

Summer 1970

# Attitudes and beliefs of Chesterfield County students concerning all police officials

Benjamin Franklin Lewis

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ATTITUDES AND BELIEFS OF CHESTERFIELD COUNTY STUDENTS  
CONCERNING ALL POLICE OFFICIALS

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A Thesis  
Presented to  
the Graduate Faculty of  
The University of Richmond

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In Partial Fulfillment  
of the Requirements for the Degree  
Master of Science in Education

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by  
Benjamin Franklin Lewis

August 1970

## APPROVAL SHEET

The undersigned, appointed by the Department of Education, having examined this thesis by

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O. Newell Randles--for invaluable cooperation in the administration of the survey questionnaire;

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Detective Mason T. Chalkley--for counseling since 1966 regarding an effective program of crime prevention involving the police department and the schools; and

Colonel Edwin P. Gill and all of the personnel of the Chesterfield County Police Department--for their cooperation during the years.

It is hoped that the results of this investigation will offer some encouragement to the responsible leaders of Chesterfield County to consider the program suggested in Chapter 3.

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## Chapter 1

### THE INTRODUCTION

Most adults in the United States if engaged in conversation concerning the evils and maladies of their day would in due course, if not sooner, have reached the subject of youth and its seemingly multi-faceted conflict with society and the "over-30's." Indeed, there was much justification for such a conclusion whether the young group in mind was high school age and down or college age and up. One needed only to have watched or listened to news broadcasts, read the newspapers, or all too frequently witnessed confrontations between youth and authority to have been aware of a kind of discord that has doubtless existed since the advent of mankind, but not always to the extent, with the openness, and within the framework that it apparently then existed.

Crime reports have offered no solace. The Federal Bureau of Investigation reported that 47 percent of all persons arrested in 1967 were under twenty-five years of age, that 36.5 percent were under twenty-one, that 24.3 percent were under eighteen, and 9.6 percent were under fifteen. Even less reassuring was the trend between 1960 and 1967 that showed a 68.5 percent increase in the number of arrests for youngsters below eighteen, as compared to a

rise of 10.7 percent for the population at large.<sup>1</sup>

Local figures were no more pleasant to contemplate than those at the national level. The City of Richmond's 1969 report of arrests for persons under eighteen years of age showed that of a total of 3,184 arrests, 46 percent of them were of youngsters thirteen to fifteen years old.<sup>2</sup> This age group corresponded generally to school grades seven and eight.

Chesterfield County statistics were similar to those of Richmond and the nation as a whole. While county figures actually showed about an 8 percent drop from 1968 to 1969 in juvenile arrests, total figures for 1967, 1968, and 1969 each listed more than one thousand apprehensions. Furthermore, the early teens again were the ages that kept the police the busiest.<sup>3</sup>

It should be noted that arrests were not tantamount to convictions. Many of those arrested were acquitted or charges were dismissed; nevertheless, the increasing number of brushes with the law by juveniles cannot be overlooked.<sup>4</sup>

While crime statistics alone have created a dreary picture, the side issues, the implications, and fearful

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<sup>1</sup>William W. Brickman, "Juvenile Delinquency and Crime in 1967," School & Society, 96:390, November 9, 1968.

<sup>2</sup>From the files of the Richmond Police Department, information obtained June 22, 1970.

<sup>3</sup>From the files of the Chesterfield County Police Department, information obtained June 26, 1970.

<sup>4</sup>Brickman, loc. cit.

predictions have cast still more shadows across an already hazy and blurred future. The outright defiance of long-respected and/or authoritarian principles and institutions by the eighteen to twenty-five year old age group that seemed to peak in the spring of 1970 has created genuine cause for anxiety and alarm among those responsible for the welfare of all youth. Will a greater percentage of young people travel the road to rebellion and anarchy? Will such tendencies move down the age scale? What has been done and what will be done at all age levels to thwart the efforts at destruction of those ideals held dear by most responsible citizens?

It was such questions as these in addition to a long-held recognition of the importance of the frequently maligned police officer that traversed the writer's mind. When the results of a study in the Evanston, Illinois, schools were examined (Page 6), the idea for this investigation was conceived. What is the attitude of students towards their police officials and, whatever it is, what can be done to improve that attitude?

### THE PROBLEM

The basic elements of the problem selected for the research study on Attitudes and Beliefs of Chesterfield County Students Concerning All Police Officials included (a) the statement of the problem and (b) the definition of the problem.

### The Statement of the Problem

The problem of this investigation was:

1. What was the attitude of school-age children towards the police and their law enforcement duties?
2. How did these children react towards the police as individuals and to the image they projected?
3. Did the investigator find any change in the attitudes and beliefs of the students as he progressed from one grade or age level to another one and, if so, was the change or difference significant?
4. Was there a difference in the responses of boys as compared to those of girls and, if so, was the difference significant?

### The Definition of the Problem

The definition of the problem included an explanation of (a) the terms used in the study, (b) the delimitations of the research, (c) the basic assumptions inherent in the study, and (d) the educational theory basic to the investigation.

Definitions of terms. The word "police" or "policeman" was construed to mean all people, men or women, who did police work in any place that students might have seen them, and would have included detectives, highway patrolmen, and school guards. It was necessary in the case of many of the younger children to define for them certain words in the questionnaire. For all second grade children, the questions

were read in their entirety to them by their teachers.

Delimitations of the research. The survey was administered to 1,691 students in Chesterfield County or about 7 percent of the total enrollment. Respondents were approximately equally divided among the second, fourth, sixth, eighth, tenth, and twelfth grades. The responses were not signed and only the grade level and sex of the respondent were marked. No indication of the student's race, ability, or behavior was ascertained. The questionnaires were not administered by the same person, but an instruction sheet was provided each test administrator. The results of this research were not pictured as a trend in young people's thinking, but as a snapshot view of the range in thinking from Grades 2-12.

Basic assumptions inherent in the study. The basic assumption in this investigation was that the vast majority of responses were truthful. For the few students who did answer flippantly or without care, their responses were quite diluted by the relatively large sample selected. Another assumption was that careful choosing of administrators provided a suitable setting for the proper completion of the questionnaire.

Educational theory basic to the investigation. The basic educational theory involved was one of civic responsibility and a recognition of the necessity for an orderly, albeit changing, society.

## RELATED RESEARCH STUDIES

Reported research in the area chosen for investigation was quite limited. The only similar topic discovered was a survey conducted with 164 sixth and eighth graders in the Evanston, Illinois, schools.<sup>5</sup> The results seemed to be interesting and significant enough to warrant an investigation of wider latitude in the Chesterfield County schools. The Evanston survey showed these results:

	<u>Yes</u>	
	<u>Gr. 6</u>	<u>Gr. 8</u>
Police keep the city from becoming bad.	54%	44%
The police protect us from harm.	79%	60%
The police really try to help you when you are in trouble.	78%	60%
The police keep peace and order.	63%	50%
The police are stupid.	4%	12%
The police are mean.	14%	17%
The police hit people for no reason.	17%	19%
Police try to act like big shots.	21%	24%
The police are brave men.	67%	49%

Despite the lack of written research, there was doubtless increasing concern about relationships between the police and all citizens, not just young people. As

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<sup>5</sup>"Student Respect for the Police Declines in Junior High," Middle School/Junior High Principal's Service, Monthly Letter, Croft Educational Services, New London, Connecticut, November, 1969.

will be pointed out in Chapter 3, a number of school boards have recognized a problem, have made efforts to seek solutions, and have reported some of the results to the reading public.

## DESIGN OF THE INVESTIGATION

The design of the investigation included (a) the method, (b) the technique, and (c) the procedure.

### The Method

The method chosen to elicit responses to the questions posed earlier as the problem (Pages 3 and 4) was a questionnaire. It was patterned somewhat after the Evanston survey form (Page 6), but was of greater length (seventeen questions rather than nine statements) and worded so as to suggest thoughtful answers. A copy of the questionnaire is on Page 53 of the Appendix.

### The Technique

Since it was not feasible for any one person to administer all of the questionnaires, an instruction sheet was devised (Appendix, Page 52). The primary purposes were to allay any fears of some students that someone might be checking on them, and to establish an atmosphere in which a considerable degree of seriousness and cooperativeness prevailed. Since the questionnaire was not overly long and an entire class of twenty-five to thirty students could be accommodated in about ten minutes, it was felt



that any resentment of students about an imposition on their time was at a minimal level.

### The Procedure

After it was decided to conduct the survey in all even-numbered grades, schools were selected on the basis of (a) location in the county and (b) availability of personnel known to be sympathetic or agreeable with the purposes of the investigation. Six elementary schools representing all sections of the county were selected for the second, fourth, and sixth grades. Eighth graders were picked from four of the county's five largest schools containing that grade. Five of the county's eight high schools, including one from the area recently annexed by the City of Richmond but still under Chesterfield County's supervision and the county's sole remaining all-Negro school, were designated for tenth and twelfth graders. Within each school and grade, an attempt was made to test children having as wide a range of backgrounds, behavior, and ability as possible so as to cover all levels of society. Schools participating were:

<u>Grades 2, 4, 6</u>	<u>Grade 8</u>	<u>Grades 10, 12</u>
Bellwood	Chester	Carver
A. M. Davis	Falling Creek	Huguenot
Enon	Matoaca High	Matoaca High
Ettrick	Providence	Meadowbrook
Hening		Thomas Dale
Matoaca Elem.		

The administration of the questionnaires in all cases in Grades 8-12 was under the supervision of guidance counselors of the respective schools. In the elementary schools, administration was handled by the elementary school principal, by guidance personnel from the investigator's school, or by the investigator himself.

A total of 1,691 valid responses was obtained from these fourteen schools. Only a very few responses (fewer than ten) were discarded for such reasons as incomplete answers and all "yes" or all "no" answers. On certain questions, particularly in the upper grades, some students (less than 3 percent of the total number of students) wrote in the answer of "sometimes." These answers were overlooked in the tabulations, but other answers on the same questionnaire were counted. The responses were broken down as follows:

	<u>Boys</u>	<u>Girls</u>	<u>Total</u>
Grade 2	123	128	251
Grade 4	154	131	285
Grade 6	168	139	307
Grade 8	130	151	281
Grade 10	131	151	282
Grade 12	<u>131</u>	<u>154</u>	<u>285</u>
Totals	837	854	1,691

## Chapter 2

### THE INVESTIGATION

The findings of this investigation were organized by grade level for each of the questions asked. Each question was analyzed separately and presented along with the responses to that particular question in the form of a graph. The number of each graph was the same as the number of the question, except that the last two questions, 16a and 16b, corresponded to Graph 16 and Graph 17, respectively. An interpretation of the responses was made by the investigator. Following the presentation of the last question and graph, an analysis was made of the responses to the entire survey form.

Any interpretation and analysis of the results of the survey cannot overlook the ages of the respondents. Numerically, that age was generally about six, or sometimes seven, more than the grade level; for example, most second graders were about eight years old, most fourth graders were about ten years old, and so forth.

### PRESENTATION AND INTERPRETATION OF THE DATA

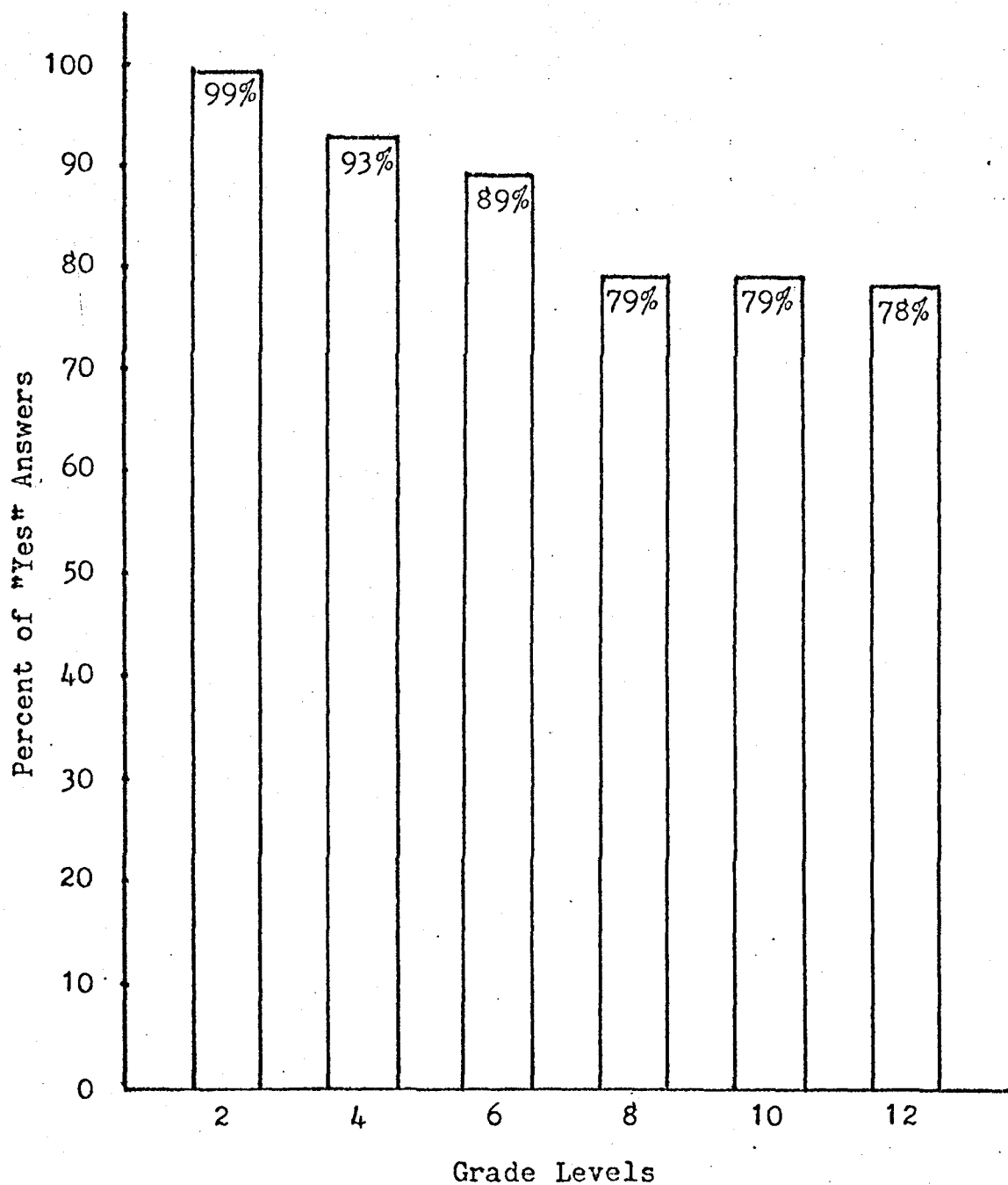
Question 1 which asked "Do you believe that the police help protect your property?" was the first of many questions that elicited a near-unanimous positive reaction

from the eight-year olds. Interestingly, the responses from the three upper grades were quite stable, as shown in Graph 1 on Page 12; this condition did not always exist.

