

DOCTORAL STUDENTS OF CRIMINOLOGY/CRIMINAL JUSTICE: A SNAPSHOT OF A NATIONAL SURVEY

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Introduction

Criminology/criminal justice (C/CJ) is a relatively new field “which has come of age” (Clear, 2001). The first doctoral program in criminology/criminal justice began at the State University of New York, Albany, in the mid-1960s (Frost, 2002). Almost 40 years later there are several hundred undergraduate programs, and well over 100 master’s level programs (Clear, 2001). Additionally, 27 new programs offer a Doctor of Philosophy degree in Criminology and Criminal Justice according to the American Association of Doctoral Programs in Criminology and Criminal Justice (AADPCCJ), (Frost, 2002). During the 2002-2003 academic year alone, there were 911 persons matriculating in C/CJ doctoral programs (Frost, 2002). This compares with 563 in the 1999-2000 academic year, a 61% increase in just two years (Frost, 2002). From this comparison alone, one can say that criminology and criminal justice is a booming academic field. But an academic field will continue to grow only if a constant flow of Ph.D. students enter, matriculate and graduate. This article presents a brief snapshot of Ph.D. C/CJ students. The focus is on their motivations for pursuing the degree as well as fiscal matters that affect matriculation.¹

The doctoral degree represents the highest educational credential possible in a field of academic study. Annually, 40,000 doctorates are awarded in the United States (National Science Foundation, 2002). Overall, when looking at all fields, the average Ph.D. recipient is a white, married, male, and just under the age of 34

when the degree is awarded, although an accurate measure of “time to degree” is tenuous due to family, funding, health, educational success, and other life issues (National Science Foundation, 2002). The National Science Foundation (2002) reports an average of 7.3 years from the receipt of the baccalaureate degree to completion of a doctoral degree for all fields in the United States. If this is added to an average four years from high school graduation to the receipt of a baccalaureate degree, a Ph.D. recipient has spent over 11 years preparing for his or her chosen profession.

In the January/February 2002 issue of *ACJS Today*, a compelling article appeared titled “Ten Essential Observations of an ABD Student in Criminal Justice.” In the article, the student provided a conscientious look at her limitations as well as those of her Ph.D. education. She concluded with ten suggestions with financial issues receiving the focus. One read, “Fellowship and assistantship funding needs to be at realistic cost-of-living levels” (Etten, 2002, p. 9). Thus, a question arises: How much money does a Ph.D. student need?

Methodology

In an attempt to answer that and other questions, a national survey was conducted with Ph.D. students in C/CJ. Using the AADPCCJ list of 27 universities that offer a Ph.D. in Criminology or Criminal Justice as of November 2002,² eight institutions were selected to participate. These eight provided a range of geographic location, minority representation, program size, and years of exist-

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PRESIDENT'S MESSAGE

There are many exciting developments on the ACJS front, but since you may have recently received information about the annual meeting scheduled for March 2005 at the Sheraton Chicago, let me briefly address some concerns that have been expressed about the hotel costs in Chicago. The exciting developments will await a future message! The cost question is an important issue because our annual meeting is a critically important event for ACJS. It is the one time in the year when all members convene to deal with the real business of criminal justice education. In a time of shrunken travel allowances, we have the further disadvantage of holding our meeting "second" in the year. As you know, the ASC meets in November and thus consumes the entire travel budget of some joint members. This means we must be especially cost-conscious, and I believe we are.

To begin, some words about how ACJS selects cities and hotels for the annual meeting. Roughly five to seven years in advance, the ACJS Executive Board gives our hotel contractor (Conferon) a list of approximately a half dozen or more cities in which to explore hotel possibilities. The particular cities proposed are based upon a number of factors. These factors include among others, where have meetings been held in the past, where is ASC meeting, regional (north-east, south, mid-west, far west, etc.) distribution, international (i.e., Canada) distribution, travel convenience, and even possible weather conditions (keeping in mind a March meeting).

Conferon has our specifications of particular needs for number of rooms, exhibit space, setup and dismantling of exhibits, accommodation of registration, etc. Using those specifications, which have been refined over many years of experience, Conferon comes back to the Board with recommendations of none, or one or more hotels in each of the designated cities that we should consider. One of the factors in that consideration, a very important factor, is the projected room cost some five to seven years out. But room cost is not, and obviously cannot be, the only or the overriding criterion in our selection. Accommodating our needs, convenience,

attractiveness for attendees, and so on, are also important considerations.

