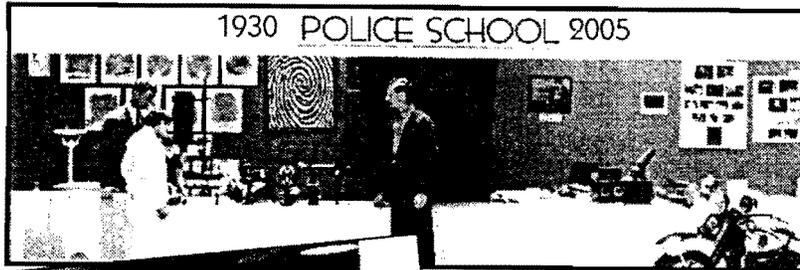


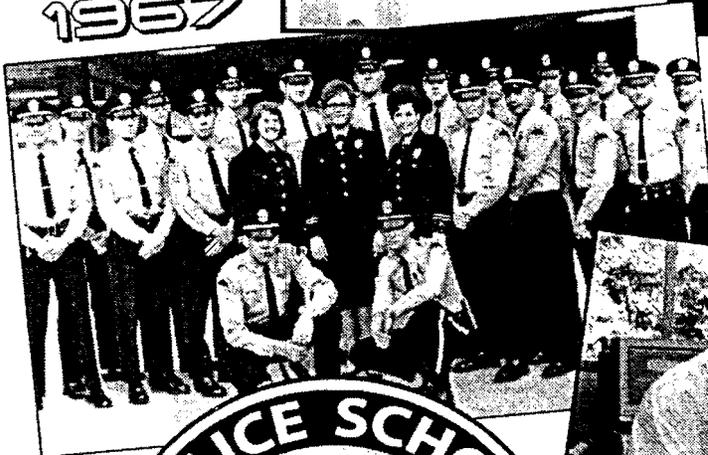
# JUSTICE STUDIES DEPARTMENT SAN JOSE STATE UNIVERSITY

1930 – 2005

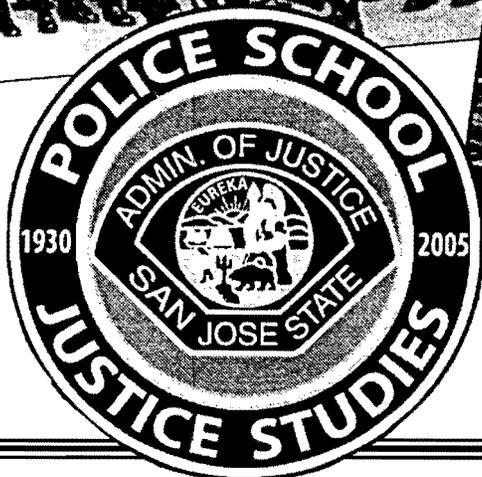
75 YEARS  
OF EDUCATING AND INSPIRING THOSE WHO  
PROTECT OUR PROPERTY, OUR HOMES, OUR  
LIVES AND OUR RIGHTS



1967



2005



San José State  
UNIVERSITY





Dear Alumni and Colleagues:

The Justice Studies Department at San Jose State University is celebrating its 75<sup>th</sup> anniversary this year. Although it has changed names several times over its 75 year history, it still remains the oldest degree granting program in criminal justice in the nation. The department has a longstanding reputation of academic excellence, and we feel that this tradition continues today as our curriculum changes and expands to meet the demands of an increasingly complex, globalized world.

We began as a police training school in 1930, broadened the curriculum to focus on all of the stages of the criminal justice system by 1970, and have since even further developed our curriculum to include course offerings that address a full range of justice issues, from family and community violence to discrimination and inequality under the law. Our name change to Justice Studies in 2004 signifies our more holistic approach to studying justice and our emphasis on academic research in the law and justice fields. As in years past, our recent graduates have gone on to become professionals within the criminal justice system, pursue careers in non-profit justice related agencies, and/or continue their education in law schools and a wide range of graduate programs. We are proud of all the alumni who have graduated from our programs over the past 75 years.

Our current full time faculty is comprised of leaders in their respective academic specialties, including recognized experts and scholars in the areas of policing and law enforcement policy, corrections and punishment, DNA and forensic science, law and society, socio-legal theory, and jurisprudence, and family violence, mediation and restorative justice. Our faculty serve in a variety of academic and professional organizations, sit on the editorial boards of leading journals in the field, and publish their research in a wide range of academic journals and law reviews, books, and edited volumes. Members of our part time faculty bring a range of criminal justice practitioner experience to the classroom, including those who have held high level positions in local and regional law enforcement, probation departments, and at the FBI, as well as those who have had careers as defense attorneys and prosecutors.

Thank you for coming and celebrating this milestone in our history with us. We welcome you back to the department and to San Jose State University, and we are glad you are here to commemorate this anniversary.

Sincerely,

A handwritten signature in black ink, appearing to read 'Mona Lynch'.

Mona Lynch,  
Chair of Justice Studies

## INTRODUCTION

In 1930, President T. W. MacQuarrie of San Jose State Teacher's College, was introduced to August Vollmer, Chief of Police of Berkeley, California. During the ensuing conversation the idea for, and value of, pre-employment police training was discussed. As a result of this conversation, on October 2, 1930, a two-year "technical training" course for pre- and in-service police was initiated under the supervision of the Social Science Department, and within the Junior college of San Jose State. It was the first program of its kind in the United States. George H. Brereton, a former Berkeley police officer, was appointed director of the program two weeks prior to the beginning of classes. The program was titled the "Police Administration Courses" and graduates were to be granted an Associate of Arts diploma of Police Training.

