United States Children's Bureau, and the work of the American Correctional Association and the International Association of Chiefs of Police to promote higher standards have all underlined the importance of improving our police and correction programs. More recently, the American Society of Criminology, a national organization drawing heavily for its membership from the faculties of the universities and colleges teaching in the police and correction fields, has devoted its attention specifically to the need for improved teaching and research in these fields.

As police and correctional services have expanded, agency personnel has increased. Many have been untrained or have had academic training or experience not particularly helpful to one responsible for the performance of these specialized services. All of these newcomers welcome the opportunity to discuss their on-the-job problems with those who are better trained and more experienced. And all personnel are keenly aware of the need for more basic research which will lead to a better understanding of the underlying structure of the problem which they face on a day-to-day basis.

To fill this void, the American Society of Criminology has dedicated itself to search for better ways to train people for service in the police and correctional fields, to encourage comprehensive basic research, to establish a clearinghouse of information and to make available in an organized way research in related fields. There is no other organization dedicated to bridging the gap between police and corrections and to raising professional standards in both fields.

History of the American Society of Criminology. This society was founded in 1940 under the inspired leadership of the late August Volmer. It included among its early members such men as O. W. Wilson, Richard Simon, William Dienststein, John D. Holstrom, Austin Mac Cormick, A. M. Kidd, Arthur Brandstetter, Donal E. J. MacNamara, Dr. Marcel Fryn, and John P. Kenney - men recognized as leaders in the police and correction disciplines. The present constitution was adopted in July of 1957. Incorporation as a non-profit organization under the laws of California was effective in August 1958. Following are the objectives of the Society as outlined in the constitution:

1. To bring together persons actively engaged in teaching and/or practice in the field of criminology.
2. To foster training and research in criminology in institutions of higher learning and in law enforcement and correctional agencies.
3. To encourage understanding and cooperation among those engaged in criminology.
4. To serve as a clearinghouse for collection and dissemination of criminological knowledge and skills.

Activities. Being a relatively new organization, the Society published its first Newsletter in May 1958 to advance these objectives after having previously issued periodic bulletins. In addition, it has designated the "Journal of Criminal Law, Criminology, and Police Science" and "Police" as its official publications. As part of a recent reorganization to give the society an even firmer basis, this publication program is being restudied. Collection and dissemination of information on curricula has been undertaken in the form of a Directory of University and College Criminology Programs. In an attempt to increase in effectiveness through strength, a well organized membership drive is under way. Membership has increased to 140 since February 1958, a 100% rise.

The Society is affiliated with the American Association for the Advancement of Science and the International Criminological Society. Since 1954 a section meeting of the Society has been held at the annual conference of the AAS. And the Society has been represented at the past three International Congresses of Criminology held in 1951, 1954, and 1958 in Europe.

P Project Proposal. Development of criminology programs in universities and colleges has been rapid in recent years. Each year finds new programs starting and older ones expanded. Despite this progress, a general lack of coordination between persons responsible for development of these programs exists. At its annual conference in Los Angeles in February, the American Society of Criminology took cognizance of this and other problems confronting the fields of police and corrections. By resolution the membership authorized the Executive Committee to pursue avenues for studying some of the problems. It reads as follows:

"That the Executive Committee be authorized to proceed with the preparation of a comprehensive prospectus with which to approach some foundation for a grant in order that the Society may make an exploratory survey of academic programs in police and corrections.

The prospectus should include: (a) an inventory of what is going on in academic programs dealing with police science and corrections (b) definition of police and corrections; (c) definitive statement of what is meant by interdisciplinary approach; (d) include statement of the desire to integrate national and international research related to police and corrections; (e) delineation of some of the problems in the field of criminology in an attempt to point out particular needs.

Acceptance of the report was moved by Kenney, seconded by Melnicoe, and passed."