The responses to Question 2 ("Do you think that the police make your community a better place in which to live?") were quite similar to those for Question 1, except that the upper grade replies stabilized at a slightly higher level than in the first question (Graph 2, Page 13). This reaction was reasonable since the protection of one's property has a decided influence on the quality of a community.

The positive responses to Question 3 ("Would you cooperate with the police in their work (give directions, answer questions, describe people, etc.)?") were exceedingly high in the investigator's opinion. Several police officers who were asked about the 91 percent or better "yes" replies agreed, however, with the students and felt that the vast majority of even the older students cooperated in matters of police business. This question was the only one that brought forth such a unanimity of responses from all six grade levels (Graph 3, Page 14).

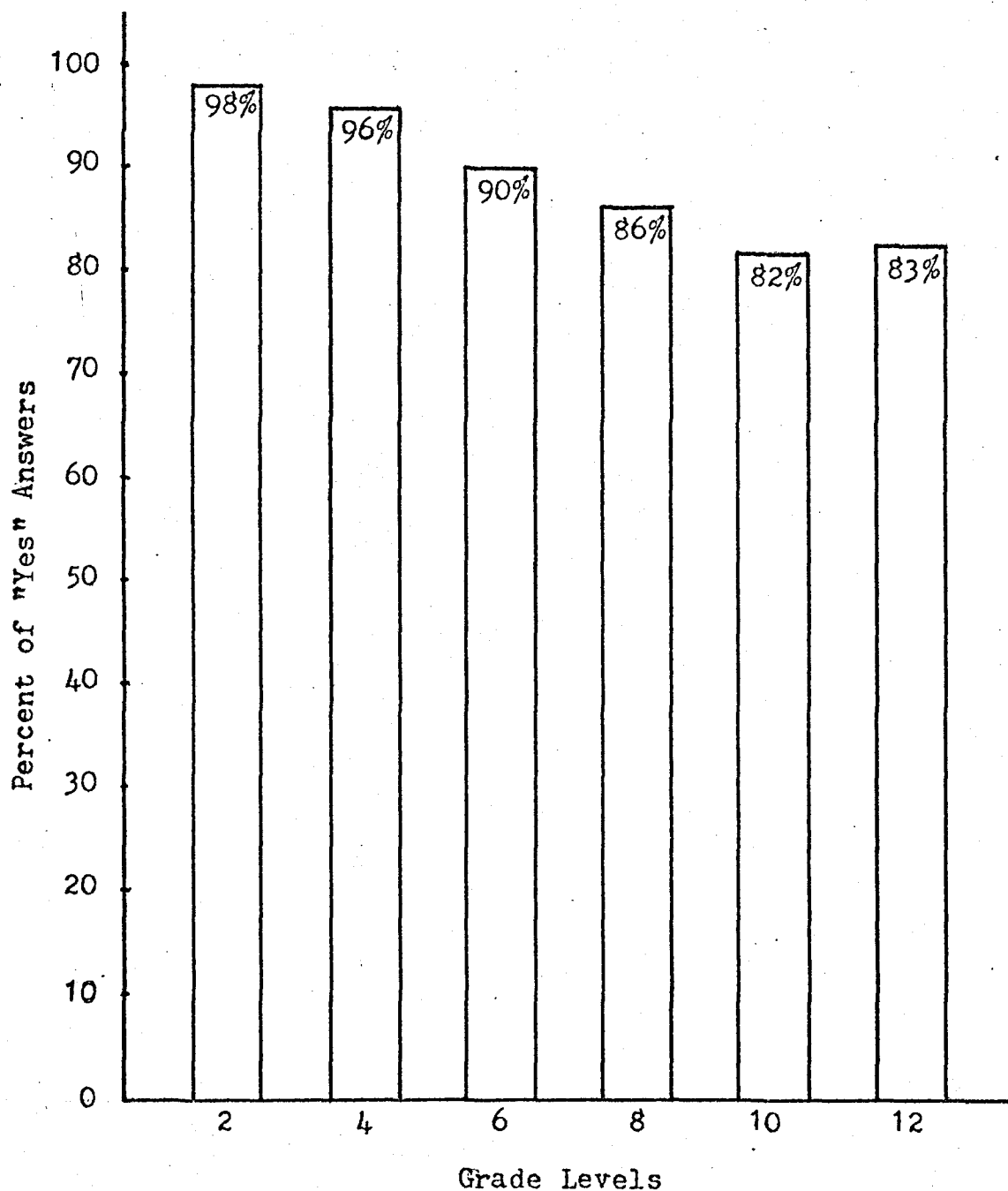
Question 4 ("Do you believe that the police really try to help people who are in trouble?") resulted in the first of several sets of responses which showed a fairly steady decline in positive answers as the age group rose (Graph 4, Page 15). This attitude was also reflected in subsequent questions that inquired into similar matters.



Graph 1

Percent of Students Answering "Yes" to Question 1

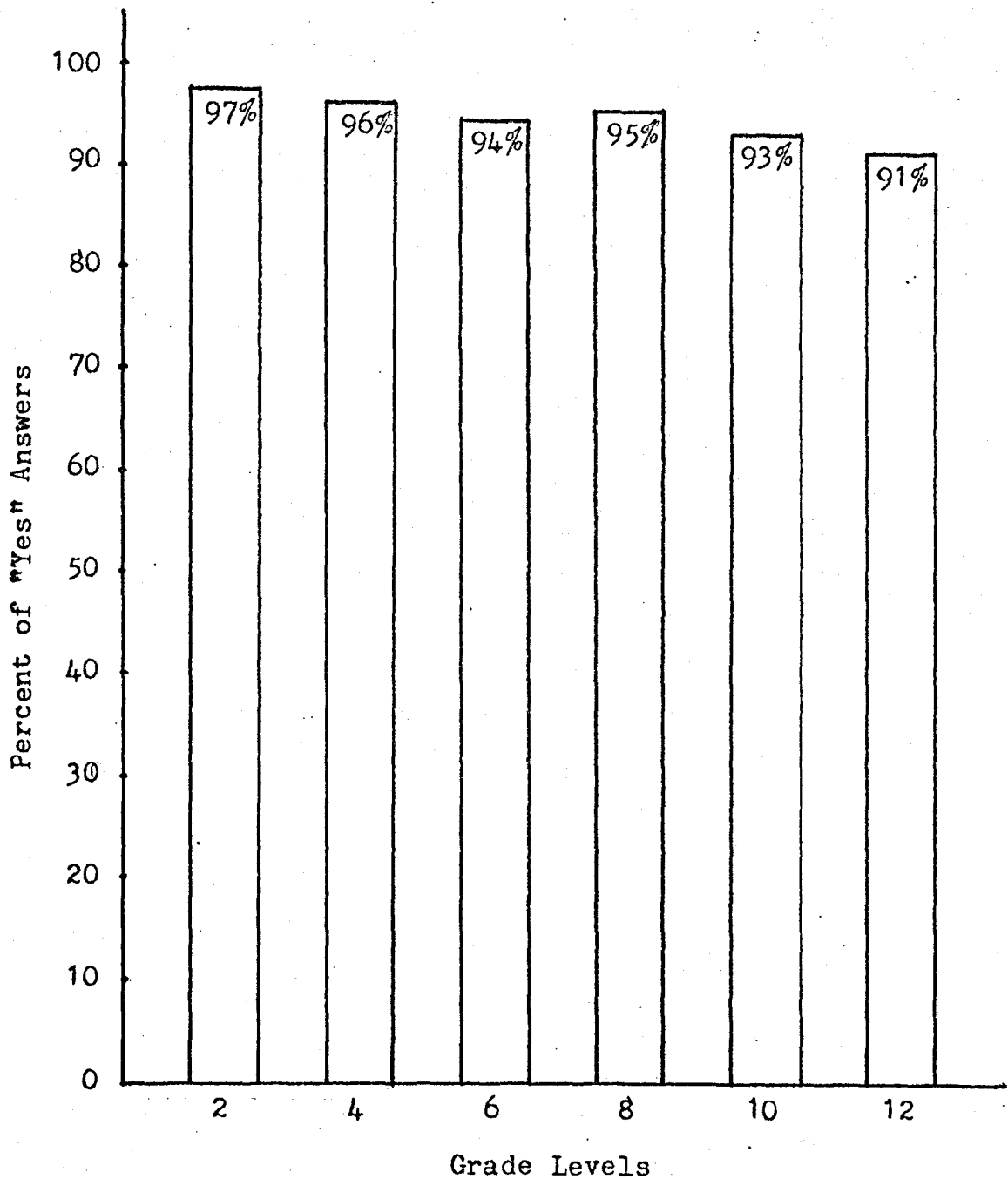
(Q-1--Do you believe that the police help  
protect your property?)



Graph 2

Percent of Students Answering "Yes" to Question 2

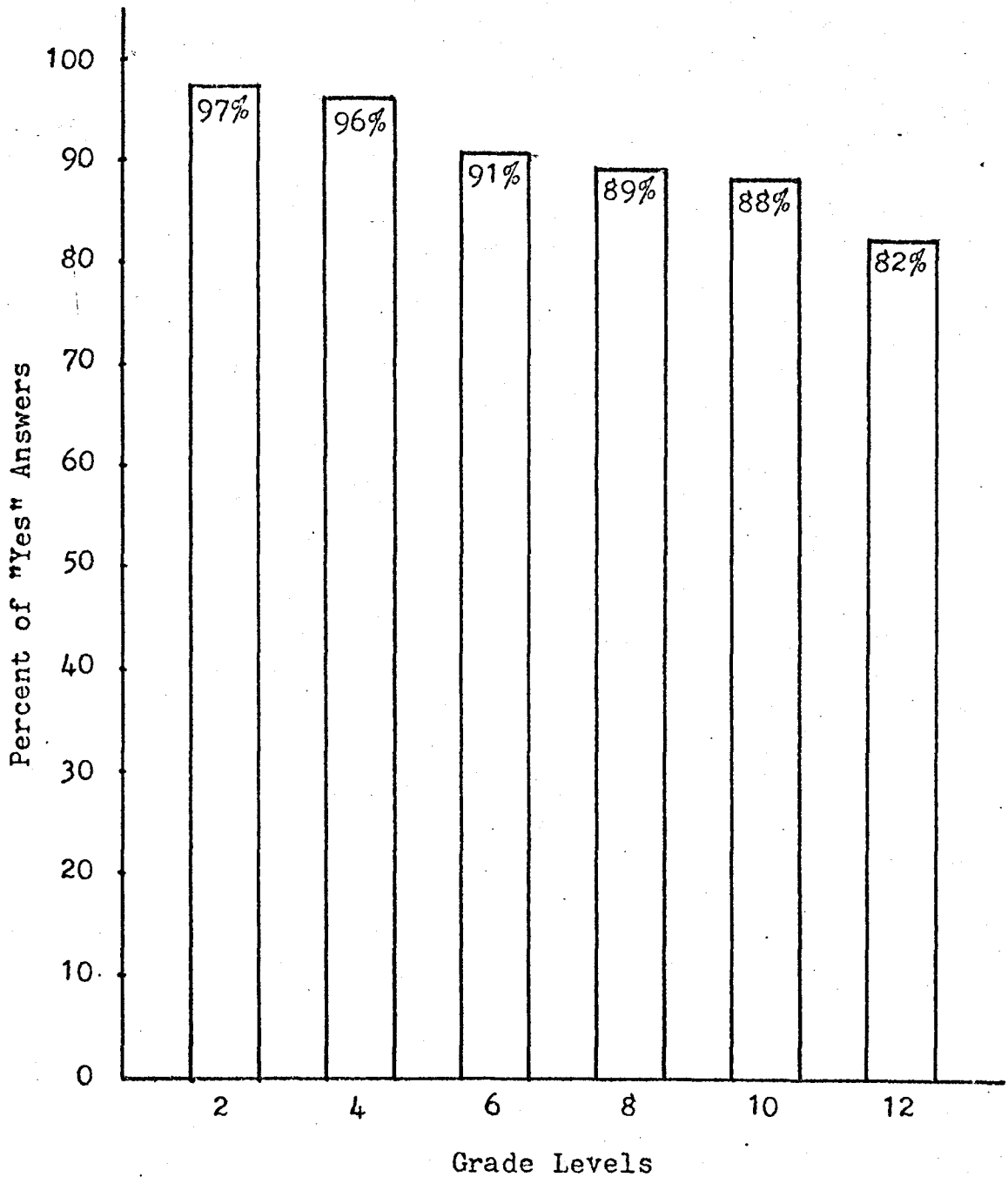
(Q-2--Do you think that the police make your community a better place in which to live?)