Evidently MacQuarrie had some difficulty in starting the program. In a letter to MacQuarrie, Vollmer noted that seemingly insurmountable obstacles and academic prejudices had to be overcome to achieve... (the) objective. Not only was MacQuarrie faced with academic prejudice, curriculum development proved difficult because it was a pioneering effort, and ... no satisfactory program for such a school was available. Discussions were held with police officials and program development proceeded on a "trial and error" basis. The initial course offerings were rather modest, partly because funds were limited and partly because we were not sure enough of the possibilities of employment for our graduates.

MacQuarrie recognized that many cities in the United States had agency in-service training; however, he believed a pre-employment program was needed to provide "specific training" for individuals that would act as a substitute for the "aimless experience" between high school graduation and the minimum age – usually 21 – required for police employment. MacQuarrie also recognized that acceptance of the new program by students and police officials was an important consideration. He believed acceptance would be more likely if the students could see the relationship between their college experience and their employment objectives, and if the police officials were convinced of the "practical nature" of the college training.

Securing personnel to teach the new courses presented a problem. A director was hired and President MacQuarrie doubled as an instructor in Police and as President of the College for the first year of the program. The program was described in the San Jose College Bulletin October 1931, as offering, "a two-year period of training for the young man who plans to make police service his life work. It is not planned to develop specialists in any one of the highly technical fields, but rather to instruct the student in the basic elements of this vocation."

There were eight students enrolled in the public program at the end of the first year. At the close of the school year, 1934, President MacQuarrie was dissatisfied with the progress of the police program. Hearing about the possible discontinuance of the police program, many Chiefs of Police in the San Jose area informed Dr. MacQuarrie that the accomplishments of the police graduates were contributing to the professionalization of the police field. Needless to say, the

police program was continued. When it reopened, William A. Wiltberger became the Director of the program.

During the initial “trial and error” period of development, similarities with teacher training were noted. Consequently, a “teacher training” model was adopted as the basis for the police administration courses. This model included “six divisions”:

1. Selection of the candidate
2. Background education (i.e., analysis of deficiencies)
3. Professional training
4. Practice in “real world” situations
5. Placement in a job
6. Follow-up

Acceptance of students into the program was also a matter of concern. Since many police agencies had personality, physical character and mental requirements, male applicants were advised of such requirements and were permitted to make their own decision concerning participation in the program. Only males with “*evident disabilities*” were prohibited from matriculating. As for female applicants, MacQuarrie reported that:

*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...There may be a field someday for policewomen but at present the demand does not seem to be great.*

Since the program was to be only two-years in length, and because of the importance of student and police official acceptance, MacQuarrie believed that technical training should be emphasized. In a four-year course there can be 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.

An effort should be made in every 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.*”

The purpose of the program was to prepare students for the “*first rung*” of the ladder and not to “...*turn out chiefs, captains or experts of any kind.*”

#### **Police Administration Courses: 1930-1934**

The “Police Administration Courses” were first published in the college catalog in 1931. The objective of the degree program was to provide a course of study not heretofore offered, for the student planning to make police service his life work. Students applying for the courses were required to have “satisfactory physical and mental requirements and be a mature age.”

The first published police curriculum had sixteen courses for a total of forty-one quarter units. However, the curriculum appeared to be restructured each academic year during this period. There were thirty-three units in 1932-33, thirty-four in 1933-34 and forty-seven in 1934-35. Even though the course titles, descriptions and number of units within the "Police Administration Courses" changed each academic year, there were certain subject areas that were consistently included. These were police history, law, investigations, practical police problems and gunnery.

Some of the more interesting developments of this period are listed below.

- ❖ Beginning in 1932-33, the college catalogs of this period indicated that some of the courses in the curriculum would be of interest to individuals planning careers in social work and government service.
- ❖ A criminal justice system class was listed in 1931-32, 1933-34 and 1934-35, but was not in 1932-33. In 1933-34, it was cross-listed with the Sociology Department.
- ❖ A course in "municipal government and administration" was listed in 1933-34 and two government courses were described in 1934-35. These were the first public administration courses offered at the college.
- ❖ A "Radio" course was listed in 1934-35 and students were required to qualify for at least a "Third Class Radio Telephone License."
- ❖ An internship course called "Police Training" was initiated in 1934.

#### **The Police School: 1934-1942**

The alumni of San Jose State's police (and later penology) program often refer to it fondly as the "Police School." That was the program's title from the Fall of 1935 through the Spring of 1964. This period (1935-42) is considered because a four-year degree was developed and the program was discontinued in 1942 due to World War II. The program was reopened in 1946 but with significant changes.

The San Jose Teacher College became a State College and this made it possible for a four-year college program in police training, offering a B.A. degree. Also in 1935, Chi Pi Sigma, a professional police fraternity, was organized to foster the police professional ideals and to aid police school objectives through organized student effort. While the fraternity still exists it is not as closely associated with the department as it was in those early years.

The 1935-36 catalog indicates that the objective of the Police School was to provide a two-year vocational training for the student interested in police service as a life work. In 1936, a four-year B.A. degree was initiated but the two-year technical course was retained. The four-year program was to be broader in scope than the two-year course. The B.A. degree was to provide the qualified student a broader background and understanding of the fundamentals in the basic

sciences, human nature, and society, as related to police work. Both the two-and four-year degrees were offered until 1941 when the two-year program was discontinued.

With World War II approaching, the size of the Police School enrollment decreased. On December 7, 1941, there were 75 students remaining in the Police School. Within a month, the enrollment was reduced to 37 students. In 1942, four students graduated with B.A. degrees. The Police School was closed until the Fall of 1945.

Entry requirement for students during this period became more explicit. The 1935-36 catalog indicates that an applicant had to meet “high standards of physical and mental health” and “a careful character investigation.” Fingerprints were checked and the Chief of Police of the community from which the student came was required to submit a letter attesting that the applicant did not have a criminal record. No women were to be admitted unless they had “unusual qualifications” and planned to enter the police field as their life’s work.