The Society now proposes that a conference of key people from throughout the United States, both academicians and practitioners from the two fields, be called together to evaluate and to give direction for the future to programs of education and research. To make the conference meaningful and productive, it is further proposed that a staff be employed in advance to gather data on what is currently being done in these fields, to plan the conference and to follow through after the conference with a summary of findings in a report designed for wide distribution. The specific objectives of the conference would be:

1. To bring together representatives from police and correctional academic and operational programs across the nation.
2. To develop means of integrating and coordinating varied academic programs in police and corrections in terms of transfer credits, placement of graduates, and mutual use of completed research.
3. To develop means of advancing research and to specify subjects for research.
4. To discuss mutual problems of academic interest such as improvement of academic faculties.
5. To plan for better use of available materials from other disciplines in police and corrections.
6. To compare and coordinate research in these fields in the United States with that undertaken in other countries.

The initial staff study would inventory academic programs currently underway and delineate problems for consideration and evaluation at the conference.

Our society believes that this study is the one way to bridge the regrettable and frustrating gap between police and corrections and give some direction to programs in these fields in the future. Achievement of this goal would be a major contribution to the health of our democracy.

It is suggested that participants in the conference, approximately 25 to 30 be chosen to represent the numerous and diverse academic and in-service program in universities, colleges and junior colleges and the professional organizations in the fields of police and corrections. In addition, qualified persons from the several Federal law enforcement and correctional agencies should be invited. The latter is important because of the expanding role of the Federal government in upgrading local police and correctional programs and the developing programs of technical assistance in foreign countries, involving several Federal agencies requiring trained personnel.

Supervision of the staff work and conference would be by the executive committee of the American Society of Criminology. The officers of the organization are as follows:

President	John P. Kenney, Associate Professor University of Southern California
Eastern Vice-President	Donal E. J. MacNamara, Dean, Institute of Criminology, New York, New York
Southern Vice-President	Vernon Fox, Professor, Florida State College
Central Vice-President	Richard A. Myren, Associate Professor Department of Police Administration Indiana University
Western Vice-President	Clyde Vedder, Professor, University of Arizona
Member-at-large	Dr. Marcel Frym, Hacker Psychiatric Foundation, Beverly Hills, California
Secretary-Treasurer	William Deinstein, Professor Fresno State College

It is expected that the project will take approximately ten months total elapsed time.

1. Gathering of data and preparation of staff report - approximately four months.
2. Conference preparation - two months. This includes revision of staff report after review by key persons.
3. Conference of three to five days - Staff time at the scene, approximately ten days.
4. Preparation of final report and publication - approximately three months.

PROPOSED BUDGETS *

Research Director	\$11,000.00
Secretarial help	3,000.00
Materials and supplies	1,000.00
Staff travel	1,300.00
Conference	7,500.00
Publication of Reports	1,000.00
Total	<u>\$24,800.00</u>

*Office space to be arranged by the Society.

SCIENTIFIC TRAINING FOR COPS

By

Professor A. C. Germann
Long Beach State College

"Scientific training for Cops" is an anomalous phrase, and yet somehow an applicable title for a discussion of higher education in law enforcement.

Both "scientific training" and "cops" are subject to misinterpretation. To some, "scientific training" implies an ordered body of knowledge which may be mastered by high capacity people, and which is transmitted by highly qualified instructors; to others, "scientific training" connotes any material which may be presented to any group by anyone handy. To some, "cops" are persons possessing great personal integrity and capacity who have dedicated themselves to an honorable career in the public service; to others, "cops" are people of limited ability and dedication who have fled from the competition of commerce and industry to the soft sinecures of civil service. Just as there are those who have a low opinion of the "cops" and a high regard for "scientific training," I would point out that there are some who hold a dignified concept of "cop"; but an unrealistic concept of "scientific training."

There are an estimated excess of 86 institutions of higher learning in 30 of these United States offering some 255 programs in the general law enforcement area. If we eliminate the "short-cut" programs -- the institutes, seminars, short-courses, and the like -- and consider only the academic programs which lead to an academic degree, we find that there are more than 56 institutions of higher learning in 19 states offering some 128 programs. And now, if we remove consideration of the Criminalistics and Corrections programs, and consider but 13 institutions in 6 states that offer the bachelor's and master's degrees in the police area, we find that in the last 8 years, from 1950 to 1958, 1,504 bachelor's and 49 master's degrees have been awarded! (These last figures have been extrapolated from the latest survey of O. W. Wilson, Dean of the School of Criminology, University of California.) These figures are impressive -- and we should be very proud of the 258 bachelor's and 17 master's degrees awarded in 1958 alone, in the police area.

