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FINAL REPORT

Development of Bachelor's degree  
Program in Law Enforcement  
at  
Richmond Professional Institute

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Richmond Professional Institute has completed the first-stage of the development of a four-year degree in Law Enforcement. Plans are being completed for the implementation of the new program in September 1967.

In the fall of 1964 Richmond Professional Institute began a two-year Associate Degree program in Law Enforcement. For several years many police officers and police organizations had approached the college with the idea of having a program.

Richmond Professional Institute was an ideal selection for this proposed program. Since its beginning in 1917 the college has attempted to offer an "applied" approach in its offerings. Professionally oriented courses have been offered at the request of various groups of students.

Upon the announcement of the new program in 1964 the Fraternal Order of Police, Associates offered 30 scholarships to officers of the Richmond Bureau of Police. These scholarships covered tuition costs and books.

An advisor was appointed for the initiation of the program. He was Mr. C. R. Hormachea who came to Richmond Professional Institute from North Carolina. Mr. Hormachea had taught at High Point College and had also served as an instructor in the High Point Police Academy.

Mr. James Stinchcomb, then Educational Consultant of the International Association of Chiefs of Police, visited the cam-

pus at Mr. Hornachea's request. He met with various members of the administration pointing out strong points and weaknesses in the program.

As a result of the above visit the curriculum was revised. The new curriculum dropped such courses as Penology, Treatment of Juvenile Delinquents and other related courses. The Police Administration course was extended to a full-year and a course in Criminal Investigation was added. The new curriculum better prepared the student and was organized to offer more police and related courses.

By the end of the first year of operation the program was growing rapidly. The first student was graduated at the 1965 commencement. He was Major P.P. Woodson of the Richmond Bureau of Police. Major Woodson had been attending the Evening College for a number of years.

During the second year of operation the program population doubled. Mr. Hornachea began to explore possibilities of developing a four-year degree program. Various police officials and educators were asked their opinion of such a program and the need for it. Everywhere it was felt that such a program was needed and that steps should be taken to develop one.

Several one day seminars were held at Richmond Professional Institute in conjunction with the Virginia State Crime Clinic. These programs covered various subjects and each was very well attended. The first was, "The Sociological Aspects of Narcotics and Alcoholism," the second "Confessions" featured Mr. Dwight Dalbey of the Federal Bureau of Investigation. In the

Spring of 1966 a third seminar, "Police Service--the Evolution of a Profession." featured Mr. Lewis Powell of the President's Crime Commission, Mr. Quinn Tamm of the International Association of Chiefs of Police, Mr. Norman Pomrenke of the University of North Carolina and Inspector Harold Barney of the Tampa Police Department. A fourth program on "Judicial Innovations" was held in September 1966 featuring Messrs. Dwight Dalbey and Jerome Daunt of the Federal Bureau of Investigation and Mr. George O'Conner of the International Association of Chiefs of Police. Average attendance at these programs was 390 persons. Law Enforcement personnel from Virginia, West Virginia, North Carolina, Maryland, and Washington, D.C. attended these programs. These seminars have begun a tradition in the Law Enforcement Community and are now being held in Norfolk, Virginia.

In the Spring 1966 it was learned that the Office of Law Enforcement Assistance was offering grants for the development of police education programs. Upon inquiry it was learned that four-year degree programs might be developed under this program. A first-stage grant was applied for and received in August 1966.

The grant was in the amount of \$13,638 for a ten month period beginning September 1 and continuing through June 30, 1967. Special provisions called for the development and approval of a suitable curriculum and a student survey to determine the potential number of students that might be expected in the new program.

Mrs. Lois Washer, Chairman of the School of Social Science,

was appointed as Project Director. She holds the Master of Social Work degree and has been a member of the Richmond Professional Institute faculty since 1941. She has been Chairman of the School of Social Science since 1961.

The Project Director was to represent the program at various committee meetings and to serve as liason between the program and the central administration. She was responsible for all major policy decisions.

Mr. C. R. Hormachea was appointed as Project Advisor. He was to have direct responsibility for the operation of the program. In addition to this responsibility he also served as advisor to the existing Associate Degree program.

A secretary was appointed on a one-half time basis. She was Miss Sarah Holzgreffe, a student at Richmond Professional Institute.

A news release telling of the grant and the plans to develop the new degree program was prepared and sent to the various news media. The Advisor was interviewed on a local television news broadcast to tell about the program. Several news stories had been published earlier telling about the existing program and about the application for a grant from OLEA.

## POLICE SUPPORT

One of the general provisions of the OLEA guidelines was to establish police support for the program.

Beginning in 1964 with the inception of the Associate Degree program the Advisor began to develop a close relationship with the police. Mr. Hormachea joined the Virginia Crime Clinic and attended a number of police functions. A great deal of time was spent listening to police opinions regarding the educational program and then explaining how the program worked and what returns could be expected. A face to face relationship was established with as many officers as possible, many of whom had no intention of becoming students.

Considerable time was spent meeting with training officers and learning about the area policies. Whenever possible the Advisor lectured to the recruit classes.

In November 1965 Mr. Hormachea was invited to deliver the commencement address to the graduating recruit class. He spoke on the need for the elevation of the police image.

The one day seminars mentioned earlier that were held at Richmond Professional Institute were part of a program to establish strong lines of communication with the police. As a result of these meetings the Advisor finds that he is well-known throughout the state by officers.

Mr. Hormachea worked very closely with the officers of the Fraternal Order of Police and state legislators in encouraging support for the Virginia Police Education Bill.

An advisory committee of various chiefs of police including the Superintendent of State Police was formed at the suggestion of Mr. Stinchcomb. The committee also included Mr. Edward E. Lane of the House of Delegates as one of its members.

Awards and honors have been bestowed on various police officials for their outstanding service to the College. Among those honored were Majors P.P. Woodson and Frank S. Duling of the Richmond Bureau of Police, Mr. Leslie Kittredge, state president of the Fraternal Order of Police, Associates and Manager of Burns Detective Agency, and Capt. W. A. Seawell of the State Capitol Police.

As a matter of policy the Advisor discusses most suggested changes in the program with members of the Advisory Committee and other police executives. Every effort has been made to make the police an integral part of the program.

In addition to local and state police Mr. Hormachea has sought to establish communication with the various federal law enforcement agencies. These agencies have been highly cooperative in assisting in the presentation of the various seminars and in helping to promote the program, in general.

Mr. Hormachea has served as a consultant to the Richmond Bureau of Police on community relations. He has also served on police promotion boards.

Police cooperation and assistance has been excellent. During the past year the Advisor has tried to develop a strong state image of the program. An Associate Degree program is built on a local basis but the four-year program must be developed with a strong state-wide image.

In March 1967 Mr. Hormachea was presented an Honor Roll certificate for Service to Law Enforcement by Col. J. M. Wright, Richmond Chief of Police.



## ACADEMIC ACTIVITIES

During the grant period the Advisor took a reduced teaching load in order to develop the new program. Two courses (six semester hours) were taught by the Advisor each semester. A normal load at Richmond Professional Institute is 15 semester hours. The courses taught were in Law Enforcement and Sociology. Those courses in Sociology were directly related to the Law Enforcement Program.