The 1936-37 catalog indicates minimum height and weight and that training was offered to men only. The 1937-38 catalog indicates that a maximum age of twenty-eight was permitted when beginning the program but this was changed to twenty-six in 1939-40. Evidently restrictions on female participation were eliminated in 1938-39 as no restrictions were specified in this or any subsequent catalog.

The number of units in the police school curriculum also continued to change each academic year:

<b>Academic Year</b>	<b>Police School Curriculum Units</b>
1935-36	77
1936-37	85
1937-38	90
1938-39	84
1939-40	73
1940-41	70
1941-42	72

Even though the number of units changed the subject matter remained relatively constant as it had during the previous period.

Some of the more interesting developments of this period are listed below.

- ❖ In the 1935-36 catalog, courses were organized by functional units of a police organization, e.g., criminal investigation division, record and identification division, etc. This course organization does not appear in any subsequent catalog.
- ❖ 1938-39 catalog lists specific skills and certificates required of the student. These were typing at forty words per minute, an English composition examination, Red Cross First Aid Certificate, Life Saving Certificate, and a Third-Class Radio-Telephone Operator’s

License (listed beginning in 1942-43). One or more of these specific requirements were maintained through 1969.

- ❖ Beginning in 1935, students were required to purchase and wear (on a periodic basis) a police school uniform. This continued until the mid-1960's.
- ❖ Apparently, it was difficult to determine the number of units to be assigned a particular subject. For example, Criminal Investigation was nine units from 1935-39, six units from 1939-41 and nine units again in 1942.
- ❖ The government, or public administration, courses of the previous period were discontinued.
- ❖ In 1935-36, a social science, criminology systems course was replaced with a "Crime Prevention" course; however, this course was not listed in the police school in 1937-38 because it was cross-listed as a sociology course. However, in 1938-39, a course titled "Criminology and Crime Prevention" was listed in the Police School and cross-listed in Sociology. The course was not included in any subsequent catalogs of the period.
- ❖ In 1935-36, a six-unit "Police Field Work" course was developed. The course was "organized and conducted as a platoon in the patrol division of a police department."
- ❖ In 1935-36, courses in records systems and traffic were initiated.
- ❖ In 1937-38, a report writing course was initiated, as were courses in basic and advanced military training.
- ❖ In 1937-38, there were several police courses in other academic departments in the College. For example, Biology 11 was "Police Hygiene," Commerce 11A was "Police Typing," Physics 70 was "Police Communications" (formerly the Radio course), Photography 1 was "Police Photography," Biology 150A, B, C was "Police Identification," Biology 155 was "Police Microscopy," Chemistry 162 was "Handwriting Identification," and Art 13 was "Police Sketching and Plastics."

### **The Post-War Police School: 1946-1964**

The Police School reopened in 1946 and the new curriculum and orientation were not to be significantly modified until 1964. In the 1946-47 catalog, the stated purpose of the Police School was to provide "...professional training for the student who has a definite interest in and adaptability to a police career." By 1963-64 only a brief statement covering "investigational type" careers had been added.

A major change in the program in 1946 was the addition of a Penology major in this Police School. It was designed to provide "...professional training for the qualified student who has definite interest in a career in penology....rehabilitation, parole and probation."

In 1950, there were approximately 200 students enrolled in the program. The number enrolled between 1950 and 1964 ranged from about 150 to slightly over 200.

Some of the more interesting developments of this period are listed below.

- ❖ The two-year technical degree was re-established and was offered until 1953.
- ❖ Although the specific nature of entrance requirements were modified somewhat during this period, background investigation, height, weight, and age criteria were utilized.
- ❖ Although the subject matter of the courses was structured anew for this period, the material itself was similar to the previous periods. The curriculum of 1946 had sixty-nine quarter units, and increased to seventy-six by 1955. In that year, a change was made to semester units. The Police School curriculum had sixty semester units from 1955 to 1964 with only minor additions and deletions.
- ❖ A course titled "Survey of Police" was developed in 1946. It was designed to meet the needs of "...veterans or persons with advanced standing, in order to correct undergraduate deficiencies."
- ❖ Fieldwork, or internship, that had been initiated in 1934 as "Police Training," was a requirement.

- ❖ Beginning in 1948, all police and penology students, except those with Reserve Officer Commissions, were required to take Military Science. This was a requirement until 1953 when it became a “recommended” minor. However, students not accepted into Military Science courses were permitted to take other minors.
- ❖ A penology “Field Work” course was added in 1947.
- ❖ Before purchasing and wearing the Police School uniform, students were required to satisfactorily complete a “probationary period.”
- ❖ In 1950, a “Physical Evidence” course was added. This was, essentially, an introduction to criminalistics.
- ❖ In 1952, those students not qualifying for a minor in Military Science were expected to minor in Commerce.
- ❖ Beginning in 1953, both police and penology students were required to minor in Psychology, which remained as the preferred minor for the remainder of the period; however, Military Science and Commerce were considered to be acceptable substitutes.
- ❖ In 1954, a “Fundamentals of Probation and Parole” course was added.
- ❖ In 1959, the Probation and Parole course was placed in the Sociology Department and cross-listed in the Police School curriculum.

### **Law Enforcement and Administration: 1964-1970**

In 1964 the Police School title was changed to the “Law Enforcement and Administration Department.” The purpose of the police program was “...to provide both broad general education and professional courses to the man or woman seeking a career in law enforcement or its many allied fields.”

For the Penology major, the purpose was to provide professional training for the qualified student wishing to prepare himself to better serve in this area. During this period enrollment began to increase and by 1969 there were about four hundred undergraduate students.

Some of the more interesting developments of this period are listed below.

- ❖ In the 1964-65 catalog, lower division courses paralleled the requirements of the California Commission on Peace Officer Standards and Training (POST).
- ❖ For the first time, a section in the 1964-65 catalog was devoted to the department’s policy concerning the transfer of credit from community colleges. Only a “limited” number were acceptable and lower division courses could not be substituted for upper division.

