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T. W. MacQuarrie

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## SAN JOSE STATE COLLEGE POLICE SCHOOL

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T. W. MACQUARRIE†

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San Jose State College at San Jose, California, is a combination of two colleges, one a State Teachers College with a four-year program, and the other a District Junior College with a two-year program. The Teachers College is what its name implies, but the Junior College, while it offers the usual academic education, is stressing more and more a program of semi-professional training for immediate employment.

In the spring of 1930 we asked Chief August Vollmer if he thought it desirable for us to offer technical training in the police field. Chief Vollmer was immediately enthusiastic and it was largely because of his encouragement that the work was started in the autumn quarter of that year.

A preliminary consideration of our new problem made us realize that we were pioneering, and that no satisfactory program for such a school was available. We discussed the situation with various police chiefs and went ahead on a trial and error basis. We thought it best to begin rather modestly, partly because funds were limited and partly because we were not sure enough of the possibilities of employment for our graduates.

A good many cities in this country and abroad have training schools for police officers. They are usually conducted by some of the older men of the force, and are planned specifically for those who have already been inducted into the service. Our problem is not the training of police officers on the job but the training of young men to become candidates for police positions.

Police departments cannot employ new men until they are twenty-one years of age, and some cities will consider no one under twenty-five. The young man who graduates from high school at nineteen and plans to enter the police service must wait several years for his opportunity. The question is what he shall do with the years between. Certainly it should be possible for him to get some specific training which would be much better than aimless experience. Many candidates for the police service can afford to take, and can well profit by,

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†President, San Jose State College, San Jose, California. Formerly Major, U. S. A. Infantry.

a college education, but young America wants to know why this and that. He accepted without too much squirming the high school dictum that it would be "good for him," but he now questions the traditional college irritations if he can see no relationship between them and his objective.

We felt pretty sure that police authorities would prefer trained candidates to the random offering if they could once be convinced of the practical nature of the training. We realized that we had to meet personality and other requirements, but we felt that somehow or other the years between high school and employment should be made profitable for the young candidates.

We always hasten to explain that we have no idea of attempting to turn out chiefs, captains, or experts of any kind. We plan to train simply for the first rung of the ladder and not for the top. The college is a publicly supported institution charging practically no tuition to residents of the state, and as such it might well be expected to offer its services to any field of human endeavor where there were indications of a need.

So we accepted the task of taking young men who had the necessary personal, physical, and educational qualifications and training them for employment as policemen. We assumed that the program should include such practical courses as we could devise and also a number of supplementary courses from other departments of the college. We soon realized that the regular college offering would be a great help in that we already had in operation such courses as first aid, swimming, boxing, wrestling, setting-up, typing, chemistry, microscopy, auto mechanics, and radio, besides the usual academic subjects. An excellent college library of some 80,000 volumes stood ready to serve.

We had been wrestling with the problem only a short time before we began to notice a similarity between police training and teacher training. For more than seventy-five years this college has been training teachers and our methods are now well established. The more we discussed police training the more we felt that the two fields had much in common. Both are definitely social services, and the methods and techniques used in one may well be used as a basis for the other.

As now worked out our teacher training presents six divisions as follows: (1) Selection of the candidate; (2) background education; (3) professional training; (4) practice teaching in real school situations; (5) placement in a job; and (6) follow-up. We have

accepted tentatively those same divisions for our police training, although we realize that we cannot put them all into practice immediately.

Selection of the candidate involves a good many factors. What are the characteristics of the successful policeman? Is there an agreement as to the necessary traits and abilities? What are the requirements as to size, health, appearance, intelligence, education, residence, and willingness to serve? How many of those factors, and how much of each, could be required of the trainee? We must remember that ideal candidates are few and far between, and other careers are calling.

We decided at first to discuss the situation with each student, and go over with him carefully the considerations involved. We asked him to make his own decision. Young men with evident disabilities were not admitted. A good many young women wished to take the work but most of them seemed to see in it a dramatic situation, and they were advised to make other plans. Two or three have been accepted for a combination police and commerce training, and some of them have already been employed in police departments as secretaries or clerks. There may be a field some day for policewomen but at present the demand does not seem to be great.

The general background education of the candidate is, of course, important, but at this stage of development not so important as the technical training. The police officer should have a command of written English sufficient to enable him to make an understandable report. He should be able to speak distinctly and to the point. If he can speak a foreign language commonly used in his community, that will be an advantage. He should know something about the organization of our government and about social conditions. High academic scholarship is, however, not necessary and should not be given undue weight to the exclusion of other qualifications.