Graph 3

Percent of Students Answering "Yes" to Question 3

(Q-3--Would you cooperate with the police in their work (give directions, answer questions, describe people, etc.)?)



Graph 4

Percent of Students Answering "Yes" to Question 4

(Q-4--Do you believe that the police really try to help people who are in trouble?)

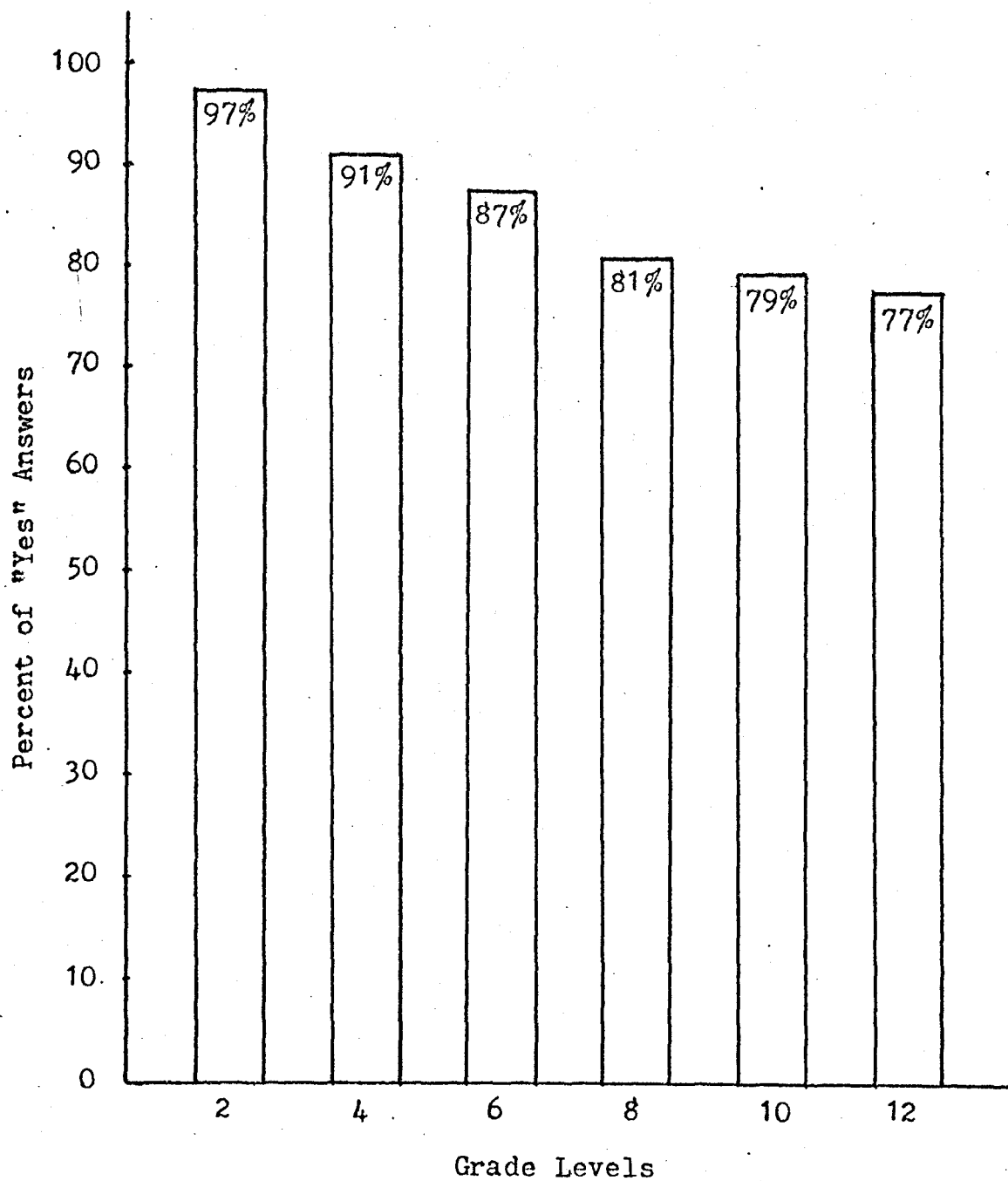


Since every child at least sees, if not meets, police officials on the highways, Question 5 ("Do you think that the police help make the highways safer?") offers a revealing insight into student thinking. As the youngster matured, his belief in the police as a highway safety agent declined (Graph 5, Page 17). An unanswered question was, "When, if ever, does that trend reverse itself?"

Question 6 responses were the first that showed an upward trend at the higher grade levels. The inquiry ("If you were in trouble, would you voluntarily go to the police for help?") indicated that eighth graders were the least likely group to go, that tenth graders were more likely than eighth graders to go, and that twelfth graders were more willing than tenth graders to seek help (Graph 6, Page 18). It had been hoped by the investigator that such a change would occur frequently, thereby indicating an improved attitude towards the police at the upper grade levels.

The replies to Question 7 ("Do you believe that the police help prevent crime?") reverted to the old downhill pattern among the older age students (Graph 7, Page 19). Actually, Question 7 was quite similar in nature to Questions 1, 2, and 4; therefore, a likeness in answers was really not surprising.

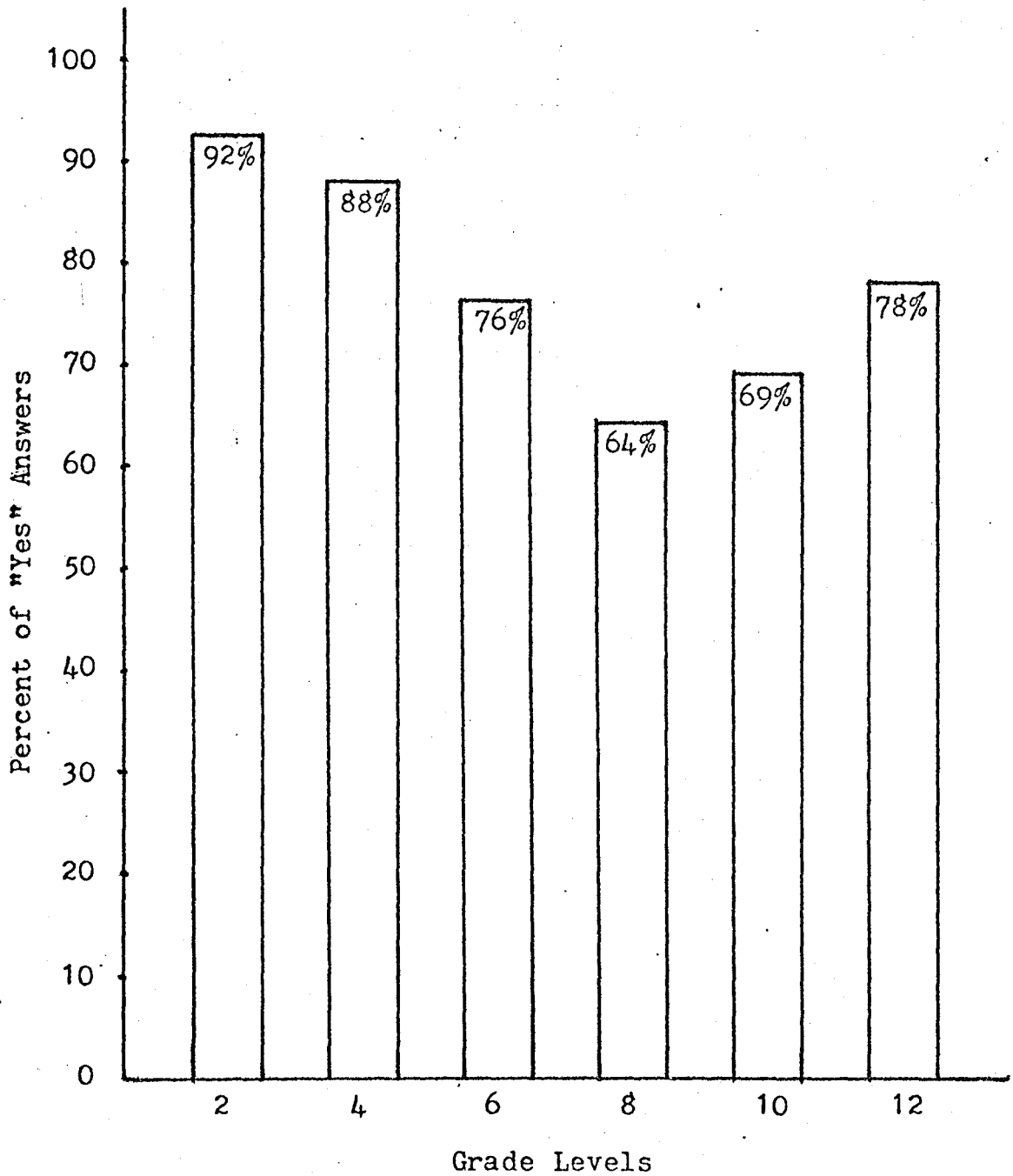
Question 8 ("Would you report law breakers to the police?") showed two distinct sets of answers. Grades 2, 4, and 6 gave a high positive answer; grades 8, 10, and 12



Graph 5

Percent of Students Answering "Yes" to Question 5

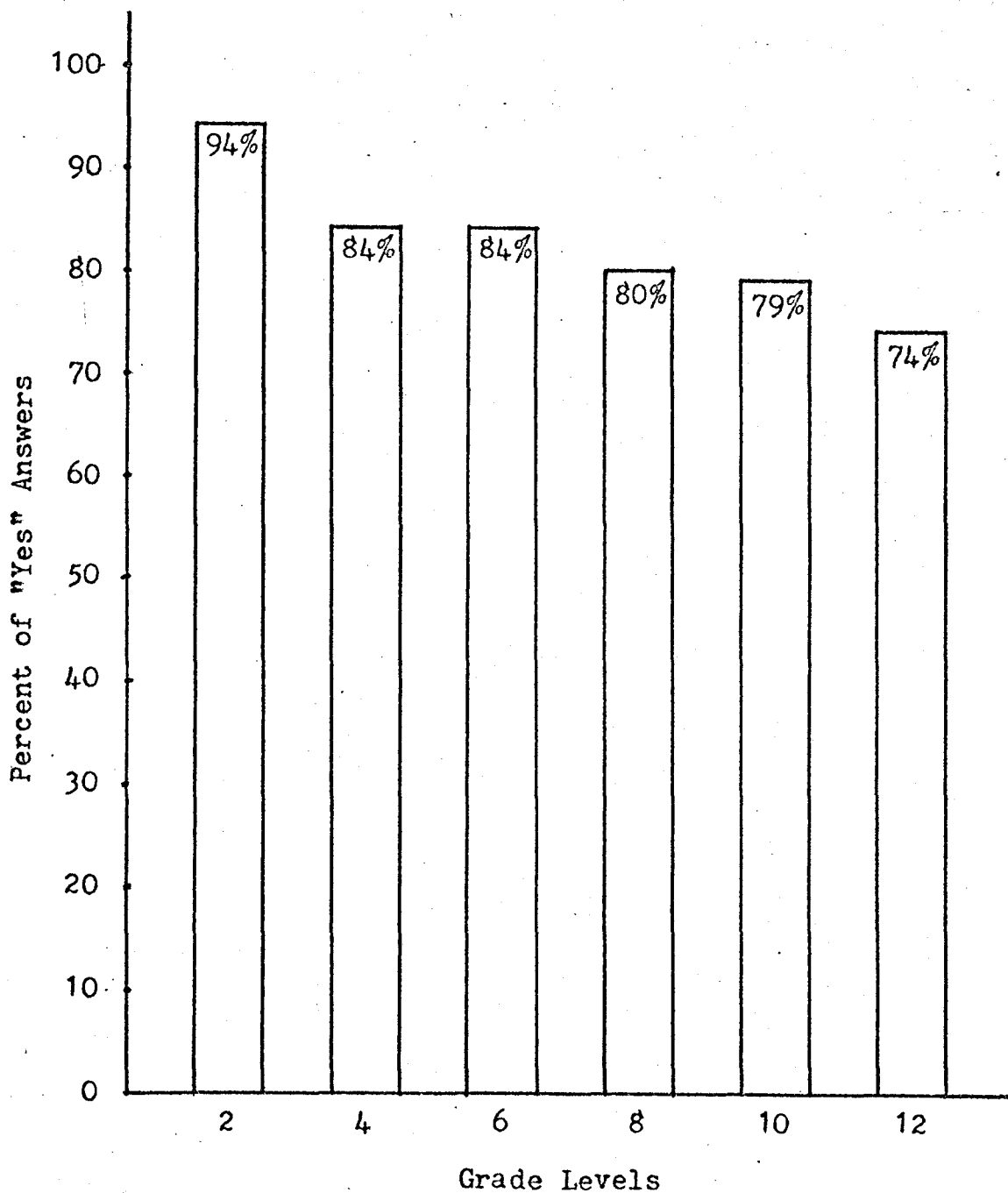
(Q-5--Do you think that the police help make  
the highways safer?)