- ❖ The required minor Psychology or Military Science but other alternatives were possible based upon individual need.
- ❖ Changes in the curriculum between this period and the last were related to content orientation and not subject area. One exception was a systems introductory course that was changed to emphasize law enforcement.
- ❖ In 1968, a masters degree program was established.
- ❖ In 1969, a course in “Police-Community Relations” was added.
- ❖ In 1969, the “Probation and Parole” course was listed in the curriculum and not as a cross-listed course in Sociology.

### **Administration of Justice Department: 1970-1978**

In 1970, the “Law Enforcement and Administration” title of the department was changed to “Administration of Justice.” Significant changes were made both in course orientation and subject area. Enrollment of students continued to increase during this period and reached a high of over 1,000 majors in 1975. However, the number of majors declined after 1975 and by 1980, (see next section) it was about 650 students.

The objectives, or purpose, of the undergraduate curricula for this period were listed as follows in the 1972-74 catalog: (1) Review, analyze and disseminate knowledge which pertains to the administration of justice; (2) Promote and understanding of the philosophy and justice administration which emphasizes the importance of the individual, the responsibilities of citizenship, and justice under the law; (3) Analyze law enforcement, courts and corrections with emphasis on their role as integral parts of the justice system; (4) Develop in students the analytical skills and the capacity to critically analyze the processes of justice administration; (5) Develop managerial and leadership skills; (6) Promote the development of a personal philosophy which stresses such characteristics as honesty, integrity, sincerity, courtesy and impartiality.

Some of the more interesting developments of this period are listed below.

- ❖ The degree was changed to Criminal Justice Administration from Law Enforcement.
- ❖ Three concentrations were developed in the major: Law Enforcement, Corrections and Security Administration.
- ❖ The Administration of Justice Bureau was developed for the purpose of conducting research and offering professional development programs for practitioners.

- ❖ A sequence of systems oriented core courses was added and required of all majors.
- ❖ All entrance requirements, other than academic, were discontinued.
- ❖ Typing skills were no longer required.
- ❖ Minor requirements became more flexible.
- ❖ In 1973, courses in Correctional Law and Correctional Investigations were added.

### **The Administration of Justice Department: 1979-1989**

In the Fall Semester of 1979, additional curriculum changes occurred. The lower division requirements were modified to more effectively accommodate transfer students from community colleges. The number of upper division courses was increased and the required courses changed to include courses in research methods and crime prevention. Due to lack of student interest and faculty resources, the security concentration was dropped. Other important changes included the addition of an Honors Program and a minor in Criminal Justice.

The internship program began in 1985. It incorporated practical application of what was being taught in the various courses. The program was designed to provide a broad exposure to the operations of federal, state and local criminal justice agencies, law offices or corporations, and knowledge of the structure, goals, and work procedures of the agency/office by participating in guided observations and activities. The internship afforded students an opportunity to obtain the "real world" experience as they studied the historical and theoretical development of criminal justice in the United States.

It is during this era that the AJ100W (writing workshop) was introduced. This course was designed specifically to address the unfortunate fact that some students were graduating from SJSU unable to write up to college standards. At the time, when hiring one of the first 100W instructors, Department Chair Jack Kuykendall admonished: *"We don't want anyone graduating from our department who will be an embarrassment out in the field. Your job is to ensure that all of our graduates can write."*

The first Women, Minorities, and the Law course was developed to address long standing challenges faced by the criminal justice community. Courses in crime and violence were also incorporated into the major as well.

## **Objectives**

The primary purpose of the department was to prepare students for positions of responsibility in the justice system. The undergraduate and graduate curricula were designed to: (1) review, analyze and disseminate technical and scientific knowledge which pertains to the administration of justice; (2) promote an understanding of the philosophy of justice administration which emphasizes the importance of the individual, the responsibilities of citizenship, and justice under the law; (3) analyze law enforcement, courts and corrections with emphasis on their role as integral parts of the justice system; (4) develop analytical skills and the capacity to critically analyze the processes of justice administration; (5) develop managerial and leadership skills; and (6) promote the development of a personal philosophy which stresses such characteristics as honesty, integrity, sincerity, courtesy and impartiality.

## **Administration of Justice Bureau**

The Bureau was established in 1970 as an adjunct to the Administration of Justice Department with the three-fold purpose of: (1) philosophical, historical, descriptive and experimental research in crime and the criminal justice system; (2) dissemination of important research findings; and (3) creation of professional development courses for criminal justice personnel.

## **Student Organizations**

Alpha Phi Sigma, National Criminal Justice Honor Society, Iota Chapter  
Chi Pi Sigma, Professional Law Enforcement Fraternity

## **Requirements for a B.S. Degree in Criminal Justice Administration**

### **Lower Division**

After admission to the department, all students are required to take the following beginning lower division courses (unless they were completed at a community college):

AJ 10	Administration of Justice
AJ 12	Principles and Procedures of the Justice System
AJ 14	Concepts of Criminal Law

### **Core courses:**

The foundation for the concentrated study of administration of justice is provided by a common bond of knowledge contained in the core courses. The upper division core courses are required of all students majoring in Administration of Justice.

AJ 105	Justice System Applied and Legal Research
AJ 106	Law and Courts: Their Nature and Function
AJ 107	Justice Management
AJ 108	Crime Prevention
AJ 109	Contemporary Problems in the Justice System

**Concentration in Law Enforcement:**

Students who concentrate their studies in Law Enforcement must complete the following lower division major classes:

AJ 20	Principles of Investigation
AJ 22	Justice Administration: Law Enforcement

In addition, the student must select twelve (12) units from other Administration of Justice courses. It is suggested that the student select twelve units from the following courses: AJ 110, 111, 112, 113, 114, 115, 116, 118, 122, 130, 170, 180, 184.

