

## IS INMATE “BANISHMENT” ALWAYS A BAD THING? THE NEED TO APPLY THEORY TO OUR UNDERSTANDING OF INTERSTATE INMATE TRANSFERS

by

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Due to prison crowding, the state of California is currently considering an interstate inmate transfer of between 5,000 and 7,000 state prison inmates to various state correctional facilities located throughout the United States (Vogel, 2007). In addition to the increasingly regular use of interstate inmate transfers by most state correctional agencies over the past thirty years (USDOJ, NIC, 2006, Feb), the evidence is beginning to suggest that inmate transportation is alive and well within the U.S. penal system. But is this necessarily a “bad” thing?

What little data currently available suggests that perhaps it is not (Ibid). However, over the past few years, anecdotal – and often polemical – reports have begun to surface regarding the interstate transfer of prison inmates. These reports have not, for the most part, reflected positively on the practice or on those who implement such policy. On the other hand, these accounts, like interstate inmate transfers themselves, have been so few in number that almost nobody has noticed. This is about to change.

*Discussing interstate inmate transfers*

The topic of interstate inmate transfers appears to have been overlooked, ignored or simply deemed unimportant by prison scholars (Swan, 2004a, 2004b, 2005, 2006). With the recent exception of a descriptive USDOJ, National Institute of Corrections report (Biasca, 2006) on interstate inmate transfers, theory and data driven research on this topics is entirely missing from the criminal justice literature (Ibid; Swan 2006). Interestingly – and perhaps a bit surprisingly – the little known, legally complex, and often misunderstood practice of transferring *state* prison inmates to institutions beyond the jurisdictional bounds of their “home” states has now moved beyond the discursive boundaries of critical criminology, informal inmate discourse (inmate name withheld,



personal communication, October 10, 2006) and the newsletters of prison activists (Talvi, 2006). Unfortunately for correctional managers, penal scholars and those few of us who have devoted any of our attention to the interstate inmate transfer phenomenon, this is not necessarily good news.

Disturbingly, highly dramatized accounts of interstate inmate transfers have begun to emerge more and more frequently in the mainstream news media (AP, 2005; Vogel, 2007). Unfortunately, media accounts of interstate inmate transfers – as is the case of media portrayals of other criminal justice issues – are often tightly linked to the needs and values of the news media (Jewkes, 2005) and the political goals of those officials interviewed for such news

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## PRESIDENT'S MESSAGE



In my first message to you I outlined several issues that I intended to focus on this year. Here is where we stand on them so far:

- 1) We have strengthened our relations with our sister organizations at both the international and national levels. Since March, we have had representatives at: the International Police Executive Forum, United Nations meetings in Geneva, the Stockholm Prize Symposium, the British Society of Criminology, the European Society of Criminology, and the Australia-New Zealand Society of Criminology. We also continue to have working relationships with the American Society of Criminology and the American Correctional Association.
- 2) We are working to become an even more "student friendly" organization. We continue our supportive relationship with Alpha Phi Sigma (incidentally, we have them set up in a great set of meeting rooms in Cincinnati). We will again sponsor student luncheons at the annual meeting. We will allow students to "work off" their registration fee by helping at the registration desk. We are working to strengthen our efforts in recruiting graduate students through enhanced relations with the doctoral granting institutions, continued membership inducements for doctoral students. And, the Publications Committee is working to restore our *Directory of Graduate Programs*.
- 3) Our Membership, Affirmative Action, and Student Affairs Committees are working on creative efforts to encourage new members to join with us by stressing our uniqueness as an organization, our commitment to diversity, and our inclusion of new members in organizational activities. We are also exploring options to enhance career development opportunities for our membership beyond our *Employment Exchange*. We are currently working on an agreement that could provide financial support and training opportunities for junior faculty members at our meetings.
- 4) We have continued to promote program certification by offering information sessions and reviewer training at the regional meetings. We are also working to better explain the purposes and benefits of program certification to our membership.
- 5) In an effort to recognize the professionalism of our members, (particularly those who may work in non-teaching positions or at institutions that will not seek program certification), I created an ad hoc committee to explore the potential for establishing a *Diplomate in Justice Science*. This committee (Michael Brown, Tom Lateano, Dave Owens, Jeff Rush, Deborah Shaffer, and Alan Thompson) is currently developing a recommendation to be presented to the Executive Board at the March meeting.
- 6) The Program Committee has a great program set up for our annual meeting in Cincinnati. The Hyatt and Hilton properties in Cincinnati are providing us with excellent conference facilities. In addition, Cincinnati has sightseeing, shopping, and dining opportunities for everyone. We encourage you to join us there.
- 7) Lastly, we are continuing to enhance our website in order to make it more informative and user friendly. Please peruse our site offerings if you have not already done so.

Please feel free to contact me ([rhunter@wcu.edu](mailto:rhunter@wcu.edu)) with suggestions that you may have on how we may continue to improve our service to you.

Ron Hunter

President

stories rather than to peer reviewed, theory-driven research. Additionally, the news media rarely explain, or even mention, the specific laws, administrative rules or administrative intentions informing interstate inmate transfers – an episodic and fragmentation bias typical of news media reporting on political and criminal justice phenomenon (Bennett, 2001; *Ibid*). Thus, as is the case with other complex public policy (Graber, et al., 1998; *Ibid*; Surette, 1998/2007), media attention directed towards the interstate inmate transfer phenomenon is usually focused on a few spectacular and catastrophic cases. This coverage, combined with the lack of scholarly work on the subject, has led to a distortion in our understanding of the interstate inmate transfer phenomenon. This reality should act as a clarion call to prison scholars and practitioners everywhere.

