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COMPARATIVE CRIMINAL JUSTICE EDUCATION A REPORT ON AN OVERSEAS EXPERIMENT

RALPH F. TURNER

Ralph F. Turner has been a professor on the staff of the School of Criminal Justice, Michigan State University, East Lansing since 1947. He came to the University with a background in the field of criminalistics and has served on a number of the University's foreign police programs including a Consultant to the Republic of South Viet Nam 1956 and 1957, and Chief of Police Advisor in 1959-1961. He was a Fulbright Lecturer at the Central Police College, Taipei, Taiwan 1963-1964, and a National Visiting Professor at the same institution 1969-1970. Professor Turner has served as an associate editor of this Journal and was the instructor in charge of the course described in this article.

Michigan State University has been offering courses for credit in foreign settings since 1965. This teaching arrangement is a part of the Michigan State University Overseas Study Program. While emphasis is focused on foreign language instruction, other courses of study include the comparative aspects of political science, humanities, graduate education, journalism, and social science. Most of the courses have been taught in Europe; however, a course in comparative graduate education was offered in Tokyo during the summer of 1970. The School of Criminal Justice of Michigan State University was invited in 1968 to consider participation in this program. This is an account of the course as it was presented during the summer of 1970 in London, England.

The School of Criminal Justice at Michigan State has enjoyed many years of association with foreign police systems and their representatives, beginning in 1950 when arrangements were made for the school to conduct a series of three-month seminar-workshops for selected police officers from the Western Zone of occupied Germany. Groups of ten to eighteen criminal justice administrators spent approximately one and one-half months on the campus in classroom work followed by field observations in selected police departments and visitations to major law enforcement centers. This program continued for nearly three years. At the same time the school began receiving students from many parts of the world that were under the influence of the United States occupation and/or foreign aid programs. Countries represented included Japan, South Korea, the Philippines, South Viet Nam, Thailand, Indonesia and several African nations, as well as England, Central Europe, and the Middle East.

Along with the students, both graduate and undergraduate, guest lecturers and short term faculty members from Taiwan, Norway, England, Austria and Australia spent varying periods of time with the School of Criminal Justice. During the period 1955-62, the school administered the police advisory program in South Viet Nam as a part of the total Michigan State University project in that country. In 1963-64 this writer served as a Fulbright Lecturer at the Central Police College, Taipei, Taiwan, and again as a National Visiting Professor during 1969-70. These opportunities for study and observation of foreign law enforcement systems in the Orient, Middle East, and Europe pointed up the value and need for American students of criminal justice to inform themselves about other methods of social control. Thus, the invitation to participate in the MSU Overseas Study Program was accepted with alacrity and initial steps were taken in 1968 to implement it.

Details of the planning and organizational steps will not be discussed. Let it suffice to say that a course of instruction was developed and announcements were circulated on a nationwide basis to all criminal justice programs and selected departments of sociology and political science. Registration, transportation, and housing procedures were handled by the MSU Office of Overseas Study at MSU. Students were enrolled in Criminal Justice Practicum 490a for 10-12 credits. The cost of tuition, transportation and housing, (with breakfast) was \$847.00. Additional costs included meals, entertainment, personal expenditures, and private travel. Twenty students enrolled in the course. This group included seven undergraduate students, two graduate students, seven practi-

tioners, and four educators. It is noted that the practitioners were also undergraduate or graduate students in criminal justice programs.

Formal class meetings were held in Bedford College, Regent's Park, London. This college is a part of the University of London. Students were housed in Commonwealth Hall and in the dormitory at St. Bartholemew Hospital. In addition to classroom meetings and field trips, students were asked to prepare a fifty page paper on a topic of their own choice dealing with some aspect of comparative criminal justice. Library facilities included collections at Bedford College and the Institute for Advanced Legal Studies. Many students purchased books at the numerous excellent shops and the Government Stationary Office.

The Training Division of the London Metropolitan Police Department deserves complete acknowledgement and profuse thanks for arranging for the guest lecturers and field trips. With the approval of Police Commissioner Sir John Waldron, Mr. J. C. Alderson, Deputy Assistant Commissioner in charge of the Training Department, and his immediate successor, Mr. E. J. E. Tickle, along with Chief Superintendent Steve O'Brien and Mr. Harry Howse, arranged the following course outline.

COURSE OF STUDY

Week One: July 6-10, 1970

Free afternoons will be devoted to private research.