Specific technical training is a most important part of any two-year semi-professional program. In a four-year course there can be a rounding out of general education, but if the program is limited to two years, most of the time must be spent in courses that appeal to the student and to the field as practical. Probably in the end a four-year program will be found advisable, as is now the case with teachers.

Our principal difficulty has been the lack of good textbooks and proper analyses of the work of the policeman. While many books have been written in the police field, few of them are adapted to class instruction. A thriller about Scotland Yard may be interesting read-

ing but it contains usually very little teaching material. Since the program was started five years ago, our library has purchased every book suggested that gave any prospect of use. We have ourselves worked out some material but there is still need for a good series of textbooks, although the demand as yet hardly warrants the expenditure necessary to produce them.

It is not possible here to list all of our technical offering. In general it includes such courses as law of arrest, evidence, court procedure, criminal law, police practice, investigation, identification, traffic, records, gunnery, photography, communications, boxing, wrestling, swimming, first aid, and typing.<sup>1</sup> An effort is made in every

<sup>1</sup>Following is a somewhat detailed description of the various courses, as contained in a bulletin issued by the Police School:

*Patrol Division Practice and Procedure:* A practical course in the fundamental work and problems of a police officer in the Patrol Division.

*Gunnery:* Firearms instruction; weapons used in police departments; pistol practice and training on the range as well as under conditions comparable to actual police work; instruction in the use of tear gas.

*Police Field Work:* The class will be organized and conducted as a platoon in the Patrol Division of a police department.

*Criminal Investigation Division:* Fundamental problems and work of an investigator in the Detective Division.

*Law of Arrest:* Rights and duties of officers, citizens, and prisoners; warrants: When and how served; Extradition proceedings.

*Evidence:* How obtained; methods of presenting in court; elemental rules of evidence; weight and value of various types of evidence.

*Court Procedure and Criminal Law:* Preparation by officer for trial; conduct of witnesses; courts of California; moot trials; elements and discussions of Criminal Law; principles of Constitutional Law.

*Record and Identification Division:* Identification technique, record and report procedure of a police department.

*Advanced Police Field Work:* Students in this class will be organized for practice as non-commissioned and commanding officers of a patrol platoon made up of members of the beginning class. There will also be opportunity for practice as officers in the other functional divisions of a police department.

*Traffic Division:* The fundamentals of the traffic problem with emphasis upon police duties.

*Crime Prevention Division:* Police methods used in the prevention and control of crime and delinquency.

*Police Department Field Work:* This class affords an opportunity for individual experience and training in a city police department or other investigational organization.

*Police Administration and Organization:* This course will cover the fundamental principles used in the organization and administration of a police department.

*Readings in Police Problems:* Designed to meet the individual needs and problems of the student in special fields of interest.

*Practical Police Laboratory Problems:* Planned to meet the individual needs of the student in improving his skill in practical police technique.

*Required Courses in Other Departments:*

*Photography 1 P, General Photography:* Lecture and laboratory. General police photography. This course will qualify the student to do all of the usual and necessary photographic work in a police department.

*Physics 30, Police Communications:* Police Radio, Telephone and Teletype Communications; Police Call Lights, Alarm Signals, etc.

*Commerce 11AB, Typing:* This course meets the standard of the Police

class to present and consider situations that come up in the daily work of the policeman. The stress is always on the solution of the problem, and a recommendation for action under similar circumstances. Later on we hope to dramatize certain common situations.

No matter how definite the professional courses may be, they cannot take the place of participation in a real job. Just as we have practice teaching in selected public schools, so we must have practice policing under experienced officers in public police departments. Practice policing is even more important than practice teaching. Every one knows something about school situations, but few of us know anything about police situations. Contact with real conditions is, therefore, most desirable for the young police candidate, and practical field work has become an important part of our procedure.

More and more the colleges are accepting responsibility in helping their graduates to get jobs. Our placement service for our young teachers makes use of three full time employees, and we are in constant touch with school administrators throughout the state. There is, of course, a difference. It is not expected of school officials, as it is of police officials, that they shall always hire local residents. Schools have developed to a position where they are admittedly more important than local interests. The best possible teaching for the children is demanded, and parents' organizations support local authorities in their efforts to find the most satisfactory teachers. Also, it is necessary for teachers to hold state credentials, and local, untrained and unauthorized persons are not eligible for appointment. That is very definitely not the case with the police, much as it might be desired. The policeman needs no credential. Police jobs have usually been political plums, and it is difficult to convince a local politician that it should be otherwise. We encountered that situation right away. Of course, some cities have civil service and they provided a few openings. For the most part police officers have simply said that they could not possibly consider outsiders. To meet the situation we sent word to the police chiefs of California, asking them to select candidates in their own towns from their own high school graduates and

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School requirement of forty words per minute. Police students who can already meet this standard will not be required to take the course.