Small or smaller hotels in small or smaller cities tend to be cheaper than the converse. Often, however, those hotels cannot accommodate our needs, particularly as the organization has grown. In addition, smaller cities are often more difficult and more costly to get to. Thus, money savings on hotel costs may be more than made up for by increased travel costs. Larger cities such as Chicago, Baltimore, Seattle, and Boston, and New York (where we hope to be meeting in 2012) have much to offer potential conference attendees and their families. Hotels in these cities that can accommodate our needs are, however, not cheap. To some extent, that is the price to be paid to be involved in a first class organization. There has been a suggestion that perhaps we could contract with several smaller and more reasonable hotels in these large cities. The price of that, of course, is inconvenience and having attendees spread out all over the place. Las Vegas, you say, has cheap hotels and can accommodate our needs! True, but Vegas hotels are cheap for a reason and many ACJS members regard Las Vegas as an undesirable location for our meeting on several grounds.

I hope you get the idea. Planning the annual conference is a very careful process as it should be. The needs and desires of the membership are given priority consideration. ACJS is well on the road to being a first class international body. Our conference should reflect that.

I did not intend here to either inundate you with bureaucratic details or harangue you. As a long time educator, my purpose is only to inform and enlighten. So, I trust that you have been informed and enlightened. If not, or if you want more, just let me know.

Jim Finckenauer
President, ACJS

BOOK REVIEW SUBMISSION GUIDELINES FOR *ACJS TODAY*

- Provide a review that will help the readership determine how useful the book will be for teaching of particular courses.
- Identify how the book is applicable to criminal justice, criminology, sociology, and other related curriculums.
- Identify the courses for which the book will be useful and why.
- Identify the level of students most likely to find the book useful.
- Identify the teaching style most consistent with the book's approach.
- **Send reviews to Alex del Carmen, the *ACJS Today* Editor, at adelcarmen@uta.edu.**
- Book review should be limited to no more than three (3) single-spaced pages with references in APA style.
- Reviews sent as e-mail attachments in Word are acceptable.
- Submission of a review to *ACJS Today* implies that the review has not been published elsewhere nor is it currently under submission to another publication.



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ence. Three were located in the Northeastern part of the country, two in the South, and one each from a Mid-Atlantic, Mid-western and Western state.

The creation of the survey instrument stemmed from two areas. The first was the author's experience as a doctoral faculty member. Through observing the entrance, matriculation and development of several classes of doctoral students, a curiosity developed about the demographics of other C/CJ doctoral students around the country. Second, a literature review provided concepts which led to the formation of topics to present to a focus group of doctoral students. From this focus group, several subject areas emerged including financing the education, motivation for pursuing the degree, family and friend support, living arrangements, and family members' education, as well as medical, psychological and physical symptoms associated with the doctoral experience.

After obtaining internal review board (IRB) approval, the author made contact with the Ph.D coordinators or other faculty contacts at each of the eight institutions chosen for the research. Through e-mail and telephone calls, each contact person was asked to assist the researcher in distributing the surveys to their Ph.D. students. Seven contacts agreed (no response came from the West). Each contact person was asked the following question: How many Ph.D. students in their program still had departmental mailboxes? Each contact was sent the number of surveys indicated along with a cover letter explaining the research.

The seven contacts placed the surveys in each doctoral student's mailbox. The survey contained a cover letter stating participation was voluntary and anonymous. Additionally, a self-addressed stamped envelope was enclosed. Each survey had an identifying number for the purposes of ensuring surveys were returned from each of the seven institutions. A total of 275 surveys were mailed to the contacts at the seven institutions. After one month, 103 surveys were returned, a 37% return rate. This low return rate is very misleading due to rough estimates given by contacts at each institution and no follow up through mailings or telephone calls. The 103 participants represents 11% of the 911 matriculated doctoral students in the fall of the 2002-2003 academic year (Frost, 2002).

Findings

Table 1 presents the gender of the respondents. The majority, 54%, are female. This would support the trend of increased female representation in doctoral education. Historically, in 1958, 911 doctorates were awarded to women, yet in 1998, there were 17,856 (National Science Foundation, 2002). On average, women earned 40% of the Ph.Ds awarded in the United States. Their growth over a forty-year period has been 7.5% as compared to 3% for men (National Science Foundation, 2002).

Table 1
Gender of Survey Participants

Gender	Count	Percent
Female	56	54
Male	47	46

N=103; all percents are rounded.

Table 2 presents the age of the respondents. Fifty-nine percent were 30 years of age or younger. As presented in Table 5, the respondents were in various stages of their degree program, but with the majority under the age of 30, there is support that C/CJ Ph.Ds finish at or below the 34-year-old average for all fields of study (National Science Foundation, 2002). Interestingly, 14% of the respondents were over the age of 45. This finding provides support that a number of students are pursuing doctoral education as a second career or to enhance one in which they have had years of experience. These students who have worked in the criminal justice system might come to the classroom with a wealth of practical experience that can enhance the learning environment.

Table 2
Age of Survey Participants

Age	Count	Percent
25 & under	17	17
26-30	45	42
31-35	14	14
36-40	7	7
41-45	6	6

N=103; all percents are rounded.