THEME: The historical development of English Common Law with reference to criminal procedure.

Monday

Introduction and Orientation
Prof. R. F. Turner

Tuesday

The historical development of English Common Law with reference to criminal procedure.
Dr. Leonard H. Leigh
London School of Economics and Political Science

Wednesday

The Criminal Law—Modern Procedure.
Mr. D. A. Thomas
London School of Economics and Political Science

Thursday

Modern Procedure (continued)
Mr. D. A. Thomas

Friday

A visit to the Royal Courts of Justice, Strand, W.C. 2.

Week Two: July (3-17) 1970

THEME: The origins and development of the British Police Service.

Monday

The historical development of the British Police; the beginnings to 1829.
P. J. Stead Esq., O.B.E., M.A., F.R.S.L.
Director of General Studies
Police College, Bramshill

Tuesday

The "New Police" and their progress.
P. J. Stead Esq., O.B.E., M.A., F.R.S.L.

Wednesday

The beginnings and development of the Police outside London.
Chief Superintendent P. Jackson, M.A.
Metropolitan Police

Thursday

The British Police System in the Commonwealth.
History and Development.
J. V. Mullin Esq., C.B.E.
Director of Overseas Studies
Police College, Bramshill

Friday

Visit to the Police College, Bramshill, near Hartley Wintney, Hampshire
Commandant: J. C. Alderson Esq.

Week Three: July 20-24, 1970

THEME: The Police Today.

Monday

The British Police Today
National Administration and Policy
Col. Sir Eric St. Johnston, C.B.E., Q.P.M.
H.M. Chief Inspector of Constabulary

Tuesday

The Metropolitan Police
Administrative procedures generally
Chief Superintendent D.A. Ward
'A' Department Metropolitan Police

Wednesday

The Metropolitan Police Civil Staff
G.A. Perry Esq.
Chief Executive Officer
'D' Department (Training)

Thursday

Recruiting and Training—a day at Hendon
Commander W.A.J. Goulding and Staff
Metropolitan Police Training School

Friday

Visit to the Central Criminal Court
(The Old Bailey)

Week Four: July 27–31, 1970

THEME: Arrest, Evidence and Criminal Court Procedure.

Monday

Morning: Criminal Court Procedure
D. A. Thomas Esq.
London School of Economics and Political Science
Afternoon: Visit to Bow Street Metropolitan Magistrates' Court (Group A)

Tuesday

Morning: Criminal Court Procedure (contd.)
D. A. Thomas Esq.
Afternoon: Visit to Bow Street (Group B)

Wednesday

Morning: Rules of Evidence
Prof. J. Hall-Williams, LL.M.
London School of Economics and Political Science
Afternoon: Visit to Inner London Sessions, Newington Causeway, S.E. 1

Thursday

Morning: Arrest and Interrogation
Dr. Leonard H. Leigh
London School of Economics and Political Science
Afternoon: Visit to Bow Street (Group C)

Friday

Visit to New Scotland Yard

Week Five: August 3–7 1970

THEME: The Correctional Systems in England and Wales.

Monday

The Home Office Prisons Department
Col. J. S. Haywood
Assistant Director (Staff Training)

Tuesday

The Probation Service
D. Hodges Esq.
The Principal Probation Officer, N.E. London Area

Wednesday

Morning: Juvenile Courts
L. Goodman Esq.
Senior Chief Clerk
Inner London Juvenile Courts Dept.
Afternoon: The Work of the Community Relations Branch of the Metropolitan Police

Thursday

Morning: The Changing Penal System
Prof. J. Hall-Williams LL.M.
Afternoon: Visit to Stamford House Juvenile Remand Home, Goldhawk Road Shepherds Bush (Group A)

Friday

Visit to H.M. Prison Wormwood Scrubs
Du Cane Road
London W. 12

Week Six: August 10–14, 1970

THEME: Student Presentations

Monday

Morning: Student Presentations
Afternoon: Visit to Stamford House Remand Home (Group B)

Tuesday

Student Presentations

Wednesday

Student Presentations

Thursday

Student Presentations

Friday

Morning: Student Presentations
Afternoon: Review of course

A special word of praise and thanks must be extended to the guest lecturers. All of the student evaluations of the course were uniformly high in complimenting the quality and exceptional caliber of the instructors. Each speaker presented a formal lecture followed by a discussion period. This procedure was also used on field trips when the host would provide a suitable briefing prior to the visit, which was followed by a concluding discussion.