During the first semester the Advisor taught the Introduction to Law Enforcement in the Evening College and the Survey of Sociology was taught in the Richmond Police Academy. The class in the academy is part of the cooperative program set up by the Law Enforcement Program and Richmond Professional Institute. A course in the Survey of Sociology or Social Problems is offered in each recruit school of the Richmond Police Academy.

The Richmond Police Academy is of thirteen weeks duration. Originally it had been twelve weeks but the extra week was added in order to include the above course.

Over fifty hours of instruction is included in the course taught in the academy. This course carries full college credit and is applicable to the Law Enforcement Program. Tuition is paid by the individual officers attending the class. Officers in other divisions of the Bureau of Police are eligible to take this course. The textbook used in this course is the same as is used on the campus at Richmond Professional Institute.

During the second semester a course in Criminology was taught in the Evening College by the Advisor. In addition "Social Problems" was taught in the Police Academy.

During the year Mr. Hormachea participated in registration for the Fall and Spring semesters. He counseled students who are majoring in Law Enforcement and assisted generally in the registration.

Mr. Hormachea served as an elected member of the Faculty Central Committee. This is a form of faculty senate at the college.

In September 1966 the President of Richmond Professional Institute announced his retirement. The Board of Visitors of the College asked that the Faculty Committee assist them in their deliberations to select a new president. Mr. Hormachea was named Chairman of the Faculty-Administration Liason Committee.

The Committee interviewed several applicants and met with the Board of Visitors. The new president was selected in February.

Mr. Hormachea participated in other general faculty activities.

## CURRICULUM DEVELOPMENT

Early in 1966 when the four-year program was first considered Mr. Hormachea designed a sample curriculum. This curriculum was heavily weighted in the sciences. The proposed program called for a full year of Biology, a full year of Chemistry, and a full year of Algebra.

The above program was given tentative approval by the College Curriculum Committee. This curriculum was submitted to OLEA with the grant application. Problems encountered with this curriculum will be discussed later in this section.

Upon receipt of the OLEA grant the Advisor requested catalogs and other publications from colleges and universities offering the bachelor's degree. All of these publications were studied in order to determine a program which would be most suitable.

Mr. James Stinchcomb of the International Association of Chiefs of Police visited the campus and the Advisor discussed various ideas concerning the curriculum with him. Mr. Stinchcomb pointed out that the proposed curriculum was so different from the Associate program that the student would lose a number of credits transferring from one to another.

Up to this point the curriculum had been highly idealistic. It was still weighted in favor of the sciences. While this appeared to be the best approach to a strong degree program, it would seem that it was too highly academic and might discourage many students from even applying for admission.

Mr. Stinchcomb suggested that the curriculum be revised to fit the Associate Degree program better. A study was then

made of basic general education requirements and it was felt that with one or two exceptions the program could be built on the same framework as the degree program in Sociology.

Following the above suggestion it was decided to make the Associate Degree program fully transferable to the proposed program. The heavy science and math requirements were reduced and replaced with social science courses. It is felt that this by no means weakened the program but rather made it stronger. Although some might feel that it was a watered down version, it really was a more practical approach to a sound curriculum.

Dean Robert Sheehan of Northeastern University and Mr. Norman Pomrenke of the Institute of Government of the University of North Carolina visited the campus as consultants to the program. Both had been asked to develop ideas of a sound curriculum. They were sent copies of the proposed curriculum and catalogs.

During their visit the pros and cons of the above approach were discussed. Mr. Pomrenke had designed a model curriculum that was submitted for consideration. Dean Sheehan also submitted his ideas.

Using a base of full transferability of the Associate Degree program as a base and adding those general education courses necessary a curriculum emerged. The new curriculum offered several alternatives to the student, he could transfer from the associate program easily and in the first three years transfer, with ease to or from a program in Sociology. It was felt that this might encourage some students to transfer into the program.

The two consultants visited for one and one-half days. A portion of their visit was spent in talking to members of the administration about the program and its potential.

The proposed curriculum which was to become the final curriculum is heavily weighted in the Social Sciences. This was done because of the relationship of Law Enforcement to this field. The program requires 127 semester hours for graduation.

The curriculum is based on a major of thirty-six semester hours in Law Enforcement. Thirty hours are required and the other six are electives in the field of Law Enforcement. At this time the total offerings in Law Enforcement are thirty-six semester hours. However, new courses will be added as deemed necessary to give the student a broader range and more choice in subject matter.

Supporting the above major, eighteen semester hours in Sociology will be required of the student. This group will include, in addition to the introductory course, Social Problems, Introduction to Juvenile Delinquency, Social Control, Criminology and Penology, and Minority Groups. Each of the preceding courses are felt to be necessary to give the student a well rounded understanding of the problems confronting law enforcement today.

At the suggestion of Mr. Pomrenke a course in Supervision and Human Relations was added to the curriculum. The course was considered as a necessary follow-up to Police Administration. At this time the course taught in the School of Distribution will be used.

The course in Business Writing was included at the request of several police executives. These officials have pointed out

on several occasions that the officers in their command have difficulty writing business letters. This is not intended to be a course in basic report writing.

Constitutional Law was included to give the student a better understanding of the Constitution and how it functions. It is hoped that this course will give the student some insight into understanding various court decisions which affect Law Enforcement.

Only nine semester hours are allowed for free electives. To some curriculum designers this might seem like too few free hours for the student; however, it is felt that the student should have such a highly specialized course spelled out in order to give him the best possible orientation into the law enforcement profession.

The so-called "how-to-do-it" courses have been avoided purposely. It was felt that such courses do not have a place in the academic structure. Earlier courses in firearms and self-defense were considered in lieu of the Physical Education requirement. After much deliberation with the aforementioned consultant and other interested parties it was decided that the student should not be bogged down with mechanics and training of the above type as well as the "how-to-do-it" subjects which are considered the prerogative of the police academies.

Very few problems were encountered in the development of the curriculum. By far one of the biggest problems was the fact that there is no set standards for such a program.

## COMMUNITY COLLEGES

Presently there are four Law Enforcement Programs operating in Virginia. These are located at Old Dominion College, Northern Virginia Community College, Virginia Western Community College, and Richmond Professional Institute.

Throughout the term of the project the Advisor has sought to establish a close liason with Old Dominion College and the Community Colleges. Efforts were made to establish a uniform curriculum.

The Advisor met with Dr. Fred Wellman, Associate Director for the Virginia Community College System. The matter discussed was coordination of the community college programs in order that they might be fully transferable into the proposed four-yaer program. Dr. Wellman was enthusiastic over such a possibility and felt that it would do much to enhance the community college programs.

The Advisor visited the campus of Northern Virginia Community College at Bailey's Crossroads. This was the first Police Science Program established in the Community College system. Mr. James Walpole, Dean of Students, was serving as acting head of the department.

During the visit the Advisor met with Mr. Walpole and members of the faculty. A study of the curriculum found it to be highly technical in nature. It was suggested that it lacked the necessary academic framework for a transfer program. A further suggestion was to reduce the number of police science courses and add some general education courses. One of the

reasons for such a proliferation of police courses is the educational philosophy of the Community Colleges, which is to prepare students to enter their chosen field upon completion of the course.