Because "scientific training for cops" is becoming the vogue -- and popular with the public, the police, and the academician -- the various programs have bloomed as rapidly as rooms and instructors could be found. City Managers are boasting of the numbers of college trained people in their police force; Chiefs of Police are boasting of the numbers of their personnel attending college classes; police personnel are boasting of the numbers of courses that they have completed; and colleges are boasting of the numbers of students enrolled in their police programs. This is most encouraging, particularly if one happens to be a numerologist, or enchanted by the mysteries of raw statistics. But what is being done in these programs? What is the quality of curricula, staffs, and students? Are these schools teaching a form and practice of law enforcement which will ultimately result in lowering our ugly crime rates and increasing our police prestige? Or are our programs for the "scientific training of cops" merely serving to perpetuate questionable police attitudes and habits? Merely making anachronisms respectable by some sort of academic baptism?

Let us take a few moments to survey the current scene. It is my personal opinion that there are three general types of academic police training currently presented:

The first type is that which is primarily concerned with the techniques

and processes and mechanics of the vocation. In these programs, eminently practical, and in some areas but thinly disguised police academy programs, the student learns how to prepare a satisfactory report, how to patrol his beat, how to recognize vice offenses, how to handle a juvenile problem, how to write a traffic ticket or investigate an accident, how to protect a crime scene, how to testify in court, and other like "how to's". The graduates of such programs are ready, it is said, to don the uniform and make themselves immediately useful. This some say, is "down to earth" police training. This, others say, is nought more than a highly glorified form of recruit training. I personally feel that our police programs must provide for some degree of "how to" training, for it is a fact that only the very largest police agencies have highly developed in-service training for the recruit; and it is a fact that entrance to the service is only at the lowest level where such training is helpful. Yet sometimes I wonder about such a one-sided approach because so many of the graduates enter the larger agencies only to repeat the "how to" lessons; and because so many of the graduates have the capacity to master more than mere techniques. It seems almost analogous to the medical school graduate who might know how to set a fracture, how to remove an appendix, how to deliver a baby, how to give a spinal anaesthetic -- but who could not diagnose a disease, recognize a psycho-somatic condition, or analyze the laboratory reports of his patients. A professional? No -- a technician to serve the professional.

The second type of training is primarily concerned with the philosophy of law and law enforcement, theories of social control, advanced techniques of supervision and administration, and the problems of planning and research. The graduates of such programs are not as immediately useful to the police administrator as are graduates of the first type of training, yet they have a most highly developed potential for the future. This, some say, is "ivory tower" police training. This, others say, is the only high-quality approach to law enforcement education at the college level. I personally feel that our police programs must provide for some degree of "advanced theory" training, for it is a fact, a cruel fact, that it is almost totally absent from the training given in the agency; and it is a fact that if he does not acquire such knowledge and perspective while in college or university, the student may not have the opportunity presented to him again. Yet sometimes I wonder about such an exclusive approach because without the "how to" background the graduate is looked upon as a rather inept practitioner when he dons badge and gun. Some "old timer" may have to demonstrate how to double-lock the handcuffs, thus satisfying himself and his cronies that college training is inane. It seems almost analogous to the medical school graduate who might be capable of the finest differential diagnosis, know every nuance of anatomy and physiology -- but who could not read his sphygmomanometer, manipulate a dislocated joint, or apply a hemostat. A professional? No -- a limited area researcher to serve the professional.

The third type of police training, and the type that I personally favor, consists of a proper combination of the first two approaches we have cited. It contains the elements of the "how to" program, and, as well, presents the philosophy, administration, and research of the "advanced theory" program. The graduate of this type of training is able to assume, immediately, the mechanical and procedural demands of an agency, while at the same time retaining, and expanding, those abilities and knowledges useful to his future assumption of supervisory or administrative roles. Some might claim that such a program is overly ambitious, would encompass too great an area, and serve to frustrate the student. Yet others might claim that such a highly developed program is the sole path to a meaningful and useful baccalaureate degree.