OBSERVATIONS AND COMMENTS

With the exception of a few students who had visited England and/or Europe on pleasure trips or had had military duty there, this was the first overseas experience for members of the class. England obviously presented no language problems, and there was little or no evidence of culture shock. Undoubtedly the new experience, coupled with the busy schedule, helped to deter some of the usual feelings of loneliness in a foreign country. Some students, however, reported frustrations when travelling in countries in Europe, where they had no language facility. All of the class members struck up friendships with their hosts, and some enjoyed personal hospitality in private homes. No untoward or embarrassing events occurred, and again, the student evaluations were uniformly favorable with regard to the total experience.

Insofar as the technical, professional, and academic merits of the program are concerned, the following comments are in order. All of the students had been exposed in their American classrooms to accounts of the American system of criminal justice as it has evolved from the British system. This evolution in the United States covers a period of less than two hundred years. The brilliant exposition, by the lecturers, on the evolution of British criminal justice, covering many more centuries, helped to put the present state of affairs on the American scene into a proper perspective. These discussions, coupled with visits to historic sites, created a sense of living history. Undergraduate students in the course were impressed with the opportunity to see and study the places that heretofore were only text book or lecture references. The educators in the class took advantage of the opportunity to obtain teaching material and information that would be useful in future classes dealing with these subjects.

Practitioners in the class were most anxious to observe the criminal justice procedures as they unfolded on a daily basis. Current events, relative to criminal justice, as they were reported in the daily papers, were frequently discussed in class the next day. Included were matters relating to law, police procedure, and correctional operations. There were frequent opportunities to compare views on the relative merits of British versus American methods. Topics dealing with recruitment, training, organization, criminal investigation, community relations, crime prevention, trial procedure, rules of evidence, and correctional

philosophy were always being discussed on a comparative basis. The subjects of unarmed police, gun control, the handling of disturbances, and individual rights of citizens were also frequent topics of discussion. To enumerate all of the items of interest would require too much space. One student comment on the experience was, "One of the most interesting and exciting courses I have ever taken," a view shared enthusiastically by many of the participants.

SUMMARY

What is the rationale for this kind of course? This writer feels, based upon more than thirty years of experience in the criminal justice system, both as a practitioner and a teacher, coupled with nearly five years of overseas experience, that students and practitioners of criminal justice in the United States have become too parochial in their outlook of their profession. Since the close of World War II, we have become accustomed to the visiting foreign police officer, and have proudly displayed to him our technological achievements. There has been, however, little interest in studying and observing other systems of criminal justice. Our foreign aid programs have essentially exported American ideas and practices. The literature on comparative procedures is relatively minimal. At times there has been criticism of other systems based on less than a good understanding of what the system and culture are all about. In the meantime, the crime problem in the United States has grown to unprecedented proportions. Tremendous, sometimes frantic, effort is being put into measures intended to cope with the problem. The amounts of money being spent on these programs has never been equalled in our history.

This effort to provide an opportunity to study a different form of administration of justice in a well structured academic atmosphere, on the scene—not in the abstract—appears to be one way in which to add a new dimension to our total understanding of how we may deal with our own domestic problems. Students, practitioners, and educators should be given the opportunity to enlarge their horizons. The ease of travel puts this opportunity within the grasp of many interested groups. A very great measure of cooperation was demonstrated by our friends in England. Similar cooperation is available in parts of Europe and the Orient. This first venture explored the relatively familiar system of English common law.

Similar ventures might be conducted in countries where the Napoleonic Code, or modifications thereof, is used to govern a society. This, essentially, encompasses the Judeo-Christian world. A study of the system of criminal justice in the Buddhist world might also enlarge the understanding of those in the field of law enforcement, sociology and allied areas and might awaken more of us Americans to the realization that there are more ways to solve problems in criminal justice equitably than our way alone.

STUDENTS

Kenneth S. Blonski
Rick Cornell
John J. Early, Jr.
Larry Ray Fuller

Roy R. Glenzer
Raymond B. Green
Raymond W. Hamm
James F. Hendricks
John J. Horgan
William A. Hughes
Thomas G. Johnson
Clarence F. Knight
Robert G. Kosal
Brian J. Matter
Samuel G. McEldowney
Robert McFadden
Karen Orndorff
Miles L. White
Carolyn Wilson
William Yankee
Ralph F. Turner, Professor