Dr. Wellman was advised that the program in the Community College needed revision in order to facilitate transfer to a four-year program. Mr. Stinchcomb, also met with Dr. Wellman on two of his visits to Richmond.

The outcome of the above meetings was the suggestion that a state coordinator should be appointed to bring together all police science programs in the state. This person should serve as a consultant to the Community Colleges while maintaining close contact with the existing four-year program.

Another suggestion advanced was the appointment of an Advisory Committee of police officials and other selected persons. Dr. Wellman asked Mr. Hormachea to submit a list of nominees for such a committee. Mr. Hormachea was also asked to serve on the committee as a representative of the bachelor's degree program.

In December, Mr. Richard Hubbard, Assistant Director of Personnel for the City of Roanoke, contacted the Advisor to discuss the possibility of offering courses in Law Enforcement in the Roanoke Police Academy as a part of the in-service training curriculum.

Mr. Hubbard told how city officials in Roanoke had watched the program at Richmond Professional Institute with a great deal of interest. They were especially interested in the program as it related to the Richmond Bureau of Police.



Mr. Hormachea outlined two courses which he felt would serve the needs of the academy. The city officials requested that Mr. Hormachea serve as the instructor for these courses; however, this arrangement was not feasible.

The Advisor approached the Community College system and discussed with them the possibility of setting up a Police Science Program at Virginia Western Community College at Roanoke. The request of the City of Roanoke was also presented to Dr. Wellman.

As a result of the above proposal Mr. Hormachea met with the various deans from the college. At the meeting he outlined a suggested curriculum and further assisted in establishing the program. The Police Science Program at Virginia Western Community College became operational in the Spring quarter 1967.

The Advisor has worked very close with Mr. Lander Hamilton, the head of the Police Science Department at Northern Virginia Community College. Every effort is being made to reach an agreement on the transferability of various courses. Mr. Hamilton has advised that he is counseling those students who wish to continue beyond the associate degree level to take more general education courses in order to facilitate transfer credit.

Much attention was devoted to the Community College system during the project. The Advisor felt that this was very necessary because of the number of students who might want to continue after graduation from such a program.

## RECRUITMENT OF STUDENTS

Recruitment of students for such a program presents rather unique problems. Very often these problems are compounded by the fact that high school administrators themselves are not aware of the new programs. Some administrators mistake the program for active police service.

In order to overcome some of the above problems as well as to get word of the new program out the Advisor prepared a letter and a packet of information about the new program which was mailed to every high school counselor in Virginia. Many counselors wrote back commending the program and offering names of students who had expressed interest in attending the college and pursuing the new course.

The Advisor planned to visit a number of high schools around the state. These schools were to be located in all major areas of the state. A second mailing was prepared to notify the counselors that the Advisor would be visiting their school. The Advisor planned to visit forty schools. Originally the Advisor had planned to visit a much larger number of schools; however, due to difficulties in securing approval for the new program the visits were delayed.

The visits were accomplished during the last week in April and the first two weeks in May. The Advisor prepared for each counselor visited an additional packet of information which included the International Association of Chiefs of Police Directory of Police Science Programs.

During the visits the Advisor met with approximately 150 students who had expressed interest in the program. Many students were unfamiliar with the program as well as the aims of police education. At one high school Mr. Hormachea spoke to the entire senior class on law enforcement and showed the movie "Every Hour, Every Day."

In addition to the above visitations the Advisor participated in Career Day at West Point High School. About sixty students attended the section on law enforcement.

Invitations to attend career days and college days at various high schools in the Fall have already been received.

Thirty-nine high schools were visited by the Advisor.

## MISCELLANEOUS ACTIVITIES

During the grant period the Advisor participated in many activities not mentioned elsewhere in the report. These activities are varied and have served to promote the program.

The Advisor was called to testify at an executive session of the Governor's Commission on Crime and Prevention. Mr. Hormachea called for minimum standards and improvement of the police image. These remarks can be found in the appendix.

Later the Commission called the Advisor to appear at its public hearing in Richmond. Due to a previous commitment Mr. Hormachea prepared a paper for the Commission. A copy of these remarks are also to be found in the appendix.

Mr. Hormachea was recalled a third time to appear at an executive session of the Commission to discuss the possibility of establishing a Virginia Bureau of Investigation.

Copies of the testimony may be found in the appendix except for the testimony which was not a prepared text. Mr. Hormachea advocated such an organization as a means of developing a more professional police service in the state. It was pointed out that in such an organization many of the recommendations of the President's Commission on Law Enforcement and the Administration of Justice on police could be initiated.

The Advisor has worked closely with members of the General Assembly who plan to introduce legislation concerning law enforcement. He has served as a research consultant compiling statistics and ~~other information necessary~~. A survey was made of all states relative to a State Bureau of Investigation.

Another study was made of states having standards legislation. As a result of the latter a proposal has been sent to the Governor to appoint an interim commission to establish minimum standards for training and education.

The Advisor has maintained a good relationship with the various news media. When the college received the OLEA grant a press release was issued and the Advisor was interviewed on radio and television.

Since then the Advisor has produced four television programs on police and their problems for a commercial television station. Each program focused on a different aspect of the profession. The first covered Police-Community Relations. "Operation Crime Stop" was the next about the citizens role in Crime Prevention. A third program on "Narcotics and Dangerous Drugs--Escape to Nowhere" has been filmed and will appear in July. "Crime in Virginia" was the fourth in which the panel was concerned with the rising crime rate.

Plans are underway for several more presentations. Among these will be a show telling about the new degree program in Law Enforcement at Richmond Professional Institute. This has been delayed until the new faculty member assumes his duties. In all Mr. Hormachea has been asked to produce five more shows by the end of the year.

Mr. Hormachea appeared in two of the above programs, "Operation Crime Stop" and "Narcotics and Dangerous Drugs". In addition he produced and appeared in a series of five one-minute spots showing women how to handle would-be attackers. He

also appeared on a program on educational television concerning the police and crime.

The Advisor feels that the above helps to promote the overall image of the educational program. At the same time it helps to bring some identity to the academic community and its relations with the police.

It would be well for persons involved in such programs to seek a form of cooperative arrangement with a local television channel. Such a move brings to the public the realization that the program does exist and that it is not just a training academy.

When ever possible the head of the police program should try to work closely with all members of the news media. However, a final recommendation would be to avoid overexposure.

Two papers written by Mr. Hormachea were published in the Virginia Police Journal. The first was "Law Enforcement and the Concept of Professionalization." The second article was his earlier remarks to the Governor's Commission on Crime under the title of "The New Professionalism." He is presently preparing an article on the Virginia Education Bill and its success.

## PHYSICAL FACILITIES

The Law Enforcement Program since its inception has been a part of the Department of Sociology. In 1964 the department was housed in the Mosque, a building rented from the City of Richmond. This building has been ideal for the program since the Richmond Police Academy is also housed in the same building.

As part of the Grantee Contribution the college made available office space in the building. A two room office suite was assigned to the Advisor. Furniture for the office was also supplied by the college as a grantee contribution. In addition to furniture the college supplied a typewriter and air conditioner.

The only problem encountered with the facilities occurred early in the project during a general remodeling of the campus that delayed the Advisor and his staff from moving into the new offices.