What are interstate inmate transfers and how are they accomplished?

The interstate corrections compact – a national compact agreement, with regional variations allowing for the interstate transfer and supervision of incarcerated inmates – is an agreement conceptually analogous to a contract between states. The legality of the ICC (and interstate inmate transfers generally) have been tested repeatedly in the courts and have been found to be a constitutionally sound administrative practice (*Olim v. Wakinekona*, 461 U.S. 238 [1983]) and almost every State DOC can or does transfer inmates to other states (USDOJ, NIC, 2006, p.2). In the first federally funded inquiry into the frequency of interstate inmate transfers in the U.S. penal system, the National Institute of Corrections reports “at least 4,900” male and female inmates on “transferred status as of July 1, 2005 (*Ibid*).” Roughly half of the inmates transferred as of Jul 1, 2005 were transferred within the auspices of one or more interstate corrections compacts (*Ibid*).

Currently there are three types of

interstate compacts specifically designed to address the interstate transfer of prison inmates in the United States (*Ibid*). One interstate corrections compact is national in scope and two are “regional arrangements between geographically proximal states (*Ibid*.)” They are:

1. The national Interstate Compact for Corrections (*Ibid*, Pp. 2-3): “Provides for uniform procedures and treatment of prisoners who are transferred from the supervisory agency of one state to that of another.” As of July 1, 2005, 40 states were party to this compact (*Ibid*., p.3).
2. The Western Corrections Compact: “The Western Corrections Compact has 11 signatory states” and “provides for the joint use of corrections facilities in the West.” Party states are: Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nebraska, Nevada, New Mexico, Oregon, Utah, Washington, and Wyoming (*Ibid*, p.3)
3. The New England Corrections Compact: “Provides for cooperation in the confinement, treatment, and rehabilitation of offenders.” Six northeastern states have adopted this compact: Maine, New Hampshire, Vermont, Massachusetts, Connecticut, and Rhode Island.” (*Ibid*., P.3)

Complicating matters somewhat is the fact that some states are involved in more than one type of compact or inmate transfer program (*Ibid*) and, confusingly, not all interstate inmate transfers occur under the auspices of the interstate corrections compact – the legal means by which these latter inmates are transferred, however, remains unclear.<sup>1</sup> Ultimately, interstate inmate transfers are difficult to

<sup>1</sup> USDOJ Data reports that 345 inmates were transferred to the BOP and 2,466 inmates were transferred to private prisons. None of these transfers were accomplished through an interstate corrections compact agreement.

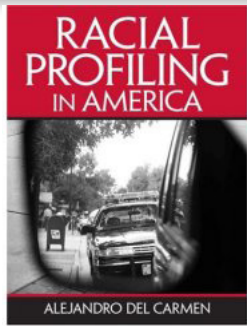
The report does not specify how they were accomplished but suggests that state legislation or DOC policy may facilitate these transfers.

study because the complexity of various transfer tools and arrangements may shroud the type, frequency and actual number of inmates transferred.

There is a general sense that the 2006 USDOJ, NIC numbers seriously undercount the actual occurrence of interstate inmate transfers (ACJS Conference, Baltimore, personal communications, 2006). Exact national or state-by-state counts of interstate inmate transfers have been, and continue to be, very difficult to determine due to the confounding of transfer types and/or the unavailability of data on transferred inmates in some states. The following anecdotal statistics are included here merely to help give the reader a rough sense of nature and extent of the interstate inmate transfer phenomenon not reflected in the self-report data gathered by the NIC.

According to Pollock (2004), in 2001, around 12,000 inmates from across the nation were serving their sentence in other states. In 2000, Texas alone was already housing somewhere in the neighborhood of 5000 inmates from fourteen different states (Dyer, 2000, p.16) and legislation enacted by Connecticut in 2003 allows the state to transfer up to 2500 inmates per year to out-of-state prisons, an increase from 500 over the previous year. Similarly, due to chronic overcrowding the Washington State Department of Corrections have recently moved 300 additional inmates to out-of-state locations managed by CCA, who already hold 290 Washington inmates (AP, 2005). Washington State had previously relocated 525 inmates to prisons in Minnesota, Colorado, Nevada, and Arizona bringing the grand total of transferred inmates to 1,115 (*Ibid*). On a lesser scale, Oregon has “compact” approximately 60 inmates, or “ghosts” as the Oregon Department of Corrections refers to them (B. DeHaan, personal communication, February, 2005). Finally, Hawaii sends roughly 2000 inmates to locations in other states (Talvi, 2006,

## BOOK REVIEW

**Racial Profiling  
In America****Alejandro del  
Carmen****Prentice Hall: New Jersey**

“What if she were white?” was the question asked by fictional character defense attorney, Jake Brigance. This final question posed to a jury in a death penalty case of an African-American father who killed the two white men who tortured and raped his young daughter in the film based on the John Grisham novel “A Time to Kill.” A central theme of this fictional work is that race matters to every aspect of the journey through the criminal justice system; from detention of a suspect, to the race of arresting officers, attorneys, the victims, the defendant, the jurors, and even whether the defendant had the *mens rea* to commit the offense. Because we live in a world with entrenched ideas about race and race relations, like in fiction, there is an ever present struggle to attempt to reconcile race issues. Specifically, racial profiling is one such area requiring contemporary attention. “Racial Profiling in America” is a book whose purpose is to illustrate and explain the history of our young country’s relationship with race-related issues, the legalities behind racial profiling, and what is necessary to overcome the obstacles generated by the discrimination.

