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## Instruction in Police Science

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## INSTRUCTION IN POLICE SCIENCE

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The administration of the State College of Washington at Pullman introduced police training and education in September, 1941, and they have carried it successfully ever since in a college department of instruction that stands on the same footing as any other in the college. Under the immediate supervision of our Associate Editor, Professor V. A. Leonard, it has grown very substantially in respect to student enrollment, to laboratory and library equipment and in respect to the public esteem in which it is held.

It is interesting that the movement toward making police work a profession that had such a healthy beginning at the hand of learned men in law and medicine in the Italian and German universities more than three quarters of a century ago has taken deep root in our country. Wars and poverty have interfered with the movement in Europe. But in America, both North and South, the prospect is brighter. It will be remembered that in 1925 our colleague, August Vollmer, then Chief of Police in Berkeley, California, established a police school in his department. Many competent members of the State University participated in it. The functions of this school were subsequently taken over by the University.

Vollmer retired from the police force and continued as a member of the University staff to direct the education of young men who were looking forward to finding their life work in the police departments of the country.

Among his pupils were such men as O. W. Wilson, who subsequently gave the City of Wichita the first high-grade police administration it had enjoyed in a long time — if ever. Later he succeeded Vollmer as Professor of Police Science and Administration in the State University in Berkeley. During the past two or three years he has been a responsible official in our military government in Europe. Another in that group of Berkeley students was "Bill" Wiltberger, who, after some practical experience as police chief in Illinois and in Florida established a department of Police Administration in the State College at San Jose, California, and carried it on with great success until the war depleted its student body — and took Wiltberger himself. Leonard of Pullman is a third member of the Berkeley group. He, too, combines practical experience in the field with learning in the lore of the police — and much more, indeed. There are others who deserve mention.

One cannot neglect mention of the Traffic Safety Institute in Evanston, Illinois, which is affiliated with Northwestern University. Its functions are limited to training and educating

the police to the end that they may control traffic and thereby promote the public safety. The students in the Institute are small in number, due to the limited space available. They are chosen on a competitive basis from all parts of the country.

It is easy to name these schools and departments of instruction; to describe what they are doing and to point out men who have been trained in them and who are now working effectively. But in every situation in which education and training are concerned there are intangible effects that cannot be described. Some of us are finding men who have been trained in Police Science in Berkeley and Pullman and in other institutions of the sort who can actually write letters and reports that have life in them. More important than that, these schools and departments of Police Science and Administration are stirring a spirit of public service in their men; they are giving them a new orientation by virtue of which their respect for themselves, for their work and their pride in what they have to do are vastly enlarged. Make a man proud of his dog and of his government and he will injure neither of them. On the contrary, he will actively protect them both.

Naturally we all have a sense of pride because the college administration in Pullman has built up a full four year's course of instruction in Police Science and Administration. We are proud, too, of other colleges and universities too numerous to mention in this space, that offer one or more courses of instruction that relate to the police area. Why shouldn't they do so? We have in our institutions of "higher learning" departments of social service that are said to train young people to minister to the unfortunate and to prevent waywardness. The same institutions pour out money and energy in teaching men and women how to advertise and sell goods. We train law students to recognize evidence when it is before them and to know the circumstances in which one may be arrested legally — and much more that pertains to the administration of justice. The police are the finger ends of that administration. They reach out to where the people live. There is really something to be said for the proposition that "higher education" to promote the administration of justice should begin with the police rather than with the judges. When the police take the road that Berkeley and Pullman and the like seek to have them travel, the people in the streets and roads are going to have a better sense of "the majesty of the law."

ROBERT H. GAULT.