## PROBLEMS

Generally speaking this project has not encountered any insurmountable problems. In any discussion of problems it must be remembered that this is a growing institution and like any such establishment is experiencing "growing pains".

The major problem seemed to be a breakdown in communication between the administration and the project. Due to a number of circumstances the curriculum did not get to the Education Committee of the Board of Visitors until April. It had been approved early in January by the Curriculum Committee. It took sixty days for the program, now approved by the Education Committee to reach the full Board of Visitors. Presently the program is in the hands of the State Council of Higher Education awaiting final approval.

Communication with the central administration slowed down some of the program operations because of the delay in getting decisions. The Project Director and the Advisor both feel that this breakdown has been due to the rapid growth of the institution and the retirement of the President this June with a resulting reluctance to commit the incoming President to new programs.

The only other major problem has been securing faculty for the new program. The Advisor has met with Mr. Stinchcomb who is in contact with many persons who are seeking positions in the field. In addition Mr. Hormachea has contacted other police professors in an effort to contact prospective faculty.



Negotiations have been carried on with several persons; however, it would seem that the salary offered is not enough to attract the capable person that is being sought. Every person with whom there has been negotiations has taken positions at salaries several thousand dollars higher than were offered by Richmond Professional Institute.

Although senior institutions usually require a minimum of a master's degree it would seem that Richmond Professional Institute might have to appoint a person who has less academic credentials in order to obtain the type of person needed to assist the Advisor.

## PROJECTIONS

The growth of law enforcement education in Virginia has been phenomenal. This is evidenced not only by the number of programs being developed but by the growth of the program at Richmond Professional Institute.

As stated earlier thirty-five students are expected to enter the four-year program on a full-time basis. In addition to this group there will be approximately 140 students enrolled part-time in the associate degree program. Some of the former group will be police officers on leaves of absence from their departments. The students in the associate program will be mostly in-service officers.

If the program continues to develop at this rapid pace a graduate program will be developed within a five-year period. This growth and expansion is expected to accelerate as the college moves to University status which is expected in the near future.

The Law Enforcement Program at Richmond Professional Institute has been a pioneer. The college had the first associate program and now has the first bachelor's degree program in the state. It is hoped that the pioneering efforts will continue to advance police service.

## RECOMMENDATIONS

A responsibility of the grantee is to make recommendations for others to follow in setting up police programs.

Recommendations tend to be idealistic. However, at Richmond Professional Institute many were found to be quite practical. These recommendations should be viewed as general and serve as guidelines to administrators.

For convenience of the reader these recommendations are grouped under general headings.

### Faculty

- a. Qualifications for faculty of a four-year program should be flexible. The ideal academic qualification is the master's degree; however, consideration should be given to persons who hold the bachelor's degree and have a strong law enforcement background.
- b. Because of the lack of persons who hold the doctorate in the field the master's degree should be considered as the terminal degree.
- c. In seeking faculty, deans should not eliminate candidates because they lack police experience. Many sociologists and other social scientists are able to set up successful programs. These persons serve as a balance, and tend to develop more academic programs.

### Relations with the College

- a. The program is an academic discipline and must be recognised as one. President and deans should make this fact clear when speaking to academicians about the program.

- b. It is essential that the director be able to communicate directly with the administration. Often a breakdown in the communication leads to a slow down in the program.
- c. The director must be a part of the academic community. Participation in general faculty affairs builds up good relationships.

Miscellaneous

- a. Publicity is very necessary to the life of a new program. The director should work with the news bureau of the college and arrange publicity for the program.
- b. The director must work closely with other colleges in the area as the program develops, especially those offering Police Science majors.
- d. The director should maintain contact with other colleges and police professors throughout the nation. This has proven to be a real asset in the Richmond Professional Institute program.

CONCLUSION

In spite of some delays and other minor difficulties it is felt that the project at Richmond Professional Institute has been very successful. All is in order to initiate the full bachelor's degree program in the Fall 1967. Application has been made to CLEA for a "second stage" grant.

PROPOSAL

The Establishment of a Bachelor's Degree  
Program in Law Enforcement  
at  
Richmond Professional Institute

Richmond Professional Institute  
School of Social Science  
Department of Sociology & Social Welfare

In September 1964 Richmond Professional Institute established an Associate Degree program in Law Enforcement. Such action was in answer to the demands of local law enforcement officials and interested citizens. The program has been well supported by the local community and has met with great success.

Until the establishment of the associate degree program there was no program in police higher education available in Virginia or nearby states. A few officers attended the Evening College at Richmond Professional Institute and worked on degrees in Sociology and other fields. Some inservice police even attended a local business college to secure a "degree" in law. However, attendance by police personnel in any of these programs was minimal.

Response to the new associate degree program at Richmond Professional Institute was excellent. Interest was increased by the offer of scholarships from the Fraternal Order of Police, Associates and other civic groups. The first degree was awarded in June 1965. There will be seven degrees conferred in 1967.

The General Assembly of 1966 appropriated funds to reimburse police officers who enrolled in such a program. Presently there is before the Congress of the United States a bill (HR 188) to provide such assistance and more on a national scale.

In August 1966 the Office of Law Enforcement Assistance of the United States Department of Justice funded twelve colleges

and universities to develop programs in Law Enforcement. Most of these grants were for the development of two-year programs; however, Richmond Professional Institute along with five other institutions (Eastern Kentucky State, Indiana University of Pennsylvania, Boise College, University of Mississippi, and University of Oklahoma) received these funds to establish four-year programs. Richmond Professional Institute has been recommended for the "second stage" or operational grant (\$25,000) to implement the program should the curriculum be approved by the college authorities.

The attached curriculum is the result of meetings with consultants in the police education field. Those participating were Mr. Jim Stinchcomb of the International Association of Chiefs of Police, Mr. Robert Sheean, Dean of the College of Criminal Justice of Northeastern University, and Mr. Norman Pomrenke, Assistant Director of the Institute of Government of the University of North Carolina. The Office of Law Enforcement Assistance has reviewed the proposed curriculum and feels that it is sound.

Presently there are twenty-five colleges and universities which offer the bachelor's degree in the field of Law Enforcement. There are no fully operational programs on the eastern seaboard between City College of New York and Florida State University.



A. It is proposed that a program in the field of Law Enforcement be established within the School of Social Science. This program shall lead to the degree of Bachelor of Science with a major concentration in Law Enforcement. It is proposed that this program be initiated in September 1967.

B. Throughout the Commonwealth and the nation there is a growing concern about the mounting crime rate. Much emphasis is being placed on finding out more about this phenomenon and what can be done to stop the ever increasing rise. The recent report of the President's Commission on Crime has strongly endorsed the concept of better educated police officers and administrators. It is imperative that the police officer at least have a level of education that would have the citizen look up rather than down at him as at an inferior. A program such as is proposed will eventually lead to the adoption of minimum standards for police that will be of benefit to all citizens. It is hoped that this program will prepare young men and women for careers in the field of law enforcement on the local, state and federal level. Further the program will serve to better equip those men and women already in the field to do a better job. Paramount is the development of a more professional concept of the field of law enforcement and its acceptance as such by the general public. It should be stressed that such a program in no way attempts to take the place of a police academy where basic police subjects are taught, but is rather to be considered an academic program. There is a pressing need for young men and women to enter the police field on all levels. Police service, especially on the local level has until recently been unable to attract and keep college trained personnel, however, it is felt that with the advent of higher stan-

dards and the recommendations of the Crime Commission and the proposed legislation now before the Congress that more people of a higher caliber will be attracted to the profession. As in every other field College trained personnel will be the backbone of the profession.