*Commerce 41P, Business Correspondence:* This is the regular commerce course. However, police students will be given police letter and report writing instead of business materials. Some typing a prerequisite.

*Physical Education 1 ABC, Elementary Activity:* Required of all freshmen.

*Health and Hygiene 11, Hygiene (for men):* Required of all men in the college.

*Physical Education:* 50, Wrestling; 53, Swimming; 54A, Boxing.

*Health and Hygiene 55, First Aid.*

*Speech 2A, Fundamentals of Speaking.*

*Orientation 1, Freshman:* Required of all freshmen.

send them to the college for training. Choose them according to their own local standards and let us give the young fellows the specific technical instruction which they could not get locally, and which would prepare them to be efficient policemen in their home communities. This plan already gives some prospect of success, but it will take time to have it generally accepted.

A number of our graduates have already been placed, and reports of their success are excellent. As the school becomes better known, city managers and police officials will sense public approval of the appointment of trained men, and the small politician will find it harder to place ignorant partisans in police jobs.

There are, of course, other fields of employment for the police college graduate. Sheriff offices, state police, highway patrol, national departments, and a fair field of private employment present opportunities more or less satisfactory.

California is now considering a state police system. That may come about in due time. Under the present plans, however, it will not cover incorporated areas, and the training for city jobs will continue to be a problem. State police will probably be trained in one or more special state schools, although there are many advantages to be gained in association with already organized general colleges.

In line with the recommendation of the International Association of Chiefs of Police and many others interested in police training, we are of the opinion here that a state credential showing that the candidate has been trained in police work is the proper procedure for the present. Credentials have been a success in the teaching field, and would, we feel sure, operate to the great advantage of the police service.

Follow-up is an important procedure in the teaching field but could be carried on quite informally in the police field for a considerable time. Follow-up of new placements suggests many refinements in training, and enables the college to keep close contact with the field.

Our venture into police training has resulted in a number of rather definite convictions. They are added here for what they may be worth to any one whose job it is to organize and operate such a school.

(1) The head of the school must be an experienced policeman, a man of education and vision, an enthusiast who will work night and day in his job, a good mixer who can inspire his students to sincere efforts. Proper leadership is vital. We have been particularly fortunate in getting in Mr. W. A. Wiltberger a man who meets that unusual combination in a most satisfactory manner. He is young

in years but he has had a wide experience in police work.

(2) There must be cooperation between the local and surrounding police departments and the college. We have had a most happy relationship with our local police authorities. Chief J. N. Black of San Jose is an old-timer if there ever was one. He is a man of ideals, a grim Puritan where personal and civic standards are concerned, and yet a man of great sympathy for the common run of humanity. When our experiment looked like a failure some time ago, and we seriously thought of giving it up, Chief Black took of his own time to become actively interested. He advised, encouraged, and even taught some of the courses. His support has had much to do with the present success of the venture. The relationship between the college and the local police department at this time is just about perfect.

(3) Most of the instruction in a police school should be given on a part time basis by men who are daily on the job. Do not spoil a good policeman by making a full time teacher out of him. Let him keep his police job and give an hour or so a day to the instruction of the students. In this way he becomes a student of his own job and brings to his class a liveliness and a practical quality not present in formal college classes. The law courses may best be given by a practicing attorney. It is certainly best to have an experienced man on full time to head up the work and do a part of the teaching, but much of the instruction should be given on a part time basis by men who are constantly in the field.

(4) An advisory committee of police executives meeting occasionally to consider school affairs can be of invaluable aid. They might even act as a board to approve entering candidates and examine graduates. Such a development will probably come later.

(5) We are quite of the opinion that a police training school can best be operated in connection with a college which offers a rather wide general field of training. The college atmosphere, the general faculty, laboratories, shops, studios, gymnasiums, libraries, testing service, the appointment office are a great advantage to any effort, and could not possibly be duplicated in a special school. Association with a larger school also brings to the attention of the mass of students the importance of police work as a public service, and many of them consider that field when choosing their life careers.

The above are simply informal suggestions. We do not feel that our work is thoroughly organized as yet. We have not been able to write the textbooks we need, nor do we have satisfactory syllabi for the various courses. We are still pioneering and reserve the right to change our ideas and plans without notice.