In his book, Dr. del Carmen effectively uses current research, statistics, personal anecdotes, and thorough analysis to discuss the magnitude of the problem that racial profiling has created, particularly regarding law

enforcement. The book moves through history of racial profiling by going back to the 1890s during the Jim Crow era with mob lynching of blacks, to the abhorrence of profiling practices, and statutory abolitions during the Clinton administration. Such discussion will potentially inflame the reader’s emotions. This is noted by recognizing that although some law enforcement officials may practice profiling “behind the scenes,” often times the unethical and illegal behavior of the few overshadows the good work that police do.

Highlighting a study by the Bureau of Justice Statistics, the book discusses the dynamic of law enforcement interaction with the public via traffic contacts and utilizes charts while interpreting statistics related to racial profiling. Specifically, there is a thorough discussion of the findings related to the question of legitimacy of traffic stops, vehicle searches, and use of force.

Individual chapters discuss the opposing points of view that people maintain about racial profiling practices. One chapter delves into the history of policing, police culture, and the frustrations experienced by racial profiling law. A further chapter is devoted to the history of slavery, the civil rights era, and expresses what civil rights advocates are attempting to accomplish in the quest to thwart discriminatory practices due to years of marginalization and exploitation.

The book offers a guide to identifying whether or not racial profiling is occurring within a given police department. All too often agencies do not review or collect data that measures racial profiling incidents. Dr. del Carmen very candidly asserts that statistics gathered by law enforcement agencies and interpreted

by academics are often inaccurately reported, thereby arguing that often presumptions about how much or how little police officers engage in illegal racial profiling does not generate the true picture of what occurs. He further discusses his experiences with various organizations in Texas and relates his concern that said organizations were not interested in statistically sound information while making generalizations about the practices of law enforcement agencies in the state.

In light of the new age of Homeland Security, the book goes on to hit the controversial issues surrounding racial profiling and terrorism. It mentions multiple examples of persons improperly profiled as potential terrorists. To complete the notion of national security, the book analyzes the Patriot Act and U.S. Customs allowances for racial profiling. This component of racial profiling will likely solidify a long debate.

As the book comes to a close, it summarizes case law and state response as it relates to the debate and the implication of the legalities of racial profiling. Although many states are implementing racial profiling initiatives, the major component relied upon is traffic data which is drastically inadequate. Dr. del Carmen offers concerns that the issue relies on inaccurate data and attitudes based on presumptions rather than solid scientific evidence. It is also disconcerting that the philosophies surrounding making racial profiling illegal appear to be ignored in light of the war on terror. He feels that in the absence of quality instruments to measure profiling violations, much of the determinations of standards will fall on the courts.

Dr. del Carmen’s passion for this

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p.28). Hawaii is an interesting case for three reasons: 1) It has an exclusive contract with Corrections Corporation of America, a private prison contractor; 2) It is one of only two states who did not respond to the USDOJ, NIC (2006, February) request for information on interstate transfers; and 3) The type of inmates transferred from Hawaii, a large percentage of them indigenous Hawaiians (41%; to include indigenous females with children, Talvi, p.28) has created a great deal of outrage among some indigenous Hawaiian communities, prison activists, and criminal justice scholars.

*Normative objections to interstate inmate transfers*

Many inmates, their families, correctional officers unions, prison reformers, criminal justice scholars and various political actors dislike interstate inmate transfers due, in part, to their destructive potential. Perhaps the most notable opponent of interstate inmate transfers was the late U.S. Supreme Court Justice Thurgood Marshall (*Olim v. Wakinekona*, 461 U.S. 238 [1983]). Marshall's vehement dissent in *Olim* asserts that the practice of transferring an inmate away from their home state is both regressive and unconstitutional because it is additively and unfairly (i.e., not subject to additional judicial scrutiny) punitive (Marshall, 1983; Gutterman, 1997; Swan, 2005).

But does the practice of transferring prisoners across state lines, as Marshall argues, always constitute a resumption of destructive and overly severe "banishment" practices by state-level corrections officials? As far as the spatial and temporal characteristics are concerned – i.e., inmates are separated, sometimes forcibly from their families and communities by long distances for pre-determined lengths of time (in some cases, for life) – the answer to this question might ap-

pear to be yes. However, if we study and give careful thought to the legal and administrative history surrounding long distance inmate transfers, the various forms that interstate inmate transfers actually take today and the variable relationship that these forms have to unique correctional management philosophies and administrative intent, we might be inclined to develop a more complex response. In other words "banishment" may not always be a "bad" thing.

Although there are a growing number of anecdotal horror stories related to the interstate transfer of inmates, at this point, they do not seem to be the rule in an overwhelming number of interstate transfer cases. Contrary to the anecdotal claims of its critics (and the news media, see: Vogel, 2007), interstate inmate transfers are quite legal, may often be used to serve the interests of both inmates and correctional managers (B. DeHaan, personal communication, 2006) and are found in almost every correctional manager's discretionary tool box. Simply stated, interstate inmate transfers have been legitimized over time through practical application and legal precedent.

Additionally, the "banishment" moniker given by Marshall to the practice of interstate inmate transfers is misleading. Historically speaking, banishment and transportation, although overlapping to some degree in the sixteenth century (The Vagrancy [transportation] Act of 1597, Clay 2001, p.17), are distinctly different practices and reflect entirely different administrative intentions. Simply stated, banishment historically developed as an individualized form of punishment (i.e., redemption though exclusion) while inmate transportation developed as an aggregate inmate transfer policy designed to serve, primarily, the penal management needs of the state rather than the individual penal "needs" of the offender. Problematically, the po-

lemical conflation of both terms in reference to interstate inmate transfers today further shrouds the issue by pejoratively confusing administrative intent.

