

WOLFGANG HOFFMANN



The Wisconsin Idea in Action

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I've written frequently in this column about Law in Action, our signature approach to legal education. It's a multi-faceted concept that affects our teaching, our research, and our scholarship. Law in Action owes its beginnings to a number of forces, including the school's early appreciation of the value of other disciplines in understanding how the law works, the faculty's interest in bringing empirical study to legal scholarship, and the Wisconsin Idea, the University's guiding principle that I believe encouraged, energized, and may have given a distinctive shape to our Law in Action approach.

This issue of the *Gargoyle* provides a glimpse into the ways both Law in Action and the Wisconsin Idea are flourishing at the Law School. It focuses on some of our

faculty and students whose programs are reaching out to improve the lives of others, in the state and beyond.

At the core of this issue are several articles, including the cover story, that highlight the Law School's groundbreaking work in observing, analyzing, and teaching about policing. Wisconsin has an international reputation in the academic study of the police and the police function and has devoted serious academic attention to working with police to improve their capacity to serve. These research and policing studies and their Law in Action findings also have influenced the way criminal law is taught, both in our curriculum and in law schools across the country.

Much of the story about the Law School's involvement in policing has to do with Professor Herman Goldstein, who joined the Law School faculty in 1964, charged with developing a new field of scholarly research by using the analytical methods of the social sciences. Goldstein, with the help of his forward-thinking Law School colleague Frank Remington, built a program that reached out to police professionals, testing theories,

sharing information, and helping to implement new programs and policies. As Associate Dean Walter Dickey says inside this issue, "What Herman has done for policing is the Wisconsin Idea to the maximum. What he has done for policing is what the agriculture school has done for the dairy industry."

These Law School programs and many others epitomize the

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Wisconsin Idea's principle that education should influence people's lives beyond the boundaries of the classroom. By encouraging our faculty and staff to bring the problems of society into their university work and share their discoveries and insights with the people of the state, the nation, and the world, we are helping to make a difference.

The Wisconsin Idea and Law in Action are alive and well at the Law School.

— Dean Kenneth B. Davis, Jr.