I frankly feel that the "how to" courses should form the core of our lower-division offerings in a four-year program (and the entire program of a two-year city college or junior college curriculum) -- and that the "advanced

theory" courses should form the core of our upper-division offerings in a four year program (and the entire program of a graduate curriculum.)

What, one may ask, would be the course offerings of such a four year program? I submit to you the following general pattern:

Lower Division (20 units)

Introduction to Law Enforcement	(3 units)	Required
Criminal Law	3	"
Criminal Evidence	3	"
Criminal Procedure	2	"
Criminal Investigation	3	"
Patrol Procedures	3	"
Traffic Control	3	"
Juvenile Control	3	Recommended Elective
Vice Control	3	Recommended Elective

Upper Division (24 units)

Scientific Aids to Investigation	(6 units)	Required
Police Supervision	3	"
Police Administration I (Line)	3	"
Police Administration II (Staff)	3	"
Police Administration III (Aux)	3	"
Special Problems in Police Adm.	3	"
Comparative Police Administration	3	"
Industrial Security Administration	3	Elective
Fire Services Administration	3	Elective
Jail Administration	3	Elective
Advanced Criminalistics	3	Elective
Case Studies in Police Admin.	1-3	Elective
Police Internship Program I & II	6	Elective

I think that it goes without saying that in addition to such a core, a well-balanced group of recommended electives from sociology, psychology, political science, English, and speech, and a basic college or general education requirement would be incorporated. I would like to be able to say to you that such a program is fully implimented at Long Beach State College, but such is not yet the case. However, in two more years, it may well be.

So much for a review of the general types of programs. I think that it might be of some interest to this group to outline a few of the most troublesome problems facing us today in relation to collegiate police training. They fall, to my way of thinking, into five categories:

1. Curriculum Problems.

The criterion for placing courses into lower and upper division is not standardized; nor, for that matter, is the problem resolved completely as to exactly what array of courses should be catalogued. The proliferation of police courses in some colleges is questionable. I show you the current catalog for El Camino College, California. The Peace Officer program leads to a certificate or to an A.A. degree in two years. Some 40 separate courses, totaling some 119 units, are offered. Yet most colleges and universities, offering four-year programs, list less than 25 courses. Why does this phenomenon exist? Probably because we have not progressed yet to the stage of standardized curricula. The careless development of curricula has resulted in manifestations prejudicial to professional development. I show you the Mount San Antonio College Catalog for 1957-1958, and quote from page 114: "Police Interrogation (3) - - - An introduction to the field of interrogation

as used in criminal investigation, in the handling of suspects, victims, and informants. Includes techniques of third degree, application of psychological pressures, hot interrogation, precepts, recognizing symptoms of guilt and related procedures. Guest speakers will contribute scientific information and general semantics." Unquote. The lack of standardized course titles, course descriptions, and course syllabi has resulted in general disorganization. I would suggest that this society could perform a great service to law enforcement by engaging in careful curriculum studies, and by preparing basic standards to be presented to the I.A.C.P. and to the various state peace officer organizations.

2. Staff Problems

If academic respectability is to be achieved in our "scientific training for cops," the utilization of instructional staff must be rigidly controlled. Not only police experience, but the possession of an academic degree should be required. It would seem obvious that the instructors in a college police program should be equipped with, at the very least, the degree to which the students are candidates. And it would also seem obvious that the staff member should be expected to do a certain amount of basic research, to publish, as well as instruct and counsel. Yet, I must candidly admit, fully qualified instructors are scarce at the moment, and exceptions must be made, and are made, in most of our programs. I would suggest that this society could perform a service in the area of academic placement by making instructional availability and needs known to all members and to all institutions.

3. Student Quality Control Problems

One problem faced in the in-service training of the police agency is that of dealing with the mixed class -- made up of "old timers" and relatively new personnel. This kind of problem is encountered in the academic program which enrolls the working practitioner as well as the full-time student. Some programs seem to gear the work to the lowest common denominator -- so as to retain as many bodies as is possible. Other programs are geared to high quality levels -- even though the active policeman finds it very demanding to carry a 3 or 6 unit load. Quality control can be established by the careful use of college aptitude tests, by specialized testing batteries, by frequent examinations, by extensive use of assigned readings, by requiring term projects, by memorization, and by prepared participation in group discussion. To coddle the law enforcement student for the sake of camaraderie or fat enrollments is neither fair to the student, nor to the development of a professional service. Perhaps this society could work toward the development of a general written examination prior to graduation which would ensure a grasp of basic materials -- somewhat like the "little bar" examinations given in the law schools.