*Conclusion*

The time seems ripe for criminal justice scholars to take seriously the issue of interstate inmate transfers. With the impending transfer of so many California prison inmates, the use of interstate inmate transfers as a correctional management tool is sure to emerge as a pressing criminal justice issue. Unfortunately, even on the eve of what may be the single largest transfer of prison inmates in U.S. history, theory-driven research has not yet been formally applied to a systematic study of interstate inmate transfers. Therefore, a good starting point in our effort to begin unraveling the interstate inmate transfer phenomenon should be our application of theory to the current NIJ data and the collection and sorting of additional data in order to both evaluate how and why interstate inmate transfer tools have been used in the past and how we may effectively utilize them in the future.

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*Continued from page 4*

topic is evident in his analysis of this current issue. Having fled a war torn Nicaragua in 1979 and migrating to the United States, his personal experience gives credence to the effects of racial profiling. By marrying his empathy for the civil rights position to his experience working with and training law enforcement, the result is a truly balanced perspective that has been long awaited within criminal justice circles.

"Racial Profiling in America" is an asset for criminal justice practitioners seeking concise, sound information on racial profiling, experts and civil rights advocates involved in the debate, as well as an appropriate text for undergraduate or graduate classes studying this important and contemporary issue. No matter what your feelings are about the use or effects of racial profiling, this book provides insight to not only better comprehend the issue but appreciate the necessary debate that has far reaching impact on the criminal justice system.

**-Submitted by Sara Jane Mobley,  
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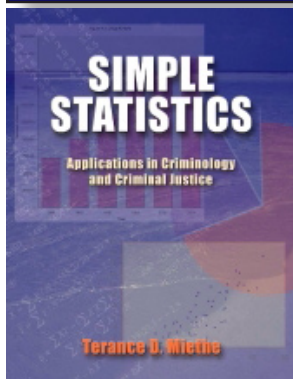
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## BOOK REVIEW



### Book Review: *Simple Statistics, Applications in Criminology and Criminal Justice*

By Terance D. Miethe

I am not a math major. I am a math phobic. That is why, Miethe says, people like me are drawn to the Liberal Arts in the first place. And, he says, I will be unhappy when I am faced taking a math class sporting a title containing “statistics” or “quantitative analysis”. Which is where I currently find myself; noticing that two classes from now in a Ph.D. program that I am attempting, I will be facing a dreaded required statistics class.

Miethe says he wrote *Simple Statistics* (2007) as an accurate, inexpensive, no-frills text that not only holds the interest of criminal justice students, but also stands alone “enabling students to learn without outside instruction.”

I found *Simple Statistics* not to be dumbed down for the non-math major, but rather broken down into understandable bites and presented in a social context emphasizing how research methods and statistics are related and how to build a statistical analysis from the ground up.

The relevance in criminal justice is shown in the introduction of chapter five (Modes, Medians, Means and More) in which Miethe offers a statistic where the single most common occurrence of

homicides in the United States involves one black male acquaintance shooting another. He then clarifies that this most frequent profile represents less than 5 percent of all homicides and questions the importance of the first statistic presented.

In addition to conversational writing style and relevant topics, other features of this text that aid in self-learning are:

- Short, concise chapters (15 pages),
- Each beginning with a relevant criminal justice example,
- All new words or terms highlighted (and thoroughly explained in an accompanied glossary – one of the best features of the text),
- An explanation and practice of the chapter topic,
- A summary of the major points of the chapter, and finally
- A quiz on these major points. Quiz answers are found in the back of the book.

I found all of these features well-written, interesting, helpful and user-friendly.

The first four chapters are a joy. Heavy on illustrated theory and short on math, Miethe explains why we’re here and what we need to accomplish. In chapter one (Introduction to Statistical Thinking), he explains basic ideas and definitions and familiarizes the reader with the chapter layout and features. Chapter two (Garbage In Garbage Out), challenges what we think we know, and explains measurement invalidity, sampling problems, faulty inferences, political influences and human fallibility. Chapter three (Issues in Data Preparation), compares statisticians to master chefs, both seeking perfection and the highest quality ingredients, while in the end “cooking” the results

to reach a certain flavor for a particular audience. Miethe also introduces the use of SPSS (Statistical Package for the Social Sciences) as well as Microsoft Excel software. Finally in chapter four (Displaying Data in Tables and Graphic Forms), Miethe demonstrates the good and the bad of the “USA TODAY” model of information delivery.

Formulas and the increasing need for math ability become important in chapter five on averages and in chapter six on measuring variation and dispersion. In chapter six, Miethe states that “About 1 in 3 black males, 1 in 6 Hispanic males, and 1 in 17 white males are expected to go to prison in their lifetime. For decades, criminal justice research has tried to document and explain this racial variability in imprisonment risks.” It is this criminal justice relevance that continues to hold the reader’s attention while attempting to learn the math to solve the problem.

The second half of the book maintains this consistency, through sampling distributions, confidence intervals, hypothesis testing, and statistical association. And even though I still enjoyed the CJ relevancy, the humor, the continually helpful glossary and chapter summaries, I’m afraid I fell behind in the necessary level of mathematical ability. I am lucky to have a co-worker who does understand statistics and is able to lead me through my fog; I would have been lost with only the book and no living guide.