**Concentration in Corrections:**

Students who concentrate their studies in Corrections must complete the following lower division major classes:

AJ 30	Correctional Investigation
AJ 32	Justice Administration: Corrections

In addition, the student must select twelve (12) units from other Administration of Justice courses. It is suggested that the student select twelve units from the following courses: AJ 110, 114, 115, 116, 118, 120, 122, 124, 126, 128, 150, 170, 180, 184.

**Minor Requirements:**

The Administration of Justice Department requires that all students complete a minor program of study. This requirement can be met in one of two ways: (1) the requirements of a minor selected with the approval of the department advisor; or (2) a series of supporting courses totaling 21 units selected from the department's approved list.

**The AJ Faculty in 1980**

The 1980's saw a shift in focus from the police school history of practical training of students who were pursuing a career in criminal justice to a more academic focus, with a social science perspective. This shift in focus led to the recruitment and hiring of diverse individuals with excellent scholarship credentials who were outstanding teachers as well. The Department had thirteen positions with eleven full-time and about 15 part-time faculty persons. The oldest

member of the full-time faculty had been with the Department since 1969 while the most recent had been employed in 1979.

Among the full-time faculty, one was the President of the Academy of Criminal Justice Sciences (ACJS) and the Western Society of Criminology (WSC), another was the Vice President of the American Society of Criminology (ASC), and two more were Trustees, of ACJS. In addition, the faculty include a former Vice President of the Western Regional Association of ACJS and Secretary-Treasurer.

In the area of publications, the faculty collectively published over twenty books and well over one hundred journal articles. In addition, numerous book reviews, newspaper articles and consulting reports have been authored. One or more faculty members have also published in every major journal of the criminal justice field.

Harry E. Allen

B.A. Stetson University; M.A. Vanderbilt University; Ph.D. Ohio State University.  
Experience in corrections, criminology and research.

David E. Burns

B.S. Police Science, New Mexico State University; M.A. Political Science/Public Administration, New Mexico State University; DPA (ABD) Public Administration, Golden Gate University. Experience as municipal and county law enforcement officer.

Richard W. K. Chang

B.S. and M.A. Police Science, Washington State University. Experience as a criminalist.

Jack L. Kuykendall

B.S. Social Sciences, West Texas State University; M.A. Police Administration, Washington State University. Experience as law enforcement officer.

Thomas G. McNerney

B.A. Criminology; M. Crim., and D. Crim. (ABD), University of California, Berkeley.  
Experience as municipal law enforcement officer.

Harry W. More

B.A. Criminology, University of California, Berkeley; M.A. Public Administration, American University; Ph.D. Political Science, University of Idaho. Experience as federal law enforcement officer and probation officer.

Henry J. Prager

B.S. Public Administration, University of Detroit; J.D. (Law) Wayne State University School of Law; LL.M. Comparative Law and Criminology, University of Ireland, Dublin.  
Experience as practicing attorney, military counsel and foreign trial observer for U.S. government.

Roy R. Roberg

B.S. and M.A., Washington State University; Ph.D. University of Nebraska. Experience as county law enforcement officer and in research.

Michael A. Rustigan

B.A. Sociology, San Francisco State College; M. Crim. And D. Crim., University of California, Berkeley. Experience in corrections and criminology.

Peter C. Unsinger

B.A. History, Heidelberg College; M.A. History, McGill University; Ph.D. Political Science, University of Idaho. Experience as county law enforcement officer.

In addition, there were many well qualified part-time faculty, from a variety of criminal justice agencies, such as Santa Clara County Probation Department and San Jose Police Department.

### **“A Half Century of Excellence”**

In 1980 the department celebrated its 50 year anniversary, “A Half Century of Excellence” and indeed it was. By this time many exciting things had happened, Chi Pi Sigma had become a co-ed fraternity and the National Honor Society, Alpha Phi Sigma was reinstated. While Security Administration was deleted from the curriculum, the department offered a minor in Criminal Justice. Furthermore, the San Jose Police Department and the San Jose State Campus Police merged as one. From this union many opportunities were created for SJSU students.

In 1981 students of the Administration of Justice Department played a key role in teaching abroad. Led by Dr. Peter Unsinger, and other faculty, they traveled to Taiwan and a year later to Singapore. During their experience abroad, the faculty, assisted by the students from the Administration of Justice Dept., taught a course on how to implement a Field Training Officer (FTO) program to the faculty and staff of the Singapore Police Academy. Through this course they would, “help the developing nation understand the complexities of law enforcement”. A one week class was taught emphasizing management that included: how to best spend money and how to plan a constructive workday.

## **The Administration of Justice Department 1990-2003**

Throughout this era, the department was influenced significantly by the able leadership of Inger Sagatun-Edwards, who served as chair for much of the decade. Sagatun –Edwards holds a PhD. In Sociology and is recognized for her professional contributions and scholarly achievements. She lead the department by example, continuing to work on her research into child abuse, domestic violence and juvenile justice as she guided the department into the 21<sup>st</sup> century. The department continued academic focus, with a social science perspective. This shift in focus led to the recruitment and hiring of diverse individuals with excellent scholarship credentials who were outstanding teachers as well. These faculty ‘bridged the gap’ between a primarily police training school and a broad academic department stressing justice research and policy oriented instruction.