C.. The program utilizes many courses already offered at R.P.I. In order to develop a full major, a minimum of seven courses (21 semester hours) must be introduced. All of this work will be in the major field of Law Enforcement and will include courses that could be considered basic and standard to such a program. (See exhibit B)

D. Student Enrollment will be small at first but should increase rapidly. Presently there are approximately 130 students participating on a full and part time basis. It is estimated that there will be approximately 40 full time students the first year and a large number of part time students who will follow the program. Since there has been no organized survey of the potential student population, it would be difficult to give a factual estimate. It should be noted, however, that there have been a great number of inquiries from throughout the state regarding the program. A more factual student survey will be forthcoming since this is a requirement of the grant now held within the School of Social Science.

E. There is currently one full time faculty member and two part time persons. The full time person holds the rank of Assistant Professor and is currently teaching six semester hours and devoting the rest of his time to planning and development of the new curriculum. This person will be expected to handle the administration of the

program. Two part time persons with the rank of instructor teach one course each in the evening college. It is anticipated that it will be necessary to add one full time faculty member at the rank of Instructor or Assistant Professor in 1967-68 to effect the proposed four year program. In addition part time instructors will be needed to teach the courses in law and forensic science.

F. Presently the program is housed in two offices in the Mosque. Classroom assignments are coordinated with those of the School of Social Science. For the first three years of the program it is estimated that an additional office space will be needed for faculty. Because of additional courses it is estimated that two classrooms will be needed on a one-third time basis. A laboratory should be set up for the course in forensic science. A portion of the cost will be borne by an anticipated grant from the Office of Law Enforcement Assistance.

G. Current library resources are adequate for the initiation of this program. However, as the program develops it is hoped that a budget of \$250.00 be set up for subscriptions to professional publications and the building of the library resources.

H. It is estimated that the total cost of the program for the first year (1967-68) would be \$40,548. This figure is based on an estimate given to the federal office of Law Enforcement Assistance and includes an estimate for office space, etc. provided in kind by E.P.I. In addition \$2500 has been included for indirect costs. During the second year of operation it is estimated that the cost of the program will be \$36,048, which does not include charges for office space, furniture, and indirect costs. There is an estimated five

percent salary increase included for personnel. For the third year operation the total cost of the program should be approximately \$37,600 which includes a standard salary increase and additional office space.

## Exhibit A

Richmond Professional Institute  
 School of Social Science  
 Department of Sociology & Social Welfare  
 Law Enforcement Program

## Curriculum leading to Bachelor of Science Degree:

	Credits	
	1st Sem	2nd Sem
<b>FIRST YEAR</b>		
Biol. 105-106 Life Science	3	3
Eng. 101-102 Composition & Literature I & II	3	3
Law Enf. 209 Introduction to Law Enforcement	-	3
Math 105 Basic Mathematics	3	-
Pol. Sci. 201, 202 American Government	3	3
Soc. 205 Survey of General Sociology	3	-
Speech 121 Effective Speech	-	3
Physical Education	<u>1</u>	<u>1</u>
	16	16
<b>SECOND YEAR</b>		
Eng. 201, 202 Western World Literature	3	3
Hist. 201, 202 American History	3	3
Law Enf. 215, 216 Police Organization & Administration	3	3
Law Enf. 340 Criminal Investigation	-	3
Psych. 201 General Psychology	-	3
Soc. 309 Social Problems in the United States	3	-
Soc. 331 Introduction to Juvenile Delinquency	3	-
Physical Education	<u>1</u>	<u>1</u>
	16	16
<b>THIRD YEAR</b>		
Bus. 325 Business Writing	-	3
D. E. 401 Supervision & Human Relations	3	-
Law Enf. 360 Criminal Law	-	3
Law Enf. 371 Forensic Science	3	-
Law Enf. 375 Criminal Procedure & Evidence	3	-
Pol. Sci. 314 Constitutional Law	-	3
Psych. 304 Developmental Psychology	-	3
Soc. 319 Social Control	3	-
Soc. 403 Criminology & Penology	3	-
Soc. 422 Minority Groups	<u>-</u>	<u>3</u>
	15	15

FOURTH YEAR

Credits

	1st Sem	2nd Sem
Law Enf. 415 Traffic Planning & Management	3	-
Law Enf. 407 Industrial & Retail Security	3	-
Law Enf. 450 Seminar in Law Enforcement	-	3
Law Enforcement Electives	3	3
Psych. 407 Criminal Psychology & Delinquency	3	-
Psych. 409 Psychology of Personality	-	3
Electives	<u>3</u>	<u>6</u>
	15	15

Exhibit B

Law Enf. 209 INTRODUCTION TO LAW ENFORCEMENT Both semesters; 3 lecture hours. 3 Credits. Development of the police agency in the United States. Agencies of the federal, state, and local government levels. Careers in law enforcement. The police and the public.

Law Enf. 215-216 POLICE ORGANIZATION AND ADMINISTRATION Continuous course; 3 lecture hours. 3 Credits each semester. Introduction to police organization, including records, personnel, public relations, executive control, communications and training. Departmental structure including prevention, traffic control, investigation and operational functions.

Law Enf. 340 CRIMINAL INVESTIGATION Second semester; 3 lecture hours. 3 Credits. A basic theoretical approach to the investigation of crime, identifications of persons, collection and preservation of evidence, elements of legal proof in the submission of evidence and utilization of crime laboratory services.

\* Law Enf. 342 POLICE COMMUNITY RELATIONS Second semester, 3 lecture hours. 3 Credits. Examination of the factors contributing to friction or cooperation between the police and the community, with emphasis on minority groups, political pressures and cultural problems. Community organization and social responsibility of the police.

\* Law Enf. 352 CRIME AND DELINQUENCY PREVENTION Second semester, 3 lecture hours. 3 Credits. Responsibilities, organization, and functions for juvenile and adult crime control. Community coordination for specific problems in crime prevention, plans and programs. Citizen cooperation programs will be discussed.

Law Enf. 360 CRIMINAL LAW Second semester, 3 lecture hours. 3 Credits. The study of the elements of crimes, felonies, misdemeanors, the judicial system, enforcement of the law, apprehension of criminals, and their prosecution.

\* Law Enf. 371 FORENSIC SCIENCE First semester, 3 lecture hours. 3 Credits. Studies in the scientific analysis, identification and comparison of physical evidence.

\* Law Enf. 375 CRIMINAL PROCEDURE AND EVIDENCE First semester, 3 lecture hours. 3 Credits. Principles, duties, and mechanics of criminal procedure as applied to the areas of arrest and search and seizure. Study and the evaluation of evidence and proof; kinds, degree, admissibility, and competence. The course specifically deals with rules of evidence and procedure of particular importance at the operation level of law enforcement.