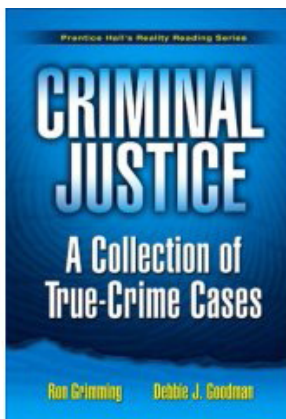
I found *Simple Statistics, Applications in Criminology and Criminal Justice* to be probably as good a text as any (and undoubtedly better than many) for the CJ student and math weakling who has to learn and understand statistics. I totally recommend it for the writing style, format, and well thought out, feature-laden chapters. I however

## BOOK REVIEW

wasn't able to self-teach the subject to myself using only the text. Once I do master statistics however, I'd love to try to teach it to others, using this book.

Mieth, Terance D. 2007. *Simple Statistics, Applications in Criminology and Criminal Justice*. Los Angeles, CA: Roxbury.

**Reviewed By David A. Sexton, MA, Criminal Justice Department Crown College**



**Grimming, Ron and Debbie Goodman. (2007).**

**Criminal Justice: A collection of true crime cases. Upper Saddle River, New Jersey: Pearson.**

In *Criminal Justice: A collection of true crime cases* is a "CSI" reality reading series. In this book, Ron Grimming and Debbie Goodman provide re-enactments of nationally recognized investigations that unveil the circumstances behind Part I crimes committed (i.e. murder, forcible rape, robbery, aggravated assault, burglary, larceny-theft, motor vehicle theft, and arson). Before every case, the authors include a brief discussion on legal definitions that help shed light on the investigatory aspects of the case. At the end of each case, this exciting text generates critical thinking questions for the investigative data gathering process.

As an investigator, students are given the task of answering specific questions of who, what, when, where, and how. Each reality case offers students a way to examine evidence, and examine routine activities and procedures police officers have taken under various investigatory circumstances. As a result, students are able to build evidentiary data that is needed in establishing a particular Part I offense and how the connection is made to an individual accused.

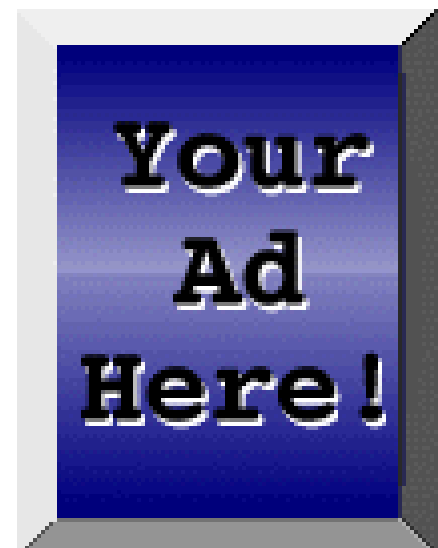
Outside of legal definitions, Grimming and Goodman do not provide the elements of law that is stipulated in state and federal legal codes that give rise to relevant information in a criminal trial. This addition may expose the freshmen or sophomore students to not only the legal language used in a court of law, but provide them with the common building blocks for establishing an investigation that holds weight in a court of law.

Obviously, this book is useful for only introduction to criminal justice and policing courses because it only exposes students to the legal definitions and various types of crime investigations. This text offers very little to educating upper-level students (juniors and seniors) on complicated procedures for examining evidence (i.e. tracing, firearms, fingerprinting, impression analysis, questioned documents, serology, and chemistry), but it can be used as a supplement to engage beginning criminal justice students in discussions.

Considering the teaching style, criminal justice instructors who have an Aristotle approach to teaching would find this book very useful. To that aim, *Criminal Justice: A Collection of True Crime Cases* fosters a practical approach of knowing, which enables the instructor to steer students in constructing specific paradigms for reasoning and professional imagination for crime investigations.

I teach Introduction to Criminal Justice at Minnesota State University, Mankato, and my students love this book; it is stimulating, challenges their prior knowledge, develops their attention to detail, promotes classroom discussions, and motivates them to learn.

**REVIEWER: Truesdale, Sherrise  
Minnesota State University,  
Mankato**



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## IN MEMORIAM

### SIMON DINITZ



Simon Dinitz, who died on March 3, 2007 at the age of 80, would probably have appreciated a memorial notice that passed along a few lessons illustrated with stories from his own life. Si was a superb teacher, one of the very best; it was his excellence in the classroom that is most vividly remembered by those who heard him lecture. He would open classes by amiably greeting students with the salutation: "Scholars." Patty English, a onetime Dinitz student, has conveyed Si's classroom persona nicely: "He was substantial and he was fun." Si transmitted an extraordinary love of learning and the great excitement of grappling with ideas. What he told students reflected his own kindness and understanding, his abiding faith in and love of people.

Si and I were graduate students at the University of Wisconsin in the early 1950s, more than half a century ago. He had come to Madison from Vanderbilt, where he'd been sent by the Navy as an officer candidate in the V-12 program during the second World War. At Vanderbilt he worked on his master's degree with Marshall Clinard, himself an exhilarating teacher and something of a polymath social scientist. When Clinard took a position at Wisconsin, Si moved there with him. He found the atmosphere at Wisconsin, as I did, highly competitive. It reminded him of City College

in New York where he had begun his undergraduate education: Wisconsin, Si would say was "City College with a lake and grass." We dozen or so graduate students huddled together for self-protection against a faculty with more than its fair share of tyrants. I recall vividly a group of us standing in the street outside Sterling Hall on a freezing Madison winter evening, howling like wolves to relieve the tension from a seminar with the likes of Howard Paul Becker. We came to establish what would be lifelong friendships with our co-sufferers.