### **Major requirements as of Fall, 2001 (30 units):**

- JS10 Introduction to Justice Studies
- JS14 Concepts of Criminal Law
- JS102 Police & Society
- JS103 Courts & Society
- JS104 Corrections & Society
- JS105 Justice Systems Research
- JS118 Crime and Delinquency Theory
- JS159 Senior Seminar: Contemporary Problems
- JS170 Internship
- JS100W Writing Workshop

Two courses must be taken from the following electives:

- JS107 Justice Management
- JS120 Juvenile Justice
- JS132 Race, Gender, Inequality and the Law
- JS136 Family & Community Violence
- JS186 Professional & Business Ethics

Electives must include 12 units (four classes) from the courses listed below:

- JS 16 Criminal Evidence & Procedures
- JS20 Principles of Investigation
- JS110 Crisis Intervention, Mediation & Restorative Justice
- JS111 Advanced Criminal & Correctional Law
- JS112 Criminalistics
- JS113 Introduction to Forensic Science
- JS115 Special Topics in Justice Studies
- JS122 Narcotics & Drug abuse
- JS133 Terrorism & the Criminal Justice System
- JS134 Organized Crime
- JS135 White Collar Crime
- JS137 Intelligence: Foreign and Domestic

JS170 Internship (repeatable for 3 units)  
JS180 Individual Studies (1-3 units)  
JS184 Directed Reading (1-3 units)

**Support courses**

Statistics (Business 90, Statistics 95, Social Sciences 15, 102, or JC equivalent)

**Minor requirements (18 units)**

JS10 Introduction to Justice Studies

Two of the following upper division JS courses:

JS102 Police & Society  
JS103 Courts & Society  
JS104 Corrections & Society  
JS118 Crime and Delinquency Theory

Three additional upper division JS elective courses (9 units) are required.

The internship program (JS170) was expanded and reorganized to better serve the students; it continued to incorporate practical application of what was being taught in the various courses. The program was designed to provide a broad exposure to the operations of federal, state and local criminal justice agencies, law offices or corporations, and knowledge of the structure, goals, and work procedures of the agency/office by participating in guided observations and activities. Students were required to complete JS170 for graduation unless they have recent criminal justice experience.

**Objectives of the internship:**

1. To provide observations and experience in or related to the professional role for which the student is preparing for.
2. To offer practical experience in the use of general professional skills and techniques necessary for a successful career.
3. To provide professional supervision, guidance and feedback for the student and she/he gains experience and knowledge in the agency.

After successfully completing the internship program, students are required to submit an 8-10 page paper describing and analyzing their experience with the department or agency.

**Internship opportunities include:**

Probation	U.S. Marshals	County Sheriff
Parole	Various Police	ATF
Private Law Firms	Departments	DEA
FLY Mentor Program	Legal Aid	Juvenile Detention Centers
Bill Wilson Center	Investigations	FBI
T.A.B.S. (SJPD)	Public Defender's Office	University Police Dept.
Child Advocates	Medical Examiner's Office	U.S. Secret Service

## **The Justice Studies Department 2003-2005**

In 2003, the department changed its name from Administration of Justice to Justice Studies. This denoted the continuing effort embrace all areas of the justice field, expanding coverage from criminal justice issues to include law and justice issues, discrimination, inequality and injustice, family violence, intervention, mediation, and international justice.

Although the actual building hasn't changed much since the 1970's, there are many new and exciting things going on in MacQuarrie Hall, which still houses the Justice Studies Department. The curriculum continues to grow and change. We've gone from Security degrees to the study of White Collar Crime, from traffic investigations to courses in Terrorism. In addition to a wide variety of courses, it has dedicated professors with extensive educational backgrounds, from various walks of life all with much knowledge and experience to impart to students.

### **Forensics Program**

In 2003, under the leadership of then Chair Inger Sagatun-Edwards, a forensics program was established within the Justice Studies Department. The new programs offer BS degrees in Forensics Science, in either of two areas, Forensic Chemistry or Forensic Biology, and was the result of collaboration between the Justice Studies, Biology and Chemistry Departments at SJSU. Dr. Steven Lee, former Director of R&D at the California Department of Justice DNA Laboratory, was hired to implement the Forensics Programs, and to coordinate the development of the forensic science curriculum.

The goals of our forensic science programs are to provide a foundation of core scientific knowledge coupled with effective analytical and problem-solving skills and an understanding of key criminal and legal issues. Hands-on laboratories and activities are utilized to provide critical thinking and practical applications. Guest lecturers and laboratory tours bring the science to life with forensic scientists, laboratory directors and law enforcement personnel bringing years of their own hands-on experience into our classrooms. The programs aim to prepare students for entry-level positions in crime laboratories or other science careers and entry into graduate school.

The degrees consist of 24 credits of JS courses including forensic science and criminalistics, 36 of core science prep courses including biochemistry, statistics, general chemistry, organic chemistry, quantitative analysis, and physics, and 24 biology emphasis or 26 chemistry emphasis credits. Upper division electives are required for each major (minimum of 6 or 4 credits) along with 39 credits of GE and 2 PE credits. Total credits for biology= 128, for chemistry 131. All students have a minor in biology and chemistry, and with an additional 2-4 courses will have a double major in biology or chemistry.

Major highlights since the program was approved in October 2003 include:

- ❖ Setting up a forensic DNA laboratory for research and hands on practical experience

- ❖ Establishing interdepartmental, intercampus and interagency relationships with members of the SJSU biology and chemistry departments, other local and regional colleges and high schools and local and regional police and forensic crime laboratory agencies to establish bridges from the local high schools and community college programs to the new JS forensic science program.
- ❖ Development of a Forensic Science Advisory Board with members from other forensic science academic, government and technology institutions.
- ❖ Establishment of a Forensic Science Student Group led by students

The Forensic Science program at SJSU has generated substantial interest both on and off campus. Many science majors have chosen to switch majors to JS-Forensic Science. There are over 30 forensic science student majors and the number of students enrolled in the two core courses has increased over the last three semesters. Off campus interest is increasing as well through website announcements and through dissemination of program information. The total number of forensics majors has tripled since October 2003 from 20 to nearly 60. December 2005 will mark the graduation of our first forensic science majors; they are headed for careers in local area crime laboratories or for graduate school.

### **Justice Studies Faculty 2005**

The strength of any academic program is measured by the quality of its faculty. The San Jose State University Justice Studies Department faculty are diverse, experienced and multi-disciplinary. Instructor's backgrounds include policy analysis, law, sociology, criminology, political science, management, and forensic science. Regular faculty combine extensive practical experience with research, writing, consulting and professional development training.