- \* Law Enf. 407 INDUSTRIAL AND RETAIL SECURITY First semester, 3 lecture hours. 3 Credits. The organization and management of industrial security and plant protection units; security, police, administrative, legal and technical problems; special problems of government contract security; survey of specialized programs in retail security, insurance and credit investigation, transportation security; private guard and alarm service, regulatory and licensing agencies.
- \* Law Enf. 415 TRAFFIC PLANNING AND MANAGEMENT First semester, 3 lecture hours. 3 Credits. Contemporary and future problems of traffic, accident investigation, traffic regulation; enforcement direction, pedestrian, intersection, and parking control; records and analysis; selective enforcement; engineering and education. Traffic law and court procedure.
- \* Law Enf. 450 SEMINAR IN LAW ENFORCEMENT Second semester, 3 lecture hours. 3 Credits. Required of all seniors in Law Enforcement. An overview of the professional aspects of law enforcement as well as specialized research and surveys in the field.
- \* indicates new courses



REMARKS  
OF  
CARROLL R. HORMACHEA  
TO THE GOVERNOR'S COMMISSION  
ON CRIME AND PREVENTION

Richmond Professional Institute  
November 21, 1966

Crime is on the increase!

Law Enforcement is in trouble!

The above exclamations and several others of a similar nature are on the lips of many persons in the nation. People are very quick to note the problem and declare that there is a definite crisis in Law Enforcement. Recently the Supreme Court decisions caused a cry of anguish to arise from the citizenry as they bemoaned the fact that these aforementioned decisions tied the hands of the police.

The sad fact is that while many people are quick to point all of this out there are only a very few who seek to do something about the problem...I feel that this is the reason that we have assembled here today.....to see if there is something that can be done to combat the ever increasing cancer of crime; to see if there is anything that can be done to get Law Enforcement out of trouble.

Today we stand at the threshold of a new and exciting time. Society is changing around us at an ever increasing speed and there is no indication that any slow down is imminent. Everyday the rapidly advancing technology of our nation is being put to new tasks....new tasks in every endeavor including the enforcement of our laws.

As the major phases of the society change so must all areas change, even though reluctantly. Law Enforcement is not reluctant to change; however, it cannot always move

ahead on its own, due to certain administrative restrictions.

Virginia has been moving ahead steadily. Certainly we can all point to our state with a great deal of pride for the advances that have been made. But we must also be honest with ourselves and take extreme caution against resting on our laurels. We must go beyond bumper stickers which ask "Please support your local police." Citizens must realize the grave responsibility which we, society, have imposed on these, the police.

There is a great need for a new profession in Law Enforcement today....A recent book by Dr. Michael Banton describes the southern police officer as the meanest man in town and frequently the town drunk, to boot! We can rest easy, because he was describing the man of 20 years ago. However, this is still an image held in the minds of some when they see pictures in magazines of "tough" cops chewing cigars and engaging in police brutality. How often are members of another profession shown in such bad light?

In order to bring about a profession there are many things which are necessary and the first is the recognition by the public that a man is a professional. This is done through the setting up of minimum standards to distinguish the professional from one who is not. Usually these standards are administered by a group of practitioners within the profession.

Another aspect of the professional is status. Status is important to each and everyone of us. We need to feel that we belong and that we have a definite place in society. No one ever wants to apologize for his position. We want to be looked up to and respected. But even in the light of this it must be remembered that one of the first marks of the professional is the dedication that he holds for his duty.

In Law Enforcement there is a distinct need for the professional type of man. Too often there is a lack of professionalism either through lack of competence or the lack of the proper attitude by the officer himself. Mr. Sam Chapman, Assistant Director of the National Crime Commission, writes that departments are too often staffed at the top with promoted policemen who have been prepared by chance. He feels that there are three groups of police personnel and divides the groups accordingly in the professional, the average, and the marginally competent. Presently the smallest group is the professional.

Another way to achieve professional status is through education. There is a rising trend in the development of the Community College system in Virginia and throughout the nation. Mr. Art Branstatter, of Michigan State University, feels that the police officer must avail himself of at least the full fourteen years of education that will be easily available if he is to be on a level with his peers.

Lateral movement is another aspect of professionalization that will be essential. Lateral movement among police

is too often seen as an "ivory tower" concept, good in theory but poor in practice. This concept is one of the major recommendations of the report on the Metropolitan Police Department of the President's Commission on Crime in the District of Columbia to encourage more specialists to enter areas of law enforcement where their skills are needed. Also it is necessary that a man not have to start over should he decide to leave one department for another. I can think of no other profession that demands that a man suffer demotion for trying to better himself by moving.

All of this will be costly. But the price is small compared with the function that is performed by these men and the returns to society. We are quick to spend extra money for fancy gadgets, but when it comes to safety we place little value on it. It is essential that law enforcement be able to compete for the finest of men. Men of sound judgement are needed. These men must often make split second decisions that have profound effects on our lives.

I must agree with F.J.C. Seymour when he said that Professionalism is a state of mind and that neither statute nor regulation can make a professional...but he adds that the professional follows a cult of excellence and this is certainly what the citizens are entitled to.

Research that has been conducted tends to show that many young men entering Law Enforcement see it as a career and accept it as a profession.

The question here today is "How do we improve Law Enforcement?" There are of course many approaches to this question, some are filled with idealism, and there are those that are realistic although also touched with idealistic thinking. The latter approach is filled with the spirit of the moment.

I have attached certain exhibits to the end of this paper which serve to illustrate my position. One such item is the Model Police Standards Council Act from the International Association of Chiefs of Police. The Model Act provides for the establishment of a Council made up principally of police officers along with government officials, representatives of higher education, and three public members.

The Council would be empowered to set standards of education and training for police officers; to establish minimum requirements for police schools, and would undertake research in the interests of the police community. Virginia is one of 27 states which has no such law.

This would bring a wider scope of training to the policeman of Virginia. Presently there are few training academies as such; since 1932 the Virginia Association of Chiefs of Police has sponsored the Central Police School which accommodates about 100 men per year. The Federal Bureau of Investigation put on a number of schools for police. In 1966 the Federal Bureau of Investigation put on sixty-five schools and short courses for the Law Enforcement officers of Virginia.

All of the foregoing is good; however, it is not always enough. Many men get too little training!

In this day and age when the policeman must act out numerous roles other than that of an enforcer of the law, it is important that he be able to play these roles. It is expected that he display infinite wisdom in his dealing with people; he is expected to be impartial yet he must temper his judgement with mercy and the tone of the moment. It is essential he have more training in human relations subjects, in dealing with people. Not only must he be trained in the handling of minority and racial groups but he must be trained in handling and working with all people.

Presently an introductory course in Sociology has been incorporated in the Richmond Police Academy. This course is taught at the college level and carries full college credit. I personally teach this course. The course covers all phases of man's relationship with his fellow man.

There is also a need for more training in actual police subjects. Much of this training could be accomplished through an Institute of Government. Such as the one at the University of Virginia. Courses could be offered in Administration, Investigation, Traffic, and many other necessary topics. It is not inconceivable that these short courses might even be offered at various centers throughout the state.