In the fall of 1951 Si took a job in the sociology department of Ohio State University, where he would remain for more than 40 years, albeit with numerous visiting appointments throughout the world: at the University of Vermont, the University of Texas at San Antonio, sites where his grown children lived, and in Haifa in Israel, among other places.

He and I met off and on, here and there, sometimes with his wife Mimi, an admirable woman who predeceased Si. I visited him in Columbus soon after he had suffered a heart attack and when things were still looking iffy, but he flourished, for many decades after that, and with an assurance and bounciness that offered a heartening lesson of courage in the face of adversity.

Space permits but two lessons that Si might have wanted to convey. The first emerged during a meeting of the American Sociological Association, perhaps in 1955. He and I hid ourselves in the bathroom to be able to talk above the din from an Ohio State reception in the suite of Ray Sletto, the department chair. Si was depressed; he was still an instructor (he would remain so for six years). This was a purgatory academic status

now long since jettisoned. Things looked bleak, his salary was atrocious. He was going to quit and take up his uncle's offer to work in the underwear factory that supported a number of members of the Dinitz clan. For my part, teaching at the University of Oklahoma, also an instructor, making \$3,200 a year, and regarded as something of an alien, oddball, I was in no position to offer advice or consolation. But Si didn't quit and he prospered and he and Al Clarke and Russ Dynes, very close friends, rose to become superstars at OSU. The lesson here might have a tinge of Pollyanna, but it has its value nonetheless. Things may not prove to be as bad as you think they are or believe they will be; it sometimes pays to persevere.

The second observation concerns Si's scholarly work. Like Clinard, who once told me that his multifarious interests were a function of boredom that set in when he lingered overlong on a particular subject, Si rode two major research mounts, criminology and social psychiatry. For a time it looked as if he would score heavily as the grunt on Walter Reckless's team that formulated containment theory. The theory was built on the idea that good boys in poor neighborhoods develop insulators that protect them from delinquency. But the theory never got very far off the ground in terms of disciplinary status. Si's outstanding work on prisons, often in collaboration with John Conrad, was too pragmatic and policy-oriented to soar into the scholarly stratosphere occupied by arcane penology and sophisticated statistical studies of prisons and prisoners.

Si contributed to award-winning work during his collaboration with psychiatrist Benjamin Pasamanik that reported on the adaptations of patients diagnosed

as schizophrenic who after the discovery of psychotropic drugs had been released into the community. In an elegant random assignment study, they demonstrated that 77 percent of the patients adapted adequately to the free environment under a drug and home care regimen compared to 34 percent of those treated with placebos. But criminologists, notoriously insular, were hardly aware of this work and assuredly had no reason to honor it. Is there a lesson here? Perhaps it is that if you are going to subdivide your interests you are likely to underachieve or at least to be less adequately recognized in the particular subdivisions. I suspect that Si would grant this and would smilingly insist that the pleasure in doing what he wanted to do was what motivated him, not the need to march to the drums of any specific scholarly specialty.

**Gilbert Geis**  
**University of California, Irvine**

*Readers interested in further information should go to the fascinating 62-page oral history interview conducted by Adrienne Chafetz with Si Dinitz in November 2005. It can be found at: <http://kb.osu.edu/dspace/bitstream/181/2>*

## CALL FOR ARTICLES

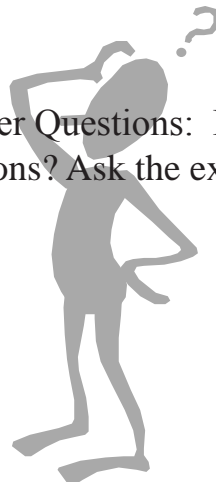
**New Researcher Highlights:**  
 If you are an new researcher or know a new researcher tell them to submit their writing.



**PhD Forum:** Share the results of your dissertation by submitting your abstract.



**Reader Questions:** Have questions? Ask the experts!



## Upcoming ACJS Annual Meetings

**March 11-15, 2008**  
 Hilton Cincinnati Netherlands Plaza and Hyatt Regency  
 Cincinnati, Ohio



**March 10-14, 2009**  
 Marriott Copley Place  
 Boston, Massachusetts

**February 23-27, 2010**  
 Town & Country Resort &  
 Convention Center  
 San Diego, California

**March 1-5, 2011**  
 Sheraton Centre Toronto  
 Hotel  
 Toronto, Canada

**March 12-17, 2012**  
 New York Marriott Marquis  
 New York, New York

**March 19-23, 2013**  
 Adam's Mark Dallas  
 Dallas, Texas

## ACJS NEWS

### ACJS Certification

Please join us in congratulating the faculty, staff, students, and administration for the Master of Criminal Justice Degree Program at Washburn University. This program is the first to be certified by the ACJS Executive Board as meeting all ACJS Academic Certification Standards, as documented through the ACJS Academic Certification Review process.

The Certificate of Certification will be presented to Washburn University representatives by ACJS President Ron Hunter at the annual ACJS Awards Ceremony in Cincinnati.

The list of certified programs is available on the ACJS website at: [http://www.acjs.org/pubs/167\\_667\\_14143.cfm](http://www.acjs.org/pubs/167_667_14143.cfm)

### Electronic Submissions

Dr. Richard Tewksbury, Editor of *Justice Quarterly* (JQ) and Dr. J. Mitchell Miller, Editor of the *Journal of Criminal Justice Education* (JCJE) would like to announce that they will begin accepting manuscripts via the Manuscript Central electronic-submission system. Manuscript Central is a web-based peer review system, set up by ScholarOne to move the process online. It allows authors to submit papers from around the world, needing only access to a web browser. The Manuscript Central system enables the Editorial Office to manage articles electronically and to give the relevant reviewers access to those articles online for completion of their reviews. In summary, Manuscript Central moves the whole peer review process online. The URL addresses are available on the individual pages of each journal.