Graph 6

Percent of Students Answering "Yes" to Question 6

(Q-6--If you were in trouble, would you voluntarily go to the police for help?)



Graph 7

Percent of Students Answering "Yes" to Question 7

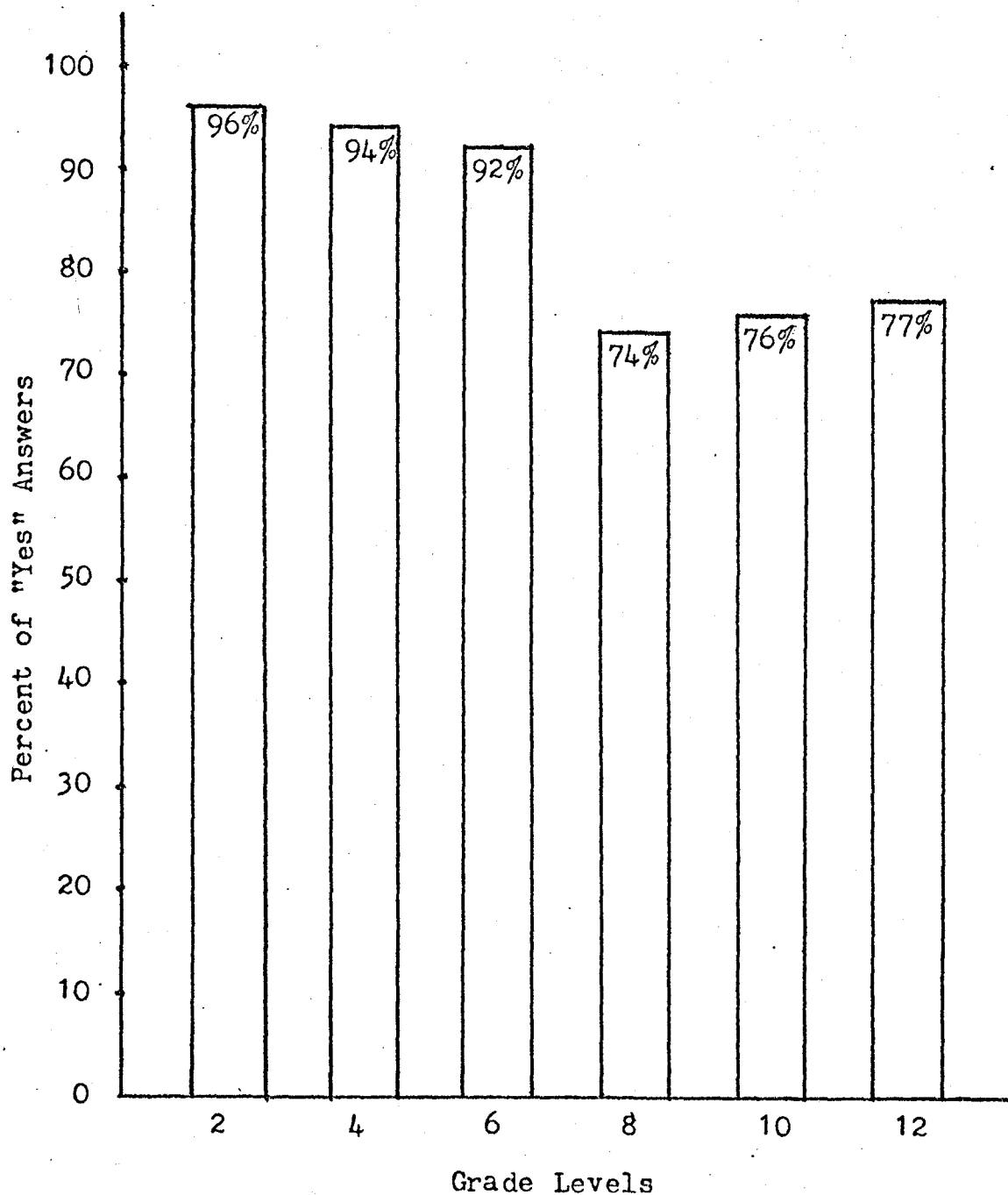
(Q-7--Do you believe that the police help prevent crime?)

gave a significantly lower answer (Graph 8, Page 21). On only one other question, 11, was such a pattern in evidence. Perhaps, the onset of maturity (ages twelve through about fourteen) brought with it a desire to protect the errant brother, or sister, from the forces of justice.

Question 9 ("Do you believe that policemen are honest and truthful?") was the first of several inquiries that dealt with the police official on the basis of personal characteristics that contributed to his "image." The results were less than gratifying; whereas, nearly all of the eight-year olds replied positively, more than one third of the eighteen-year olds replied negatively (Graph 9, Page 22).

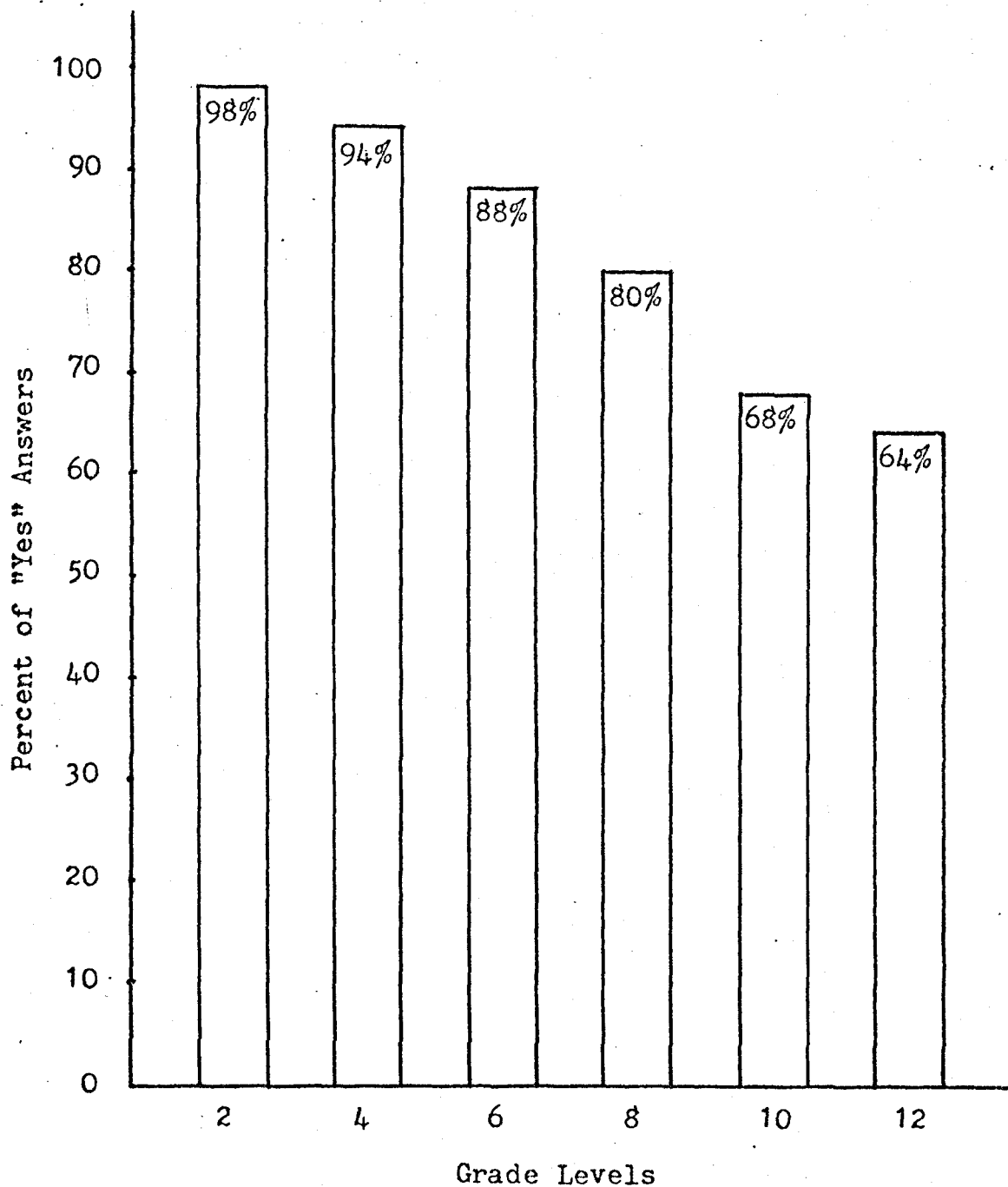
Question 10 ("Do you think that the police often act like big shots?") should cause all people in places of authority, not just the police, to pause and contemplate their position. Even 10 percent of the second graders answered "yes" to this question and more than one half of the three upper grades, including nearly two thirds of the seniors, felt the same way (Graph 10, Page 23). The indictment seemed strong; it should have been quite revealing to have interviewed personally some of these young people and to have examined the reasons and bases for these widely held beliefs.

In light of so much publicity about alleged "police brutality" in recent years, it was not particularly surprising to see a fairly high positive answer even in the



Graph 8

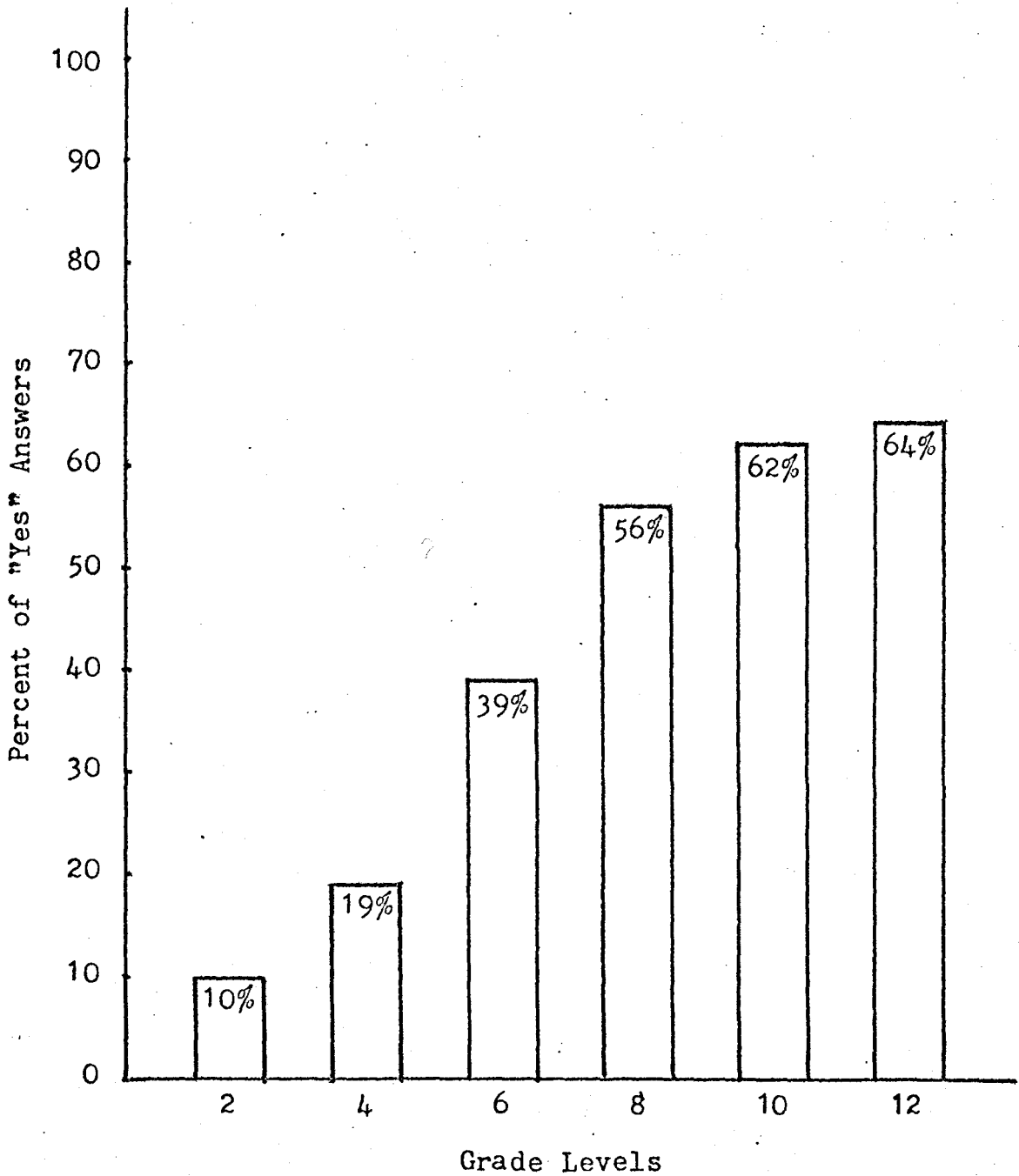
Percent of Students Answering "Yes" to Question 8  
(Q-8--Would you report law breakers to the police?)