In addition to training I would feel that the Institute should furnish consultants in governmental and police affairs to the various police agencies throughout the state. Men

who would be capable of surveying departmental needs and procedures. This should also be a center for Law Enforcement research in the state and publish reports and information of interest to Law Enforcement.

The lack of training becomes evident when it is learned that some officers are not able to take fingerprints properly. This is by no means their fault; it is the fault of little or no training being available. And Gentlemen, let me inject this point, just because a man is an officer in a small rural out of the way area rather than a large city does not make the law which he seeks to enforce any less sacred.

There are approximately 150 colleges and universities in the nation that offer work in the field of Police Science, Law Enforcement and Police Administration. Roughly half of these institutions of higher learning are in California. In Virginia we are fortunate that we have three such institutions offering work in the area. This is more than any other Southern state with the exception of Florida.

Most of these institutions are not teaching "How-to-do-it" courses. They are not seeking to replace the police academies or trying to formulate policies...but rather they are seeking to develop a broad base for the police officer.

In 1964 Richmond Professional Institute initiated an Associate Degree Program in Law Enforcement. The program was begun as a part time venture and the first class taught by my able colleague, Col. L.B. Reed in the Introduction to Law Enforcement, attracted 54 students. This was followed by more



courses in the Spring Semester. In June of 1965 Major P.D. Woodson of the Richmond Bureau of Police became the first man to receive the degree in Law Enforcement from R.P.I. By this time the curriculum had been revised and has received recognition throughout the commonwealth.

Since those days just two years ago the enrollment in the Law Enforcement Program has more than doubled. Every semester brings more and more students to our classrooms. Many of these students are in-service police officers who are taking advantage of the Police Education Bill passed by the last General Assembly, a bill which was a giant step in the direction of a more professional police. The bill provides for the reimbursement of tuition costs for in-service police officers pursuing the degree in Law Enforcement. I would hope that this is the beginning of more legislation aimed at bettering the lot of Law Enforcement. Since the bill was announced, I have received calls not only from interested parties in the state but from colleagues who serve as professors at other universities across the nation because they are interested in seeing such legislation in their own state.

Another major step in Police Education in Virginia was taken when the Office of Law Enforcement Assistance of the U.S. Department of Justice granted the Richmond Professional Institute \$13,000 to develop a bachelor's degree program in the field of Law Enforcement. Presently there are just twenty-four other such programs in the entire nation. In the past few months I have received inquiries from inter-

ested young men and women in Virginia as well as prospective students who are now enrolled in two year associate degree programs in other states and who are interested in coming to R.P.I. to complete the bachelor's degree.

One police department in the state is already granting eligible officers educational leave in order that they might obtain the associate degree. All of these men are planning to return to their respective department.

Also in 1964 Old Dominion College began an associate degree program in Law Enforcement. In 1965 Northern Virginia Community College initiated a program in Law Enforcement. I feel that as the Community College system grows it should be possible to expand Police Science offerings to both in-service and pre-service students throughout the Commonwealth. It is my understanding that the ultimate aim of the Community College system is to have a campus within the reach of any one in the state who desires to attend.

With facilities such as I have mentioned it certainly is not inconceivable that the education requirement for police in Virginia can be and should be raised.

To conclude my remarks I would like to offer a long range plan for the betterment of police service in the Commonwealth. I want to point out that these suggestions might sound harsh by today's standards, but they are much needed actions that will result in a more professional type of police officer, a man who will be able to cope with intricacies of his position and a man who will represent the

highest ideals of law enforcement that so many people are working for today. It cannot be accomplished overnight, even by the farthest stretch of imagination. However, it can be accomplished by 1986 by moving gradually toward the ultimate goal. The implementation of any or all of these recommendations must be covered by liberal grandfather clauses in all fairness to the men who are serving with such honor today and in the years to come.

Although what follows cannot be the total answer I feel that its accomplishment cannot help but to turn the wheels of society in creating a better life for all.

I thereby propose the following six point plan to be accomplished by twenty years hence.....1986!

1. All men entering any level of Law Enforcement within the Commonwealth shall have completed a minimum of the associate degree in Law Enforcement and shall be given seven years in which to complete the additional work for the baccalaureate.

2. The bachelor's degree in Law Enforcement shall be a prerequisite for achieving the rank of lieutenant or above.

3. Every police officer in the Commonwealth will undergo a minimum of twelve weeks of basic training at an accredited police academy within the state.

4. Lateral movement from one police department to another in grade or higher is to be allowed and is to be considered as a means of developing specialists. Pensions plans which

often chain men to a department should be set up on a state-wide basis to facilitate such movement with no less to the individual officer.

5. Salaries and benefits should be commensurate with the professional standards set forth in order that the highest caliber men will be attracted to Law Enforcement as a career. If we want dedicated men, remuneration which justifies such dedication will have to be offered.

6. It is imperative that minimum standards legislation be enacted in order to accomplish the above. In addition, a Standards Council should be appointed to administer any such legislation.

Gentlemen, I hope that rather than the end that this is the beginning. Thank you.

REMARKS  
OF  
CARROLL R. HOFMACHEA  
TO THE GOVERNOR'S COMMISSION  
ON CRIME AND PREVENTION

Richmond Professional Institute

May 23, 1967

GENTLEMEN:

When I addressed this commission at an earlier session I began with two exclamations.

CRIME IS ON THE INCREASE!

LAW ENFORCEMENT IS IN TROUBLE!

Nothing has changed. The situation has shown little or no improvement. Crime is still soaring at a phenomenal rate. The police still find that they are being retarded by attitudes that border on being archaic.

However, one glimmer of light has appeared on the horizon. Since my earlier appearance before you the President's Commission on Crime and the Administration of Justice has issued its report. This report was a real eye opener. It presented recommendations that might well serve as a guide for any police organization to develop along professional lines. The commission also presented a number of negative ideas that are held about police. Some of the views mentioned hold true in Virginia ... some do not ... nevertheless the citizens of our Commonwealth are entitled to the best possible police protection.

Today many police departments in the Commonwealth are facing a shortage of manpower. Although the shortage cannot be rated as critical it still should be viewed with serious eyes lest it overwhelms us. There are many reasons why there is difficulty in obtaining a sufficient number of officers. There are also major difficulties in keeping these officers once they become trained. I feel that the first consideration should first be the salaries

paid. Traditionally the police have been paid below average wages. Many police officers in order to support their families and remain in service to their fellow men as police officers must take a second and sometimes even a third job in order to get along.

But there are other factors of major importance as Gene Muehleisen, Associate Director of the President's Crime Commission, addressing a meeting of the International Association of Chiefs of Police, said:

"Today's police officer is confronted with a rather strange contradiction of a more educated and a more sophisticated, and yet more lawless public. Unfortunately, this has made his task extremely complicated. He is no longer a purist as an enforcer of the law. Today he is confronted with an astonishing range of human problems, legal dilemmas and social changes which demand unusual skills and unusual knowledge. Lack of civic responsibility by the public in general, means that today's officer has been diverted from the task for which he was originally trained and educated, and although he doesn't like it, he is being forced into the rather paradoxical position of a social scientist with a badge. The encouraging thing is, he is reacting. Like the doctor, he has always worked for the protection of his fellow-men and he can be counted on in any crisis." It is a shame that so many fail to recognize this burden of the Police.