To submit manuscripts, you can go directly to Manuscript Central at <http://mc.manuscriptcentral.com/rjq> for *Justice Quarterly* or [\[mc.manuscriptcentral.com/rcje\]\(http://mc.manuscriptcentral.com/rcje\) for the \*Journal of Criminal Justice Education\*.](http://</a></p>
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Guidelines for submission of manuscripts, instructions for authors, and contact information for the Journal Editors can be found at [http://www.acjs.org/pubs/167\\_669\\_2916.cfm](http://www.acjs.org/pubs/167_669_2916.cfm) for *Justice Quarterly* or [http://www.acjs.org/pubs/167\\_669\\_2917.cfm](http://www.acjs.org/pubs/167_669_2917.cfm) for the *Journal of Criminal Justice Education*

### ACJS Executive Board Abbreviated Mid-Year Meeting Minutes (September 2007)

#### 2008 Cincinnati Meeting

LCD projectors will be provided at the Cincinnati meeting in lieu of overhead projectors. Members will need to bring their own laptops for power point presentations.

#### Treasurer's Report:

ACJS remains in good financial shape with 232,639 in investments, and with more money in checking than ACJS has ever had.

#### Journal of Ethnicity in Criminal Justice agreement approved for the Minorities and Women section

Section members will also get a 35% discount on *Women and Criminal Justice* if they so choose to subscribe.

#### Membership Numbers

ACJS currently has 2,340 members (including 138 Ph.D. students who took advantage of the free membership over the last year).

Numbers in each region (by region #) are: Region 1- 695; 2- 518; 3- 519; Region 4- 303; Region 5- 264; Outside the U.S.- 41.

#### New Policy on Technical Assistance

#### 403.01 Policy: Technical Assistance Guidelines Prior to Program Review or Certification

(a) Policy. It is the policy of the Academy of Criminal Justice Sciences (ACJS) to provide an opportunity for colleges and universities to obtain technical assistance in completing an independent self-study for review or certification of its undergraduate and/or graduate criminal justice programs. See ACJS Academic Certification Frequently Asked Questions on the Web at [www.acjs.org](http://www.acjs.org).

(b) Purpose. The purpose of technical assistance is to help colleges and universities have an understanding of what to prepare in completing an independent self-study for review or certification of its undergraduate and/or graduate criminal justice programs. The request may be specific (for example, How should we respond to a particular standard? Did we capture the correct evidence to establish that a standard has been met? Are our evidence-based indicators acceptable?) or broad (Will you comment on the gathering, analysis, and use of information in planning the self-study? Will you review the self-study document in its entirety?).

(c) Certified Reviewers. Technical assistance is provided by ACJS members who are trained and certified by ACJS. A list of certified trained reviewers can be found on the ACJS website: [www.acjs.org](http://www.acjs.org). Colleges and universities should contact certified reviewers directly for technical assistance.

(d) Caveat.

- Providing technical assistance

## ACJS NEWS

for either a program review or certification does not guarantee clearance through certification.

- Although technical assistance is provided by a certified reviewer, certification is conducted by a team of certified reviewers. The team may bring to light relevant issues not covered through technical assistance.
- The person or persons providing technical assistance will not be part of the review team and will not be part of the certification decision making process.
- The person providing technical assistance will make it clear to the institution that such assistance is not meant to be considered a review of whether any specific standard could or could not be met under an official program or certification review.
- The individual providing technical assistance is not allowed to make comments regarding the likelihood of the program receiving certification in any formal or informal communication with members of the institution at any time.
- The individual providing technical assistance will not, while providing technical assistance, create a conflict of interest that in any way compromises the integrity of ACJS and the review process. The responsibility to notify ACJS of any potential conflict of interest rests with the individual providing technical assistance to the institution.

e) Fees. (i) Certified reviewer answers queries from his/her office with no travel involved: \$100 per day. (ii) Certified reviewer provides site visit: \$200 per day plus travel and hotel accommodations. (iii) Certified reviewer provides a combination of (i) and (ii): \$300 per day plus travel and hotel accommodations. (Travel and hotel arrangements are the responsibility of the institution.)

**All financial agreements for technical assistance are to be between the institution and the individual providing assistance and not the Academy of Criminal Justice Sciences. The individual providing technical assistance shall not enter into any agreement or incur any obligations on ACJS's behalf.**

## ANNOUNCEMENTS



Dr. Kim Rossmo was awarded the Roy F. and Joann Cole Mitte Endowed Chair in Criminology at Texas State University earlier this Fall. As Director for the Center for Geospatial Intelligence and Investigation, his research has focused on geographic profiling of serial criminals, attack patterns of insurgents, the geospatial structure of terrorist cells, and the geography of illegal border crossings. This appointment in the Department of Criminal Justice recognizes his valuable contribution to the university's research program.

## Constitutional Law, 11th

Jacqueline R. Kanovitz & Michael I. Kanovitz

Presents an up-to-date analysis of critical constitutional issues. Special attention is given to issues of greatest concern to criminal justice personnel — detention, arrest, search and seizure, interrogations and confessions, self-incrimination, due process, and right to counsel. Also includes constitutional aspects of criminal and civil liabilities of justice personnel, and constitutional and civil rights in the workplace.