Graph 9

Percent of Students Answering "Yes" to Question 9

(Q-9--Do you believe that policemen are honest and truthful?)



Graph 10

Percent of Students Answering "Yes" to Question 10

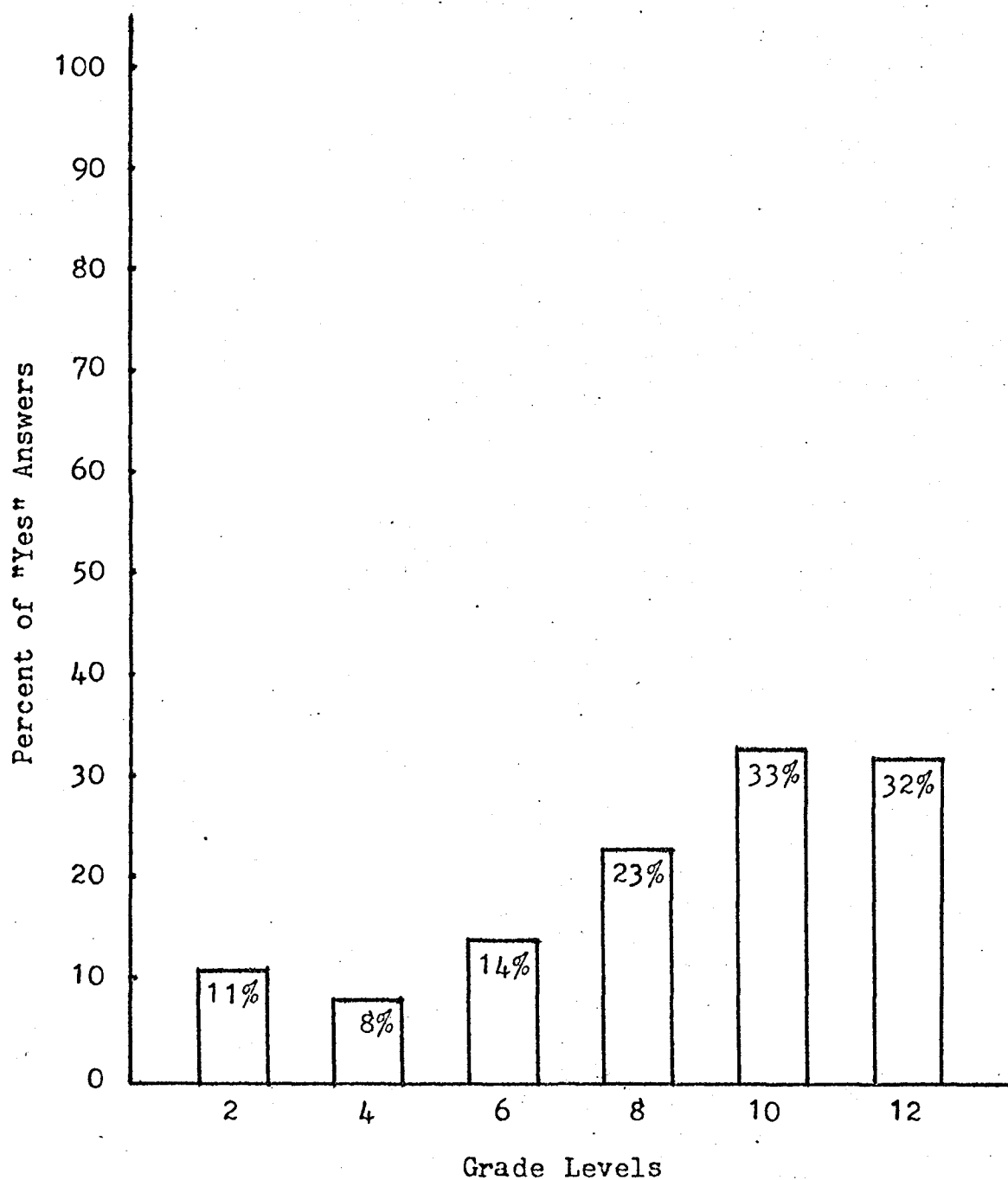
(Q-10--Do you think that the police often  
act like big shots?)



lower grades to Question 11 ("Does it seem to you that the police hit people for no good reason?"). The upper grades were reasonably close together and indicated that slightly less than one third of their number apparently agreed with the "brutality" theme (Graph 11, Page 25).

Question 12 ("Would you like to be a policeman or do police work?") was interesting primarily for the fact that once again an upturn in the police image occurred at the two highest grade levels (Graph 12, Page 26). From a low at the eighth grade level of 17 percent, about one fourth of all tenth and twelfth graders showed interest in police work as a vocation. It was not surprising to note that about three fourths of the eight-year olds were agreeable to being policemen.

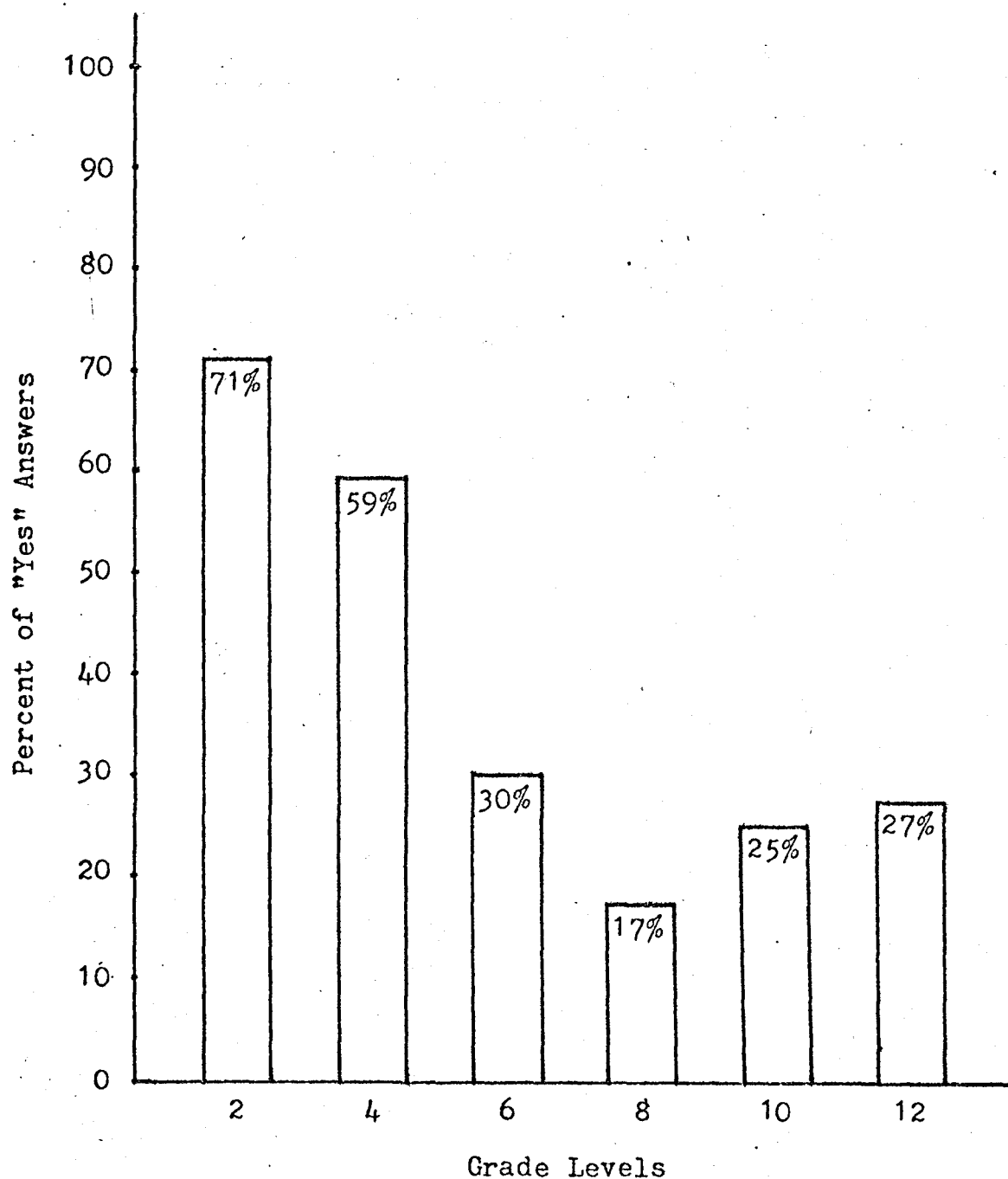
Question 13 ("Do the police seem to be friends of people your age?") elicited responses that again went straight to the quick. From a high of 97 percent positive replies in the second grade, there was a decline at each of the grade levels tested (Graph 13, Page 27). The largest decreases occurred between the sixth grade and eighth grade and between the eighth grade and the tenth grade. Slightly less than one half of the seniors felt that the police were friends of their age group; however, since the decrease between the tenth grade and twelfth grade was only 3 percent compared to 19 percent and 16 percent in the two previous comparisons, respectively, one can only wonder if young adults would cause the graph to swing upward or if the



Graph 11

Percent of Students Answering "Yes" to Question 11

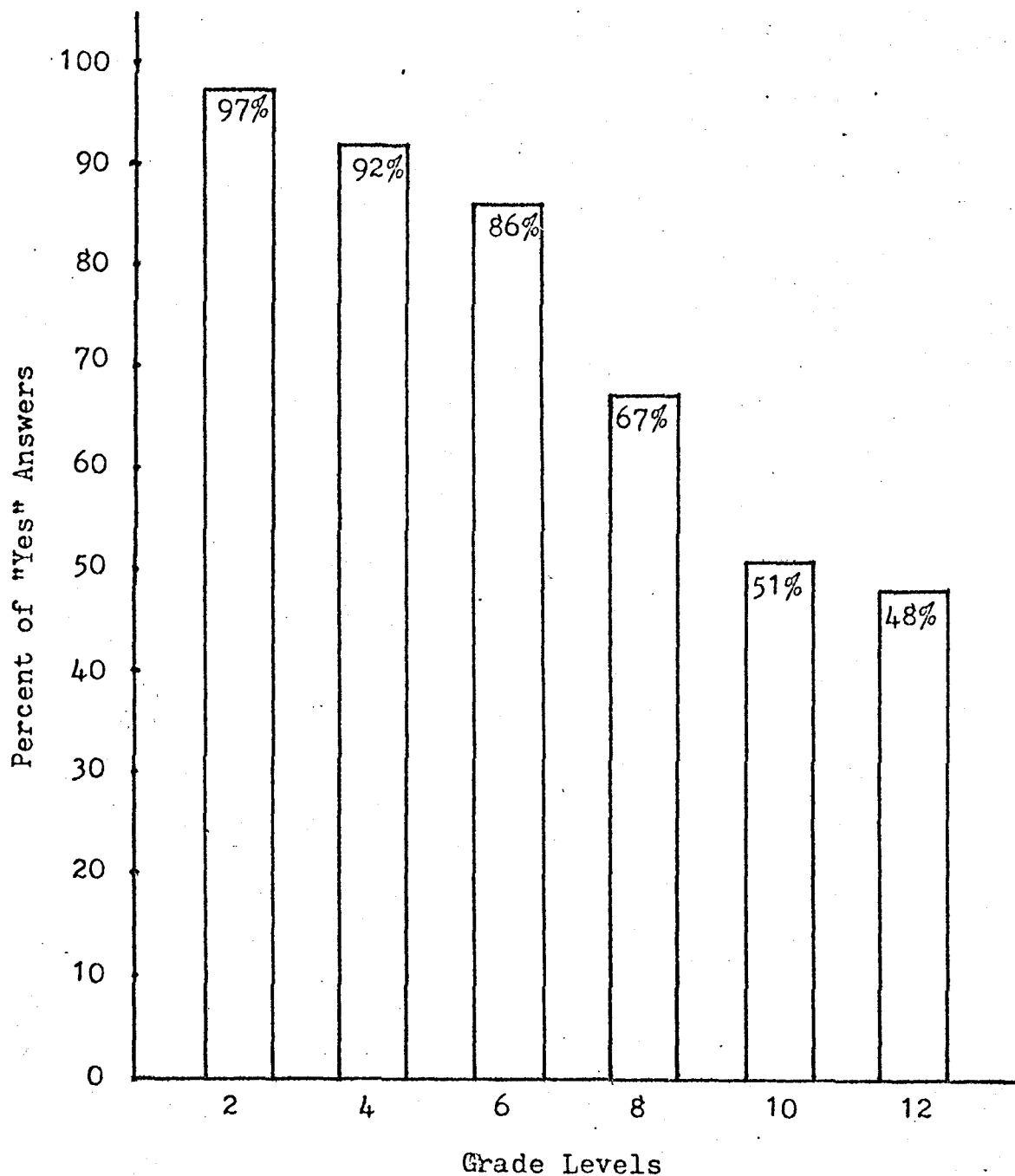
(Q-11--Does it seem to you that the police  
hit people for no good reason?)