The full time faculty is complimented by a number of highly qualified lecturers selected from leader in local criminal justice agencies and organizations.

Full time faculty and areas of expertise:

Cynthia Baroody-Hart, PhD., State University of New York (SUNY) at Buffalo  
(Corrections, Research methods, Criminology, Prison Community)

Mark Correira, PhD. M.S., University of Washington State  
(Community Policing, Criminal Justice Policy, Research Methods)

Janet R. Johnston, PhD., Stanford University; MSW, University of Michigan  
(Family Violence, Juvenile Justice, Intervention/Mediation, Research Methods)

Steven B. Lee, PhD., University of California, Berkeley; M.S., New York University  
(Forensics, Biology of DNA)

Ann Lucas, PhD., J.D., University of California, Berkeley  
(Law, Courts, Crime and Gender, Victimless Crime and Prostitution)

Mona Lynch, PhD., M.S., University of California, Santa Cruz, M.S. Stanford University  
(Nature o Crime, Racial Bias and Criminal Justice, Death Penalty, Punishment Theory,  
Research Methods)

Richard W. Perry, PhD. University of California Berkeley, J.D. Stanford University  
(Courts, Law, Theory)

Roy R. Roberg, PhD., University of Nebraska  
(Policing, Management, Organizational Development and Change, Program Evaluation,  
Policy Analysis)

As we celebrate the excitement of the 75<sup>th</sup> anniversary of the Justice Studies department, we wish to applaud the many achievements of our faculty, our students and our alumni as we continue to make history. Although the department has experienced many extraordinary successes, and reached many milestones, the department has also experienced great loss. In 2005, we lost two extraordinary members of the justice studies community. Retired faculty members Peter Unsinger, who taught in the department from 1971-2004 and Jack Kuykendall, who was a member of the department from 1970-2004, both passed away in May 2005, within a week of one another. The death of these two longtime professors brought the 2005 academic year to a somber close for students and faculty of the Justice Studies department. They will be sorely missed by all.

On Saturday, October 22, 2005, a granite monument was dedicated to publicly acknowledge the history and achievements of the department. The inscription on the monument reads:

### **The Police School**

**This monument commemorates the original Police School,  
the first in the United States. Founded in 1930 on this campus, the Police School  
was the vision of  
August Vollmer, Chief of Police, Berkeley, California  
&  
T.W. MacQuarrie, President, San José State College.**

**Dedicated to all professionals in the field of criminal justice.**

**October 22, 2005**

## Chairpersons

Listed below are the Chairpersons of the department since its inception in 1930:

<b>Chairperson</b>	<b>Years Served</b>
George Brereton	1930-1934
William A. Wiltberger	1934-1941
School Closed	1941-1946
Williard E. Schmidt	1946-1963
Melvin H. Miller	1963-1969
Harry W. More	1969-1976
Edward Peoples	1976-1977
Peter Unsinger (Acting)	1977-1978
Jack L. Kuykendall (Acting)	1978-1980
Harry W. Allen	1980-1982
Jack L. Kuykendall	1982-1984
Roy Roberg	1984-1987
Anna Kuhl	1987-1989
Jack L. Kuykendall	1989-1993
Inger Sagatun-Edwards	1993-2000
Roy Roberg	2000-2001
Inger Sagatun-Edwards	2001-2005
Mona Lynch	2005-present

## **POLICE SCHOOL AT SAN JOSE STATE COLLEGE AND CHI PI SIGMA FRATERNITY**

By Frank W. Leyva

*Written to commemorate the 75<sup>th</sup> Anniversary of the Police School*

One cannot write about the Chi Pi Sigma fraternity and ignore the fact that it was founded by and for the students of the Police School at San Jose State College before the onset of World War II. I am not familiar with the history of the fraternity. Though I was a student at the Police School for one year prior to its being disbanded at the end of the school year in the summer of 1942, I did not become a member of Chi Pi Sigma during that year. As I recollect, the fraternity was reorganized in the spring of 1947, but, though I joined, I was not a very active member since by that time I was, in addition to being a full-time student, working a 48-hour week as a deputy sheriff in the Santa Clara County Sheriff's Office. A lifetime friend of mine, Chester J. Miller, was the prime mover in getting the fraternity moving again, although, about a year later, he too became a deputy sheriff.

I knew two Police Schools, and they were distinctly different. Now in my dotage, I think I shall write a little about the history of the Police School as I knew it, both before and after the war. I will not engage in any research before preparing this paper. This is like a memoir – only from memory. Any misstatements of fact, omissions of importance, or arguable misconceptions may be blamed on my advanced age.

### **Prewar Police School**

The pre-WWII Police School was headed by William Wiltberger, a former member of the Berkeley Police Department, and a disciple of August Vollmer. Chief Wiltberger was a very tall, large man with a decidedly serious mien. He was all business and expected his students to be pretty much the same. Early on he announced to his new students that his school was not designed to turn out detectives or guys who ran around in fancy suits. He said that his school was designed to “turn out harness bulls who would make their marks in the uniform division and move on when they had proved themselves.” I can honestly say that I did not get to know him very well. Freshman took only one class from him – Introduction to Police – and I can remember to this day his opening line on the first day of class, “A policeman derives his authority from the Constitution of the United States.” It seemed to reach beyond profundity at the time, but it later became quite apparent that it is the very core upon which a person in law enforcement builds his professional ethics. Remembering that statement came to serve me very well four years later.

Admittance to the prewar police school was by application by males only. It was pretty much an accepted industry standard that policemen had to be pretty large; therefore, applicants under 5'9" in height and weighing less than 150 pounds were not accepted (the smallest member of my freshman class made the weight requirement by loading up on bananas and milk).

Admittance requirements included fingerprinting and clearance by the chief law enforcement officer of the applicants' hometown, and letters of recommendation from the high school principal, a high school teacher, and a local citizen.