## Justice, Crime and Ethics, 6th

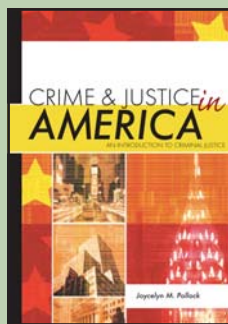
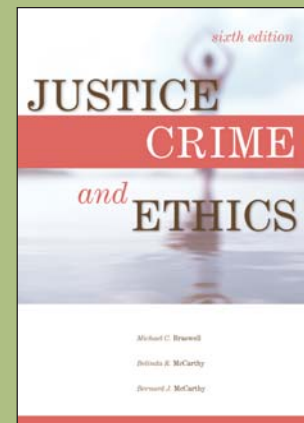
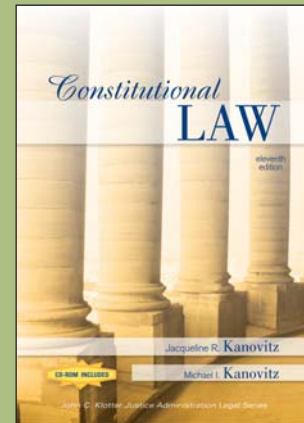
Michael C. Braswell, Belinda R. McCarthy & Bernard J. McCarthy

The contributions in this book examine ethical dilemmas pertaining to the administration of criminal justice and professional activities in the field. Comprehensive coverage is achieved through focus on law enforcement, legal practice, sentencing, corrections, research, crime control policy and philosophical issues. Overviews tie the materials to a thematic structure.

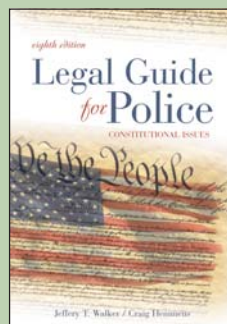
## Introduction to Criminal Justice, 5th

Lawrence F. Travis III

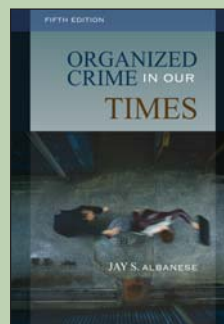
This student-friendly text provides a thorough review of practices and controversies in law enforcement, the criminal courts and corrections. The straightforward conceptual focus throughout the book promotes ease of comprehension.



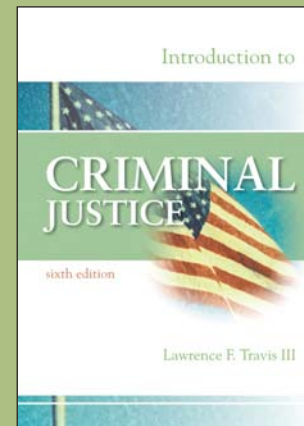
Crime and Justice in America  
Joycelyn M. Pollock



Legal Guide for Police: Constitutional Issues, 8th  
Jeffery T. Walker  
Craig Hemmens



Organized Crime in Our Times, 5th  
Jay S. Albanese



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[www.lexisnexis.com/anderson/criminaljustice](http://www.lexisnexis.com/anderson/criminaljustice)



澳門大學

Universidade de Macau  
University of Macau

The University of Macau is a government-funded institution located in the Macao Special Administrative Region of the People's Republic of China. The Faculty of Social Sciences and Humanities (FSH) invites applications for the academic position in the following area:

**Criminology – Associate/Assistant Professor**  
(ref. FSH/DSOCI/CRIM/09/2008)

**Qualifications**

We are looking for someone who demonstrates excellence or potential for excellence in teaching and research. Both qualitative and quantitative skills are required, but the most ideal candidate would have strong quantitative skills, preferably including the knowledge of GIS analysis. Some of the courses we expect the candidate to teach include the principles of criminal justice administration, criminal justice program evaluation, and courses in courts, corrections, policing, deviance and social control, and criminology. Applicants with strong qualifications in other research and teaching areas are also welcome. The appointee is required to teach courses at both the undergraduate and graduate levels.

By the time of employment, the candidate should possess a PhD degree in criminology/sociology or other related areas from an accredited institution. Candidates for the rank of Associate Professor should, additionally, have a distinguished record of research and publication. PhD candidates who expect to complete their studies by September 2008, the starting date of appointment, will also be considered.

Applicants should send an application package that includes 1) a letter of application addressing his or her qualifications as required by the job; 2) a curriculum vitae; 3) graduate transcripts; 4) a certificate of PhD (if available); 5) three letters of recommendation; and 6) any supporting materials the applicant wishes to include.

**Positions and Annual Salary**

The positions offered and salary level shall be determined according to the appointee's academic qualifications, current position, and professional experience. For details about the "Terms of Academic Appointment", please refer to: (<https://isw.umac.mo/recruitment/showTermsAppoint.do>):

**Associate Professor: MOP616,000 – MOP693,000**

**Assistant Professor: MOP500,500 – MOP577,500**

(USD1 approx. = MOP8)

**The selected candidate is requested to assume duty in September 2008.**

**Application Procedure**

Applicants should visit <http://www.umac.mo/vacancy/> for more details, and apply **ONLINE** at **Jobs@UM** (<https://isw.umac.mo/recruitment/>) on or before **20/02/2008**. Other contact points are:

**Administration and Human Resources Office,**

**University of Macau, Av. Padre Tomás Pereira, Taipa, Macau**

**Website: <https://isw.umac.mo/recruitment/>; Email: [vacancy@umac.mo](mailto:vacancy@umac.mo)**

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**The University of Macau reserves the right not to appoint a candidate**

**\*\*\*Personal data provided by applicants will be kept confidential and used for recruitment purpose only\*\*\***

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