Graph 12

Percent of Students Answering "Yes" to Question 12

(Q-12--Would you like to be a policeman or  
do police work?)



Graph 13

Percent of Students Answering "Yes" to Question 13

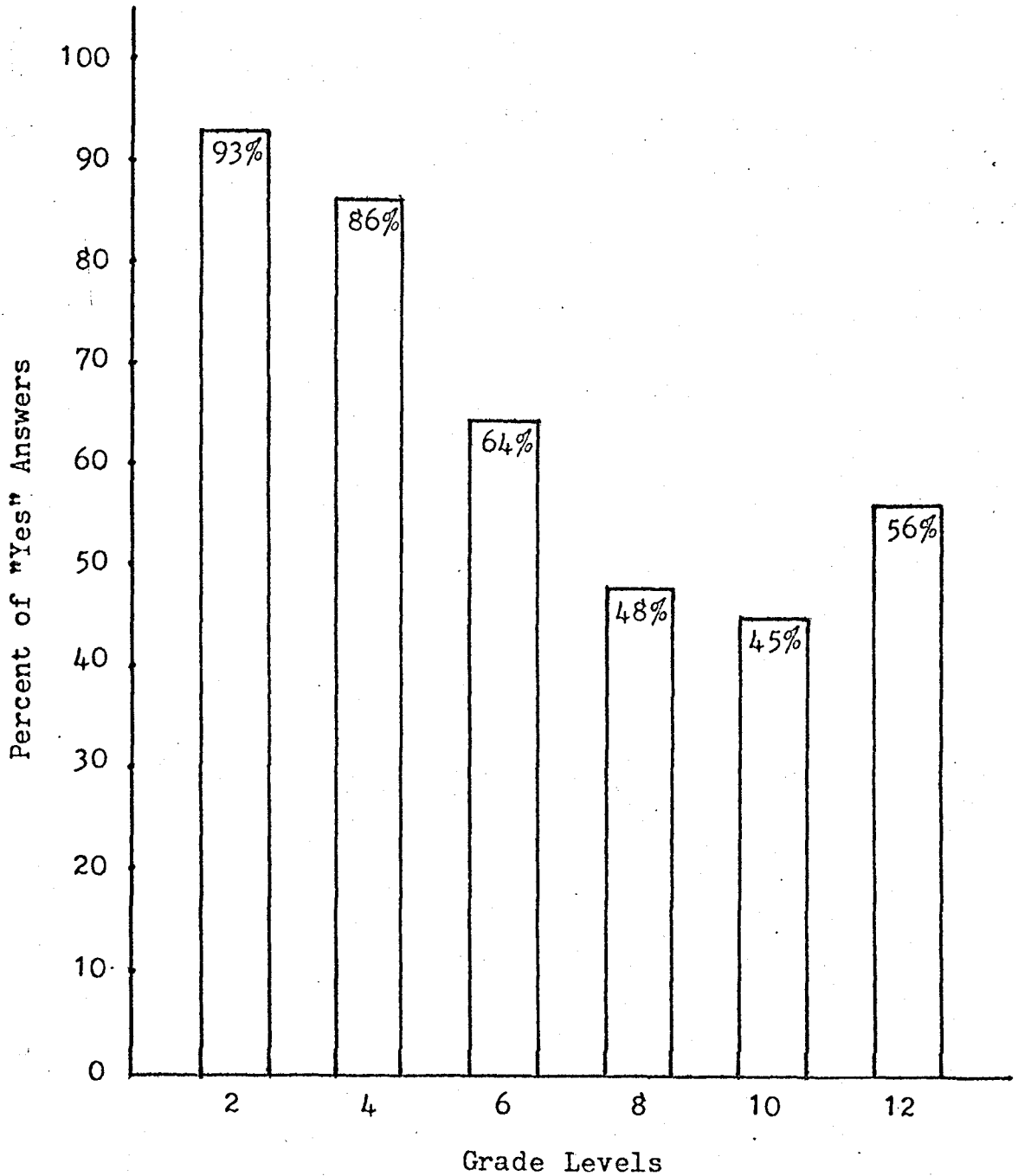
(Q-13--Do the police seem to be friends of  
people your age?)

college age would carry it even lower.

The replies to Question 14 ("Would you like to live next door to a policeman?") seemed somewhat contradictory with certain previous answers. If the police are no better than they have been pictured in some of the prior sets of answers, then why would so many students like to live next door to one of them? (Graph 14, Page 29). Are they aware of some advantages that they are unwilling to admit? Such a survey as this one did not answer these conjectures. It was interesting to note that seniors gave more "yes" answers to this question than did eighth or tenth graders.

The responses to Question 15 ("Do you believe that many policemen accept bribes?") were quite similar to those of Question 11, even to the drop in positive answers from the second grade to the fourth grade (Graph 15, Page 30). Since the word "bribes" had to be defined for many younger children, some of their responses may have been incorrect. In any event, about one fourth to one third of the older students felt that policemen were susceptible to bribery and did hit people for no good reason.

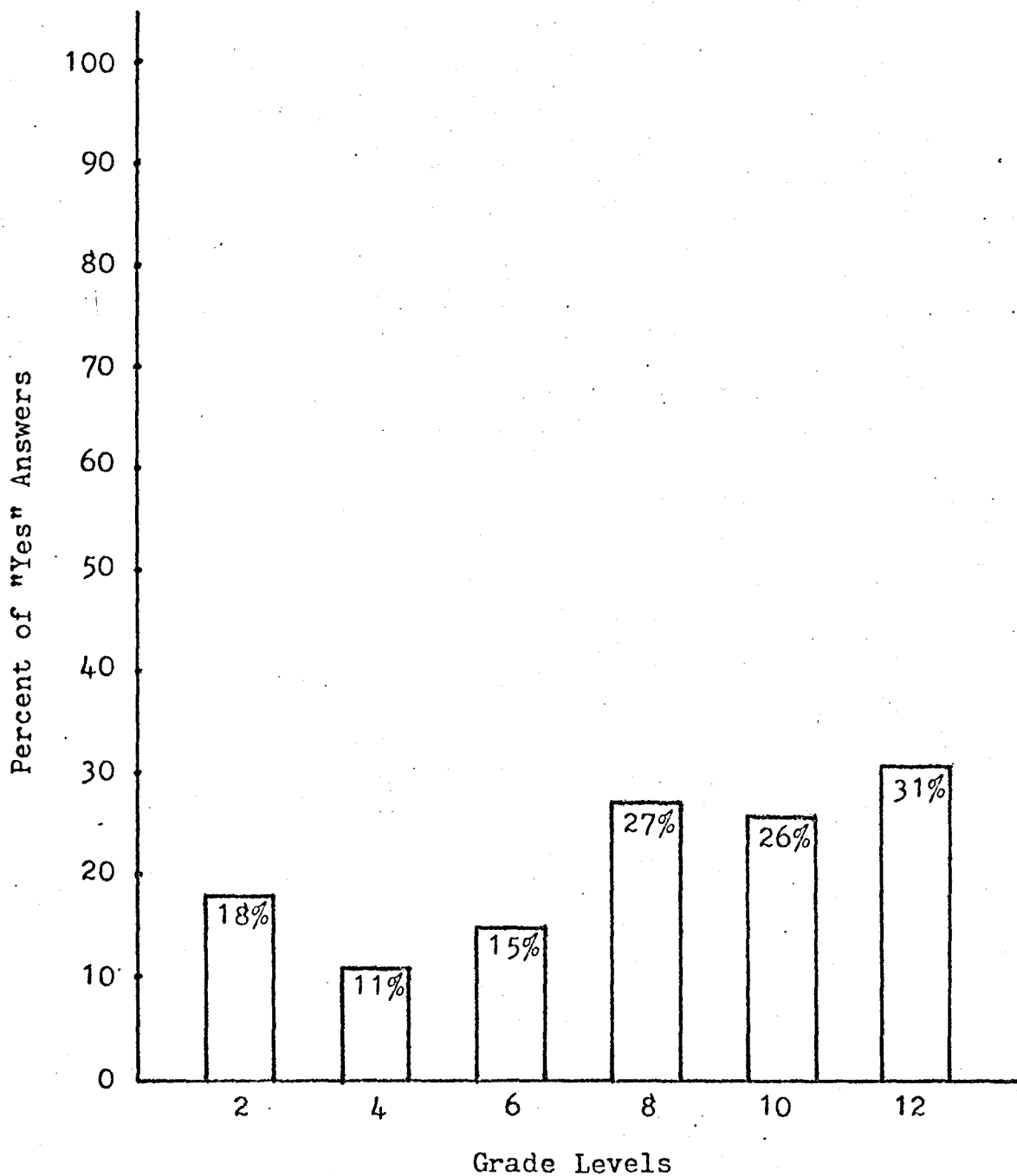
Question 16a ("Have you had any personal contact with the police?") provided a fairly uniform rate of "yes" answers in all grades except the fourth. It was assumed that lower grade contacts had been primarily with school guards, whereas upper grade contacts had been mostly with full-time investigative personnel, both uniformed and plain-clothed (Graph 16, Page 31). The important point,



Graph 14

Percent of Students Answering "Yes" to Question 14

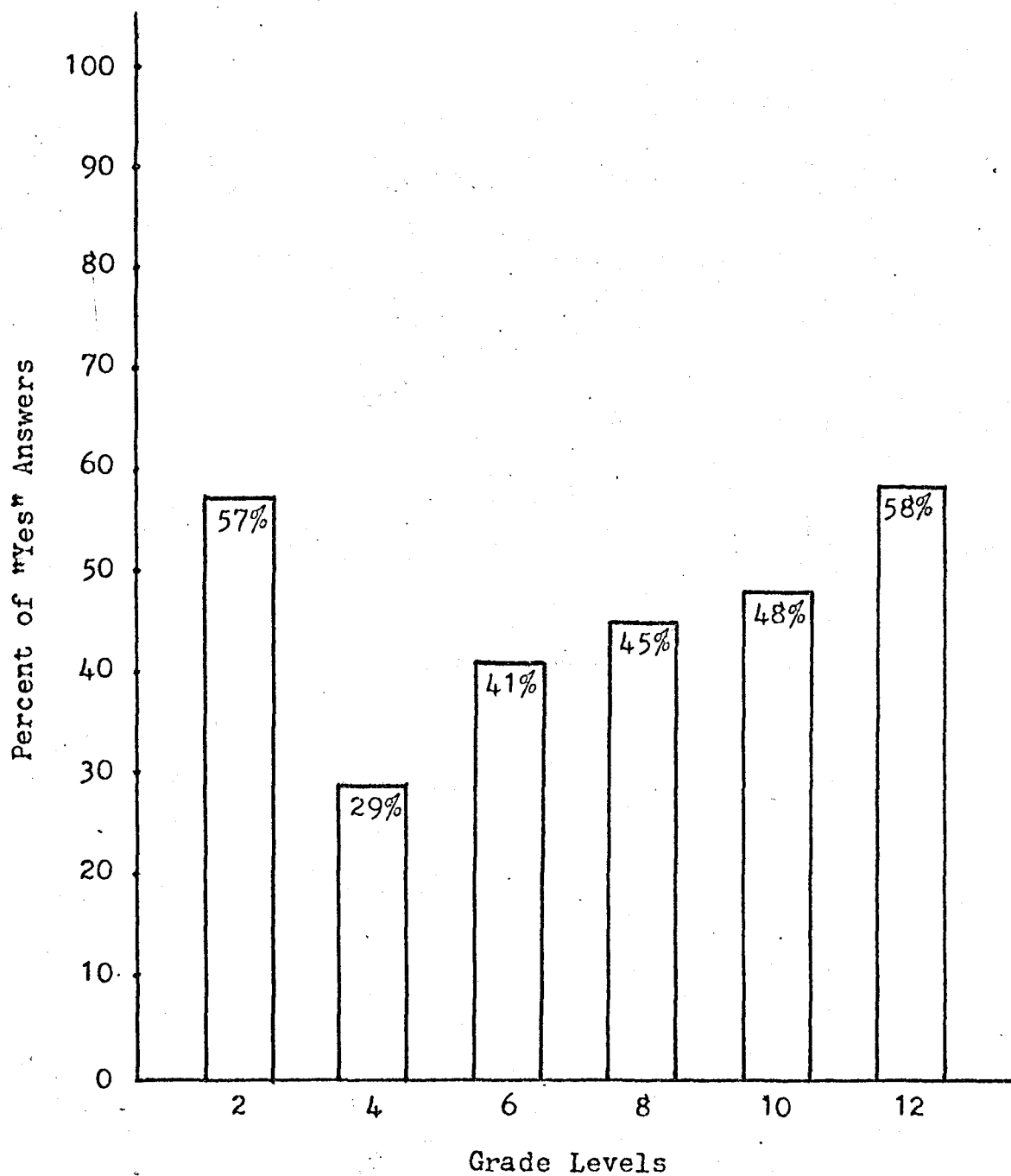
(Q-14--Would you like to live next door  
to a policeman?)