Chief Wiltberger taught most of the Police School classes; the classes were small, and he kept them that way by requiring all freshman to take one year of chemistry which was taught by an old curmudgeon, Dr. Howard Stinson, who boasted that he was there to "help Wiltberger turn out cops who had some brains". By the time the third quarter (1942) began and the focus was on organic chemistry most of the freshman class of police students had left for other disciplines or quit school. Also required was Introduction to College Physics which didn't do much to slow down the attrition rate. My class started with 17. Five of us finished out the year.

The Police School required the students to own and wear a uniform one day a week. (I forget which day) The uniform was khaki with a black tie and a black Sam Browne belt without a holster. In military style, the trousers had a black stripe down the outside of the leg. I understand that prewar included a mix of 2 year students and 4 year students, and that some of the required classes may have been different for some. I don't have details on that. All of my class started out as 4-year students.

At end of the school year in the summer of '42 we were 6 months into W.W.II. Chief Wiltberger, who was probably in his early fifties, accepted a commission as Major in the Army Military Police and the rest of us went off to one branch or another of the military.

### **Post War Police School.**

When I returned to San Jose State on Oct. 1, 1946, the Police School was already in session. At the head (and its only instructor) was Willard (Huck) Schmidt, also a former Berkeley policeman and a disciple of Augustus Vollmer. Mr. Schmidt was in his late forties, not too tall, a rotund man with a surplus of energy, an abundance of enthusiasm, a storehouse of knowledge, and an overflowing sense of humor which added considerably to his teaching style. He had retired from the Berkeley Police Dept. on a disability after suffering a broken neck. He had a wealth of police know-how and was eager to share it with all his students. He was seldom addressed as "Mr. Schmidt". He normally responded to "Huck".

San Jose State was not yet a university. The student population of the college had more than doubled from the 2700 plus that existed before the war. There were not enough buildings to house all the classes; so the Police School was relegated to one of several Butler (temporary) huts which came to dot the campus. In the beginning, the Police School staff consisted of Huck Schmidt and a part-time student secretary. Later, Pete Kristovich (class of '42), who spent the war years in the Army as a military police captain, joined the faculty as the attendance grew.

There was something decidedly different about the postwar Police School. Whereas the prewar Police School had few students over 23 years of age, the postwar Police School had very few under 20. Only one, Norman Ainsley, 17, came to us directly from high school.

(Shortly after his graduation, Norman was hired by the National Security Agency where he became a polygraph examiner. He stayed, made a career, and grew with that agency.) The great majority of the postwar students were ex-GIs whose schooling was facilitated by the GI Bill.

This batch of veterans adjusted very well to the school ambiance. They were well motivated, had a more defined purpose for being in school, and were ready to take longer steps. It was quite clear that Huck enjoyed teaching these more mature young men. They readily recognized the opportunity that allowed them to join the Auxiliary Police of the San Jose Police Department. The population of San Jose was rapidly growing, and the department could not grow fast enough. The presence of these young police school student volunteers was a welcomed adjunct to the force. In time many of these volunteers were hired as new patrolmen.

To my recollection only two of us were returning Police School students. The other one was Patrick J. O'Connor (who distinctly disliked bananas and milk) who was my roommate, started freshman class with me, and stayed in school a year longer than I did before going into the military in 1943. In 1947 he and Joe Rowan graduated as the first Penology majors from San Jose State. (I cannot resist this aside: Pat O'Connor's oldest son, Michael J. O'Connor who was born while his father was still in school, is a veteran San Jose police officer and was promoted to Deputy Chief in the fall of 2004.) Pat retired as a Supervisory Parole Officer with the State of California. Joe Rowan moved to the midwest and established quite a reputation as an expert in the field of Penology -- and Joe passed away about three years ago.

(\*\*I met Joe Rowan at a Fraternity reunion - he had instructed in China, and had many great stories. Joe was the first president in the fraternity after WWII!)

The first postwar graduates in Police Science were three, all of us completing the requirements for graduation at the end of the winter quarter in early 1948. We were all working full time by that time. Glenn Minuth was a patrolman on the San Jose Police Department but later became a schoolteacher in Shasta County; Lilburn (Pat) Boggs was a Santa Clara County deputy sheriff in the Patrol Division. He joined the U.S. Secret Service in summer of 1948 and was Deputy Director when he retired in 1979. I was a Santa Clara County deputy sheriff in the Detective Bureau, joined the U.S. Secret Service in the spring of 1950, and was Special Agent in Charge and Attaché at the American Embassy in Paris, France prior my retirement in 1976.

THE 75<sup>TH</sup> ANNIVERSARY OF THE JUSTICE STUDIES DEPARTMENT  
AT SAN JOSE' STATE UNIVERSITY  
**HON. ZOE LOFGREN**  
OF CALIFORNIA IN THE HOUSE OF REPRESENTATIVES  
*Thursday, October 6, 2005*

Ms. ZOE LOFGREN of California: Mr. Speaker, I rise today to recognize the 75<sup>th</sup> Anniversary of the Justice Studies Department at San Jose' State University. The Justice Studies Department at San Jose' State was the first degree-granting program in criminal justice in the United States. It was founded in 1930 by August Vollmer, then Chief of Police in Berkeley, California, and T.W. MacQuarrie, the President of San José State College. In 1935, nation's oldest professional law enforcement fraternity, Chi Pi Sigma, was founded at San José State.

The department prepares students for positions of responsibilities and leadership in federal, State and local law enforcement in government investigative branches, in institutional and community correctional offices, the court system, social services, public health, and in the educational field. Alumni of the program have gone on to become leaders and innovators in our community, and have made a positive impact on countless lives. As a Member of Congress, I fully understand the importance and impact that this program plays in securing the safety of our community and ensuring that our laws are carried out fairly and responsibly. I am proud to stand here today to recognize the Justice Studies Department at San José State University and I urge them to continue the important work of educating the next generation of justice professionals.