Many young men who would make excellent police officers shy away from police work upon completion of their college education, because they feel that they will receive no recognition for their education. One police department in our state has taken the lead in the recognition of educated officers ... Arlington County Police Department now pays an extra sum to

the officer who has a degree. More departments must be willing to recognize educational achievement if there is to be developed a real profession of law enforcement.

Entrance requirements for police service must be examined. Certainly such requirements should be flexible enough to enable the departments to get the best possible men and not turn someone down because he is an inch too short or the like. Certain physical requirements, while good, can also be a disadvantage to the police. Certainly age limits should be raised in order to get men who are specialists and to allow others to move laterally from one department to another. Another reason for this concept is the increase in number of "second Career" people who are entering the labor market after twenty or so years service in the military or other endeavor and retire around forty. These people have something to offer.

Forward thinking has been evidenced by the City of Richmond when after an examination of their standards the age limits and other physical requirements were raised to conform with the above.

After all it is a shame to lose a potentially good police officer just because he is an inch too short and in turn to hire another who is not as well qualified because he is the right height.

Many moves are taking place over Virginia to develop a more professional type of Law Enforcement officer. It is my feeling that these moves must be continued and encouraged in order to develop a greater feeling for Law Enforcement among the citizens. Certainly positive action on the part of local and state governments will encourage the citizens to get behind their police and participate in crime prevention programs and the like.



One such move towards police professionalization is being carried on by Captain W. A. Seawell, Chief of the Capitol Police. Captain Seawell has for some time advocated a Certified Police Officer Rating for the professional police officer in Virginia. His plan is based on a combination of training, education, and service. And these are the basic elements of any plan of this sort.

When I last spoke to you I told you that there were three colleges in the Commonwealth offering work leading to the Associate Degree in Law Enforcement. Since that time a fourth college, Virginia Western Community College, at Roanoke has added a similar program. At Richmond Professional Institute work is being completed on the design for a bachelor's degree program in Law Enforcement to be initiated in September 1967. College officials have enthusiastically backed this program which has been financed through a grant from the Office of Law Enforcement Assistance. This new degree will be another step forward in the Commonwealth's development of the police profession. A number of students have already expressed serious interest in pursuing the proposed program.

In our society we have come to accept education as the hallmark of the professional man. The Horatio Alger story only holds true when education has been part of the striving of the individual for his position. Thus the same must be true with law enforcement today ... if it is ever to receive more than token acceptance as a profession.

With this new baccalaureate degree program in Law Enforcement Richmond Professional Institute joins the ranks of twenty-six other august institutions of higher learning. Among these institutions can be found Michigan State University, Washington State University, the University of California, the University of Indiana and others of equal stature.

The Virginia Education Bill for Police officers received favorable recognition in the Task Force Report on Police issued by the President's Crime Commission. The legislation has been viewed with a great amount of interest in national police circles.

One locality is already granting educational leave to its men. It is my feeling that other localities should follow this fine example in order to further the quest for more college trained officers. As the Crime Commission pointed out such action is taken by the military in the case of a man's last college year or the like.

It is my feeling that the Reports of the President's Crime Commission might serve as a guide to us in the development of the profession. It is time that we put aside our traditional biases and move ahead. The end in this case certainly justifies the means ...

To me there is no greater thing in life than to serve your fellow man and this certainly is the purpose behind men who enforce our laws, and protect our property and person.

In conclusion, I would like to offer again a plan for the betterment of police service. This plan at one time would have been labeled as highly idealistic and shelved. Today it is another story. Today in the incessant war on crime it is found that police service must move ahead with the rest of the society rather than lagging behind. I do not feel that anyone who is now following this honored career should be penalized by the implementation of such a program. Therefore I would call for a strong grandfather clause to protect these worthy men.

What is offered is not a panacea. These recommendations will not bring about the utopian victory of society over crime. These recommendations will not solve the problems facing the police. But these recommendations, if accepted, would do much to overcome the above problems.

I repeat, therefore, the plan submitted to you earlier.

1. All men entering any level of Law Enforcement within the Commonwealth shall have completed a minimum of the Associate Degree in Law Enforcement and shall be given seven years in which to complete the additional work for the baccalaureate.

2. The bachelor's degree in Law Enforcement shall be a prerequisite for achieving the rank of lieutenant or above.

3. Lateral movement from one police department to another in grade or higher is to be allowed and will be considered as a means of developing specialists. Pension plans which often chain men to a department should be set up on a statewide basis to facilitate such movement with no loss to the individual officer.

4. Salaries and benefits should be commensurate with the professional standards set forth in order that the highest caliber men will be attracted to law enforcement as a career. If dedicated men are desired, remuneration which justifies such dedication will have to be offered.

5. Every Police officer in the Commonwealth will undergo a minimum of twelve weeks of basic training at an accredited police academy within the state.

The above plan should be carried out with reasonable haste. If we had started at the conclusion of World War II in 1945 with the above as a twenty year plan it would have been completed. But now our society is moving ahead at an even more rapid pace than in 1945. Therefore steps must be taken to aid the police in their valiant war on crime. Thank you.



*Richmond Professional Institute*

901 WEST FRANKLIN STREET  
RICHMOND, VIRGINIA 23220

Dear Counselor:

Across our state and nation there is a growing concern for the rising crime rate and the increasing lack of respect for the law. Recently the President's Commission on Law Enforcement and the Administration of Justice recommended that one of the answers to the crime problem is a more qualified and professional police. Police experts throughout the nation point out that police frequently do not have as high an educational level as the criminals they pursue.

In 1964 Richmond Professional Institute established an Associate in Arts degree program in Law Enforcement. This two-year program has been well attended not only by in-service police officers but by a large number of pre-service students who wish to enter the profession. Several other colleges in the state have followed suit and instituted such programs.

Now in the Fall of 1967 R.P.I. will initiate a bachelor's degree program in Law Enforcement. R.P.I. is one of two institutions of higher education in the South to offer such a program.

I would be very interested in hearing from you regarding this new program. Should you or the students have any questions I shall be happy to send additional information.

In addition, if you have any students interested in pursuing this course of study, I would appreciate having their names and addresses. I am conducting a survey of potential student population for the program.

I am enclosing a copy of the R.P.I. Associate Degree program and the Bachelor's degree program as well as a directory of college programs in Law Enforcement in Virginia and those offering the Bachelor's degree in other states.

Sincerely,

C. R. Hormachea  
Law Enforcement  
Advisor



*Richmond Professional Institute*

901 WEST FRANKLIN STREET  
RICHMOND, VIRGINIA 23220

Dear

Recently I wrote you of the new degree program in Law Enforcement to be offered at Richmond Professional Institute in the Fall.

This program has been developed under a grant from the U.S. Office of Law Enforcement Assistance. The grant provides for me to visit high schools and meet with interested students.

I plan to be visiting various high schools throughout the state between April 24 and May 15. If possible I would like very much to visit your school and meet with any students who might be considering a career in law enforcement.

I shall look forward to hearing from you.

Sincerely,

C. R. Hormachea  
Advisor  
Law Enforcement

CRH:sjh