Graph 15

Percent of Students Answering "Yes" to Question 15

(Q-15--Do you believe that many policemen  
accept bribes?)



Graph 16

Percent of Students Answering "Yes" to Question 16a

(Q-16a--Have you had any personal contact  
with the police?)

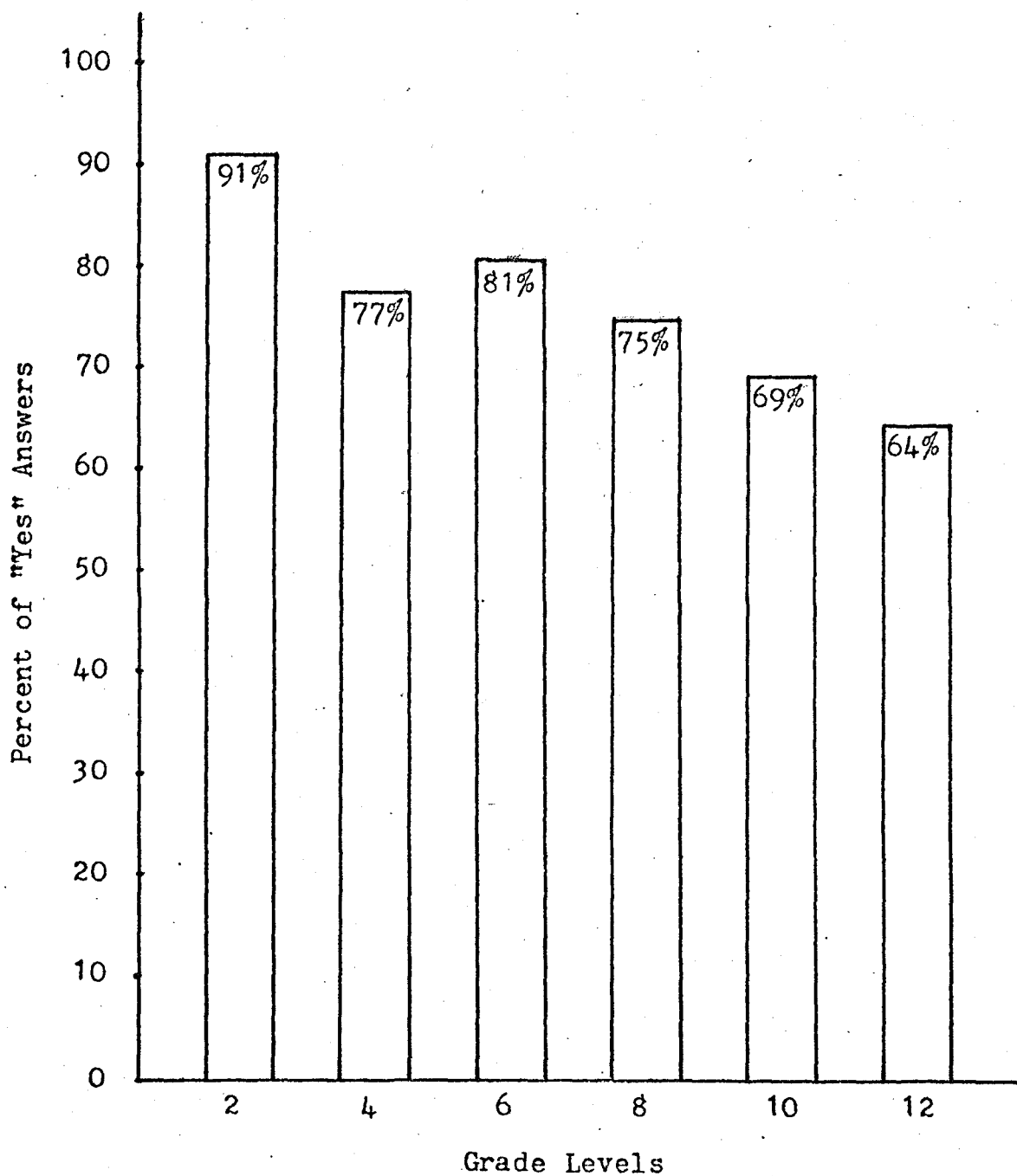


however, was that regardless of the nature of the contact, it became a little less pleasant as the student became older. Question 16b ("If you have, was it a good, or helpful, experience?") responses showed a descending rate at the older age levels, but not necessarily to an alarming degree (Graph 17, Page 33).

#### AN ANALYSIS OF THE DATA

Seventeen questions and seventeen hundred children later, what has been discovered that was not already known? Maybe not too much since little children (elementary school age) have always been more inclined to be cooperative, hero-worshippers, and the good-soldier type than have been their older brothers and sisters. Maybe not too much since older children (secondary school age) have always been more inclined towards free thinking, independence from parents, and peer group reliance than have their little kinfolk. Yet, the degree to which these changes have taken place has been startling and soul-searing in the case of answers to Questions 9, 10, 11, 13, 14, and 16b which indicated a sharp decline in the "image" of the police in the eyes of the older student. Encouraging, however, were the responses to Questions 2, 6, 8, 12, and 14 which indicated an upturn in the attitude of the senior boys and girls.

A question asked earlier (Page 4) inquired as to differences in responses by boys and by girls. These results were summarized in Table 1 on Page 34.



Graph 17

Percent of Students Answering "Yes" to Question 16b

(Q-16b--If you have, was it a good, or helpful, experience?)

Table 1  
Comparison of Boys' and Girls' Survey Responses

Question <sup>a</sup>	Percent Answering "Yes" <sup>b</sup>		Sex Showing Best Attitude		
	All Boys	All Girls	Boys	Girls	Degree
1	87	85	x		Slight
2	89	89			-----
3	93	96		x	Slight
4	90	91		x	Slight
5	85	85			-----
6	74	81		x	Large
7	83	82	x		Slight
8	83	87		x	Moderate
9	80	84		x	Moderate
10	43	40		x	Slight
11	20	20			-----
13	73	73			-----
14	61	68		x	Large
15	22	20		x	Slight
16b	71	82		x	Large

<sup>a</sup>Questions 12 and 16a omitted as they were not deemed applicable to this comparison.

<sup>b</sup>Percentages based on total number of answers obtained; that is, if "yes" answers equalled 85%, "no" answers equalled 15% (no consideration given in computations to blank answer spaces on survey forms).

The picture again was not too surprising. Girls rated higher than boys in their overall general respect for the police (nine categories out of fifteen). What might have been disturbing was the fact that girls did not out-distance boys more than shown here. What will tomorrow's mothers say to next week's school children about their attitudes and beliefs? A side issue might have been the extent to which girls influence boys' attitudes, but the answers were unavailable. A comparison of responses between senior boys and senior girls provided some conclusions in Table 2 on Page 36.

Clearly, senior girls (mothers-to-be, that is) were not able to show too much better rating than were the senior boys. The girls outranked them nine questions to five. If, however, Questions 8 and 9 were eliminated (they dealt with report of law breakers, and belief in honesty and truthfulness of police), the differences were rather small.

Numerically, boys have probably always been involved in more acts that invited arrest than have girls; however, attitudes expressed by girls in this survey have been only moderately superior to those of boys at the same age level.

Table 2

## Comparison of Senior Boys' and Girls' Survey Responses

Question <sup>a</sup>	Percent Answering "Yes" <sup>b</sup>		Sex Showing Best Attitude		
	Sr. Boys	Sr. Girls	Boys	Girls	Degree
1	82	76	x		Moderate
2	82	83		x	Slight
3	92	91	x		Slight
4	81	83		x	Slight
5	79	75	x		Moderate
6	76	79		x	Slight
7	75	73	x		Slight
8	72	82		x	Large
9	59	68		x	Large
10	66	62		x	Moderate
11	32	32			-----
13	45	51		x	Moderate
14	53	58		x	Moderate
15	29	32	x		Slight
16b	62	68		x	Moderate

<sup>a</sup>Questions 12 and 16a omitted as they were not deemed applicable to this comparison.

<sup>b</sup>Percentages based on total number of answers obtained; that is, if "yes" answers equalled 85%, "no" answers equalled 15% (no consideration given in computations to blank answer spaces on survey forms).

## Chapter 3

### PROPOSALS FOR SOLUTION OF THE PROBLEM

School boards across the country have sought for ways of improving rapport between their students and the police as a means of reducing vandalism, increasing respect for all authority, and improving the academic environment (youngsters in trouble with the law seldom concentrate on their studies). This section of the investigation included (a) programs in twelve school districts and (b) a suggested program for Chesterfield County.

#### PROGRAMS IN TWELVE SCHOOL DISTRICTS

As with most other educational activities, particularly with innovative ones, the types of programs involving the schools and the police have varied widely throughout the country, despite the reach for a common goal. No one section of the nation seemed to have been immune from the search for an adequate program. School districts whose operations have been analyzed included (a) Arlington County, Virginia; (b) Atlanta, Georgia; (c) Chicago, Illinois; (d) Edina, Minnesota; (e) Evanston, Illinois; (f) Flint, Michigan; (g) Honolulu, Hawaii; (h) Lansing, Michigan; (i) Minneapolis, Minnesota; (j) Quincy, Massachusetts; (k) Richmond, Virginia; and (l) Tucson, Arizona.

Arlington County, Virginia

The writer visited a junior high school in Arlington in February, 1970, while in attendance at a principal's convention in Washington, D. C. The school had as a full-time member of its staff a plain-clothes police representative known as a NYO (Neighborhood Youth Officer). In addition, one of the regular faculty members was a part-time employee of the probation department and worked with children in that particular school who were under probationary supervision. The presence of the police officer in the school was apparently a precautionary or preventive measure as it was not learned that any major disruptive acts had occurred or were expected to occur.

Atlanta, Georgia

In Atlanta, eight detectives with a knowledge of and interest in juvenile matters were selected to work in and with the schools whenever requested to by the school authorities. The police were not replacements for the school counselors, but worked cooperatively with them. Any disciplinary measures necessary were always exercised by the school, not by the police.<sup>6</sup>

Chicago, Illinois

"Officer Friendly" has been made a part of all

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<sup>6</sup>Donald W. Robinson, "Police in the Schools," Phi Delta Kappan, 48:279, February, 1967.

public and parochial elementary schools in Chicago. The policeman was presented as a combination big brother, teacher, and community helper, and visited each class at least three times a semester. He talked about groups rather than gangs, batons instead of billyclubs, and traffic lights not stoplights. This program has been partially financed by the Sears Roebuck Foundation. One teacher stated that simply getting to know the police and getting close to them has done the children more good than any social studies unit could have done.<sup>7</sup>

#### Edina, Minnesota

Authorities in Edina have refused to wait for a law to be broken before energizing the wheels of justice. They have organized a police-junior high liaison in which prevention is the key phrase and team is the key concept. Since it was felt that children's contacts with the police soared at the seventh grade level, a three-member team consisting of a psychologist, a nurse, and a full-time detective sergeant from the juvenile bureau was placed in each of the two junior highs. Behavior problems were brought to the team's attention by anyone in the community. The team conferred with the assistant principal who chaired the weekly meetings and with any remedial person or agency available for help. These activities have meant that the police department in

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<sup>7</sup>"How Schools Combat Vandalism," Nation's Schools, 81:60, April, 1968.



downtown Edina has dealt only with those youngsters involved in felonies and other major crimes; the less serious cases have been referred to the police-school liaison officer and his team. The emphasis in Edina has been on "not what we can do to them, but what can be done for them," and the reduction in juvenile crime statistics has indicated that a large degree of success has been attained.<sup>8</sup>

#### Evanston, Illinois

Evanston schoolmen decided that the best way to cure juvenile delinquency was to prevent it and that the best way to instill respect for police and the laws they enforced was to bring them into the classroom where they could be seen, talked about, and, hopefully, respected. To each junior high school was assigned a full-time officer whose job was to motivate, teach, and guide rather than to investigate, patrol, or conduct other police business. The officers visited each homeroom and lead discussions on five broad topics: laws affecting young people, responsibilities and rights of junior citizens, safety education, drug abuse, and the history and functions of the police. They have been called frequently to participate in regular class sessions during the year on such diverse topics as current events, American history, math, and health.<sup>9</sup>

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<sup>8</sup>Ibid., p. 58.

<sup>9</sup>"Student Respect for the Police Declines in Junior High," loc. cit.

### Flint, Michigan

A team approach has been the key to the apparent success of the Flint program of policeman-in-the-school which featured a regional counseling team. The team, which met weekly to review problem cases, included the principal, dean of students, dean of counseling, visiting teacher, nurse counselor, community school director, and police counselor. In Flint schools, the police counselor was a city policeman assigned full-time to a secondary school. He was uniformed and carried a gun, but was known to the students as a friend rather than as a punitive agent, yet he had the full authority of a police officer if necessary. Flint's school-police crime prevention program has emphasized the team approach, casework approach, and mental health approach.<sup>10</sup>

### Honolulu, Hawaii

In a Honolulu suburb, Kaewai, children with disciplinary problems have come in close personal contact with police officers through a special lunch program. Classes have taken turns playing host to policemen who had to eat somewhere, so they ate at the schools. The only rule was that nothing could be discussed pertaining to police duties or law. Regular class time with the police took care of those matters, but lunch was an informal time in which many

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<sup>10</sup>Robinson, op. cit., p. 280.

children were surprised to discover that policemen were human just like everyone else.<sup>11</sup>

### Lansing, Michigan

Lansing schoolmen have put less emphasis on presenting the policeman as a friend and more on teaching their junior high schoolers to accept the idea of authority without resentment. By learning about the operations of the law, administrators hoped that students would develop a positive attitude towards law enforcement. Lansing's program began with five full-time police officers including a policewoman from the Youth Division. Their four-week class sessions with students have done much to change youngsters' hostile suspicious attitude to one of defense of the police. Lansing also had a junior police cadet program that involved high school students in a program of educational and practical experience. The school board was considering a senior cadet program which would employ eighteen-year old high school graduates in a preliminary program of college work and nonpolice work with the department. They would be paid for three years and hired upon reaching the age of twenty-one.<sup>12</sup>

### Minneapolis, Minnesota

School authorities and the police department in Minneapolis expressed a desire not to become involved in the

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<sup>11</sup>"How Schools Combat Vandalism," op. cit., p. 60.