4. Transfer Credit Problems

Because courses are not yet standardized, students who transfer from one program to another are often, through no fault of their own, denied full credit for past work. The use of standardized curricula, and joint policy on transfer credit would be most helpful -- but would seem to lie far in the future. Currently, in California, there is a definite split of opinion on the matter of allowing credit for non-academic, non-accredited police programs, such as offered by the State Bureau of Industrial Education or by the various agency academies. A junior college committee which recently met may recommend the granting of 15 college units for completion of the Highway Patrol Academy; the state college committee which recently met may recommend that such credit be denied, and only extended to those programs which have been approved by the Western College Association for Accreditation. Perhaps this society could offer its services to the various accrediting agencies to give counsel and guidance on these matters.

5. Practitioner Relationship Problems

The academic programs -- in existence for the past 35 years -- have

not, as a general rule, had the enthusiastic support of the police administrator; they have not had their top graduates sought after by the agencies; and they have not worked as closely together as they might -- such as do the medical schools and the hospitals. Internship programs are feasible, eminently practical, and would aid both agency and student -- but are largely in the minority. Agencies could provide (and some do) for the reimbursement of tuition, for expeditious scheduling of assignments and shifts, in order to encourage attendance at the local colleges -- but few do. The whole area of lateral entrance -- whereby the graduates of the college programs could gain advanced rank and status upon entry into the service -- is regarded almost as a subversive suggestion. Admittedly, one of the greatest problems lies in the area of human relations: some police administrators fear the candid and objective eye of the academician and the changes they know would be forced by close association with the colleges; some academicians fear the possibilities of having the police administrator dictate curricula, course content, staff acquisitions, or quality levels. That is probably why there exists a certain aloofness that is not particularly conducive to healthy relationships. Perhaps this society should encourage the membership and participation of more of our police administrators in order to bring them into closer contact with the academician who is, in all truth, dedicated to the same goals.

CONCLUSION

We may say to each other that this "scientific training for cops" has meant that we have come of age -- but what do we mean? What -- as our children say -- were we going to be when we grew up? Were we cradled to be what we are? Are we what we would like to be? Is there a pattern of expediency in our national police behavior? Is this what we would call maturity? Shameful or inept act piles on shameful or inept act as we scan the press -- and our defense of these acts is juvenile; we say that other agencies of government are even more shameful or inept than we are, or that the shamelessness of others compels us to be just as shameful as they are. All is won save honor. Shamefulness or ineptness grown customary transcends argument and carries us into the realm of principles. What do we really believe in? What are we really supposed to believe in? Any demoralization of our national police practices calls for a reappraisal of our national police precepts.

Do we believe in, and teach, the principle that all citizens are to be presumed innocent until proved guilty by proper trial procedure? Do we believe in, and teach, the principle that searches and seizures should be conducted precisely as outlined in the 4th Amendment and delineated by our courts? Do we believe in, and teach, the principle that admissions and confessions should be obtained without coercion? Do we believe in, and teach, the principle that the laws should be enforced in a neutral, objective, and impartial fashion? Do we believe in, and teach, the principle that a police officer should be a highly trained competent expert in law enforcement? Do we believe in, and teach, that a police officer should be of absolute integrity or relinquish his office? Do we believe in, and teach, the principle that a police agency should operate in an honest and efficient fashion, rejecting the gross political pressures of the community? We can phrase our answers to these questions in terms of the expedient -- the practical -- the "here and now" solution, or we can phrase them in terms of principles -- the ideal -- the "what it should be" solution. It seems to me that facing up to such questions, and to the philosophy we espouse in answering them, is a part of any police training program which claims to be scientific, and an important part of any discussion of police training.

I honestly believe that the professionalization of the police service is a possibility; I believe this because I know many police professionals -- men of the highest competence and integrity -- and they are setting the pace for the American police service; we in the schools can serve them and the service by installing a truly professional "scientific training for cops."