<sup>12</sup>Ibid.

duties of the other's realm; however, each recognized the responsibility for a team approach to behavior problems that would prevent or minimize youthful delinquency and crime. Cooperation was expected to increase communication among students, their families, schools, and other groups in the community.<sup>13</sup>

#### Quincy, Massachusetts

A summer learning center in Quincy worked with educationally disadvantaged children (ages six to thirteen) by using policemen as teacher aides. The principal objective has been improvement of juvenile social attitudes. Police have worked with children in the classroom, taken field trips with them, participated in recreational activities, and demonstrated the use of police cars. It was the belief of the school's faculty that the close personal contact with the police had created some desirable changes in pupils' attitudes.<sup>14</sup>

#### Richmond, Virginia

No police officers have been assigned regularly to any schools in Richmond, but the schools, the community, and the police have cooperated in a variety of activities for and with youngsters. Such programs included Safety Town (to teach children ages four to eight about pedestrian and

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<sup>13</sup>Robinson, loc. cit.

<sup>14</sup>Daniel Malvesta and Eugene L. Ronayne, "Cops in the Classroom," NEA Journal, 56:71, December, 1967.

traffic safety), bicycle safety and rodeo programs for the six to ten-year old group, safety programs in schools upon request, eat-ins in which uniformed patrolmen had lunch with children, and tours of police facilities and operations.<sup>15</sup>

### Tucson, Arizona

The Tucson approach, patterned after the Flint program (Page 41), featured a school resource officer (SRO) assigned to a junior high school and its elementary feeder schools. Early detection and prevention of problems among young people was the idea behind the program. Tucson was the one area that encountered the most opposition to its efforts. In an unsuccessful suit, the American Civil Liberties Union charged that the SRO project was an unconstitutional invasion of student privacy and an illegal extension of the authority of a school district.<sup>16</sup>

### A SUGGESTED PROGRAM FOR CHESTERFIELD COUNTY

The data that was collected and analyzed (Chapter 3) showed clearly that early grade children generally held the police in very high esteem. The maintenance or stewardship of this cooperative spirit becomes, therefore, an urgent necessity. A member of the Tucson, Arizona, School Board

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<sup>15</sup>Statements by personnel in the Community Relations Division of the Richmond Police Department, personal interview, June 22, 1970.

<sup>16</sup>Harmon G. Harrison and Nyla Crone, "Cops in Schools Spot Trouble in the Making," American School Board Journal, 156:21-23, December, 1968.

compared the SRO project in his schools to the Public Health Service's concentrated assault on tuberculosis through prompt detection and treatment. He stated that tuberculosis was a serious menace to the country's health forty years ago, but that a complete eradication was expected in the next decade. Juvenile crime was, he reasoned, as much a menace to the nation's health today as tuberculosis had been in the past.<sup>17</sup>

A suggested program for Chesterfield County would include the assignment of a specially trained and selected uniformed police officer to each junior high school (or intermediate school) and the elementary schools that feed into it. Each such officer would, therefore, be responsible for the police-school program in four to five schools containing three to four thousand children. His duties would include coordination of activities between the schools and other community agencies, and the promotion of activities within each school. The complete program as envisioned by the investigator is as follows by grade and age levels:

Grades K-3 (ages 5-9)

Safety Town program (to be centrally located in the county)

Bicycle safety demonstrations and lectures

"Officer Friendly" program in the schools

More contacts with school guards

Lunch with police officers

Playground activities with police officers

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<sup>17</sup>Ibid., p. 21.

Grade 4 (ages 9-10)

Bicycle rodeo

Expanded program for the safety patrol

Visitation of jail, fire alarm center, and K-9 corps

More contacts with school guards

Unit and essay on "How the Police Help Me"

Inspection of police cars

Lunch with police officers

Grade 5 (ages 10-11)

Bicycle rodeo

Art contest (showing how police are helpful)

Expanded program for the safety patrol

More contacts with school guards

Lunch with police officers

Grade 6 (ages 11-12)

Bicycle rodeo

Expanded program for the safety patrol

More contacts with school guards

Art contest (emphasizing police activities)

Lunch with police officers

Grade 7 (ages 12-14)

Visitation of police department, jail, fire alarm center,  
courts, and school board office

K-9 corps, karate, and gun show

Unit and essay on "How the Police Help Me"

Expanded program for safety council (an outgrowth of the  
elementary school safety patrol)

Grade 8 (ages 13-15)

Visitation of state highway patrol headquarters

Visitation of circuit court judges

Expanded program for safety council

Ride in police cars

Grade 9 (ages 14-17)

Essay contest on "The Need For and Purposes of the Police"

Visitation of Washington, D. C., to see:

Congressmen--who make the laws

Capitol--where laws are made

Supreme Court--where laws are interpreted

Federal Bureau of Investigation--where laws are enforced

Study and visitation of county courts

Expanded program for safety council

It is apparent from the activities listed that a man who performed adequately would be one completely dedicated to the objectives of his position, that is, the prevention of juvenile delinquency. He would have to be a person capable of organizing, supervising, and coordinating a multitude of activities, and fully empathic with children from ages five to seventeen.

The omission of Grades 10-12 was intentional only for the reason that this program should not be a crash program. It was felt that as a beginning project, more good could be accomplished at the lower grade levels. After a year or two of experiences in the lower grades, the program could be expanded to the high school.



## Chapter 4

### THE SUMMARY

The investigation was made on account of the interest of the writer in the relationships between youngsters and the police and his desire to see these relationships improved. The summary included (a) the description of the problem, (b) the research methodology, (c) the findings, and (d) the conclusions.

### THE DESCRIPTION OF THE PROBLEM

The problem was that of generally widespread and increasing juvenile crime. National figures as well as local statistics tended to support this conclusion. In addition, fearful attitudes on the part of many adults as to the country's future substantiated the rising crime statistics at both the juvenile and adult levels.

The problem in this investigation was to determine how youngsters felt about the police, how their feelings changed during their years from Grade 2 to Grade 12, and the differences between the attitudes of boys and girls.

### THE RESEARCH METHODOLOGY

A survey form was conceived based on one that had been used in the Evanston, Illinois, schools. It contained

seventeen questions that dealt with youngsters' reactions to the police in the performance of their duties and as individuals. The survey was conducted in Grades 2, 4, 6, 8, 10, and 12 in fourteen Chesterfield County schools. The number of participants was 1,691 and was about evenly divided between boys and girls and among the six grades. Administration of the questionnaire was handled by persons known by the investigator to be agreeable and/or sympathetic with the purposes of the survey.

### THE FINDINGS

The tabulated data indicated a fairly sharp decline in the image of the police among the upper grade children. Most lower grade children considered the police as nearly indispensable and above reproach; many older children did not feel that way. In a few cases, attitudes towards the police showed an improvement at the twelfth grade level (occasionally at the tenth grade, also). In a number of situations, the eighth grade level represented a low point in the policeman's reputation. Generally speaking, girls' attitudes towards the police were superior to those of boys, but not to any overwhelming degree.

### THE CONCLUSIONS

Other areas of the nation have recognized the existence of the rising problems of juvenile crimes and delinquency, and a study was made of twelve school districts

that had attempted some solution. The basic ingredient in all programs was some type of school-police liaison usually emphasizing a team approach. The response from the public has generally been good while the American Civil Liberties Union and some related groups have questioned the creation of a police state. On the basis of the apparent success of the cooperative ventures in the other twelve districts, a program was proposed for Grades K-9 in Chesterfield County. A series of activities was listed for each grade level that would be under the direction and supervision of a police officer assigned to a junior high or intermediate school and its three or four feeder schools.

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## APPENDIX

### INSTRUCTIONS FOR ADMINISTERING STUDENT SURVEY

Good morning (afternoon), boys and girls.

I need your help.

I have a rather short one-page questionnaire which will not take too much time and effort for you to complete.

It will require, however, some thought and a lot of honesty to answer the questions properly. When you see the questions, you will know why this is true.

Now all that you will need will be a pencil or pen. Does everybody have one? Fine.

Now take one copy of the questionnaire that will be passed out to you. You may look at it if you wish.

You should notice several facts about this questionnaire.

- 1 - the name--Survey of Student Attitudes and Beliefs Concerning All Police Officials.
- 2 - there is no place to sign your name.
- 3 - there is, however, a place to indicate your grade and sex. Will you write your grade level on the line at the bottom and check the correct spot for boy or girl.
- 4 - there are no right or wrong answers in this questionnaire. The answers will indicate, however, the way you honestly feel or what you really believe about certain situations, conditions, and people.
- 5 - the word "police" or "policeman" in this questionnaire is meant to include detectives, highway patrolmen, school guards, and all people, men or women, who do police work in any place that you might see them.

Are there any questions?

Be as honest and truthful as you can. If you have a question, raise your hand and I will come to you. When you finish, you may hand your paper to me. You may begin now.

SURVEY OF STUDENT ATTITUDES AND BELIEFS CONCERNING  
ALL POLICE OFFICIALS

	<u>Yes</u>	<u>No</u>
1 - Do you believe that the police help protect your property?	___	___
2 - Do you think that the police make your community a better place in which to live?	___	___
3 - Would you cooperate with the police in their work (give directions, answer questions, describe people, etc.)?	___	___
4 - Do you believe that the police really try to help people who are in trouble?	___	___
5 - Do you think that the police help make the highways safer?	___	___
6 - If you were in trouble, would you voluntarily go to the police for help?	___	___
7 - Do you believe that the police help prevent crime?	___	___
8 - Would you report law breakers to the police?	___	___
9 - Do you believe that policemen are honest and truthful?	___	___
10 - Do you think that the police often act like big shots?	___	___
11 - Does it seem to you that the police hit people for no good reason?	___	___
12 - Would you like to be a policeman or do police work?	___	___
13 - Do the police seem to be friends of people your age?	___	___
14 - Would you like to live next door to a policeman?	___	___
15 - Do you believe that many policemen accept bribes?	___	___
16 - (a) Have you had any personal contact with the police?	___	___
(b) If you have, was it a good, or helpful, experience?	___	___

Grade in school \_\_\_\_\_

Boy \_\_\_\_\_

Girl \_\_\_\_\_

Table 3  
Summary of Responses to Student Survey

Ques.	Percent Answering "Yes" by Grade Level <sup>a</sup>						
	Gr. 2	Gr. 4	Gr. 6	Gr. 8	Gr. 10	Gr. 12	Total
1	99	93	89	79	79	78	86
2	98	96	90	86	82	83	89
3	97	96	94	95	93	91	94
4	97	96	91	89	88	82	90
5	97	91	87	81	79	77	85
6	92	88	76	64	69	78	78
7	94	84	84	80	79	74	83
8	96	94	92	74	76	77	85
9	98	94	88	80	68	64	82
10	10	19	39	56	62	64	42
11	11	8	14	23	33	32	20
12	71	59	30	17	25	27	38
13	97	92	86	67	51	48	73
14	93	86	64	48	45	56	65
15	18	11	15	27	26	31	21
16a	57	29	41	45	48	58	46
16b	91	77	81	75	69	64	76

<sup>a</sup>Percentages based on total number of answers obtained; that is, if "yes" answers equalled 85%, "no" answers equalled 15% (no consideration given in computations to blank answer spaces on survey forms).

## VITA

Benjamin Franklin Lewis, Jr., son of Benjamin Franklin and Grace Hoffman Lewis, was born in Fountain, North Carolina, on July 10, 1923. He attended the public school in Fountain and graduated in April, 1939.

He entered North Carolina State College in the fall of 1939 and remained there until February, 1943, when he enlisted in the Army Air Forces. He was honorably separated in December, 1946, as a pilot with the rank of captain.

Prior to returning to college, he was employed by a bank and also did some bookkeeping and accounting work. He moved to Richmond, Virginia, in June, 1947.

In September, 1949, Mr. Lewis entered the University of Richmond. He graduated in June, 1951, with the degree of Bachelor of Science in Business Administration. During the next seven years, he worked for a stock brokerage firm and a life insurance company.

The call to teach was finally heard and answered in 1958 and came from Binford Junior High School in Richmond in the field of mathematics. He remained there until 1963 when he was appointed assistant principal of Thomas Dale High School in Chesterfield County. In 1964, Mr. Lewis became principal of the newly organized Chester Intermediate School and has just completed his sixth year in that position.