As observed by attendance at any ACJS conference, the data supports speculation that whites are the majority race and ethnic group in C/CJ academia. When respondents were asked to identify their race or ethnicity, 77% indicated white, followed by 16% Black/African American, 6% Hispanic and 5% Asian/Pacific Islander. As indicated in Table 3, there were no self-identified Native Americans. Heard and Penn, in the *Directory of Minority Criminologists* (2000), did identify two students as Native American. These students were located in programs in the western part of the United States. The lack of participation from the university in the west may explain why no Native Americans were found in this research.

Table 3
Race or Ethnicity of Survey Participants

Race/Ethnicity	Count	Percent
Asian/ Pacific Islander	5	5
Black/African American	15	16
Hispanic/ Latino(a)	6	6
Native American	0	0
White	77	75

N=103; all percents are rounded.

Table 4 data presents the degree pursued by respondents. Criminal Justice represented 52% of the responses, thus providing support that students may desire studying the criminal justice system rather than answering questions of causality. However, each program may provide overlap of criminology and criminal justice, yet the usage of the term "criminal justice" may be more prevalent. Juvenile Justice rounds out the top three selections with the start of a Ph.D. program at one of the southern universities selected for the research.

Table 4
Degree Currently Being Pursued by Survey Participants

Degree	Count	Percent
Criminology	35	34
Criminal Justice	54	52
Juvenile Justice	11	11
Soc. W/CCJ Spec.	1	1
Other	2	1

N=103; all percents are rounded.

In this sample, almost half of the respondents are beginning their doctoral education as indicated by "currently taking courses." The second largest group is working on their dissertation. With such a spread as presented in Table 5, this research presents students from the beginning, middle and end of their doctoral education tenure. Thus, 48% are at the beginning as indicated by "taking courses." Twenty-six percent are in the middle phase as indicated by "completed all courses" or at some stage of completing their exams, and finally, 25% were working on their dissertation.

Table 5
Degree Status of Survey Participants

Status	Count	Percent
Currently taking courses	49	48
Completed all courses	13	13
Partial completion of comprehensive exams	8	8
Completed all comprehensive exams	5	0
Working on dissertation	26	25
Other	2	2

N=103; all percents are rounded.

Table 6 shows that 50% of the respondents stated "increase knowledge" in the subject matter best describing why they applied to a doctoral program in C/CJ. This was followed by 17% desiring a "voice in the field." Interestingly, only 3% chose a desire to "increase salary." This provides support that Ph.D. students hold no illusions about the income of a C/CJ faculty member. The average faculty salary for an instructor at a public institution in the field of criminal justice and corrections was \$54,879 for the 2002-2003 academic year (*Chronicle of Higher Education*, 2003). Frost (2002) indicates that there are exceptions. The two highest faculty salaries for a full professor or higher were \$170,000 and \$157,600, respectively.

Table 6
Reason Best Describing Why Participant Applied to a Doctoral Program

Reason	Count	Percent
Increase knowledge (interest in the subject)	51	50
Want to have a voice in the field	17	17
Other	16	16
Wanted to make a career change	9	09
Prestige of having a Ph.D.	7	07
Increase salary	3	03

N=103; All percents are rounded.

Tables 7, 8 and 9 provide answers to the focal point presented by Etten (2002) that fellowship and assistantship funding "needs to be at realistic cost-of-living levels" (p. 9). Table 7 asked students to indicate how they were paying for their education. Several funding possibilities were listed as students were asked to place a percentage next to each in order to equal 100% as a total. Indicated below are the 100% answers.

Only 36% of the respondents are paying for their education from one source. When one source was indicated, assistantship ranked number one with 20%. Fellowships were a distant second, at 5%. Awards for doctoral students averaged \$11,000 in the 2002-2003 academic year (Frost, 2002). This number grew to \$11,500 for a "fully funded" average doctoral student award in academic year 2003-2004 (Clear & Frost, 2003). The two most lucrative awards for full-time graduate study were \$34,145 and \$30,000 in academic year 2002-2003 (Frost, 2002). Comparably, the most lucrative awards dropped to \$20,000 and \$19,540 in academic year 2003-2004 (Clear & Frost, 2003).

Table 7
How Survey Participants are Paying for their Education (100% Answers Only)

Method	Listed as 100%	Percent
Assistantship	21	20
Fellowship from university	5	5
Job on campus other than assistantship or fellowship	3	3
Job off campus	3	3
Grants	2	2
Loans	2	2
N=103	36	35

All percents are rounded.

Knowing how much students earned before entering the Ph.D. program helps answer the question of what constitutes a "realistic cost-of-living." Respondents were also asked what their annual household income was before entering doctoral education. Thirty-four percent of the respondents earned \$49,999 to \$25,000, followed by \$24,999 to \$10,000 at 27% and below \$10,000 at 14%. Overall, 77% of the students earned less than \$50,000 before entering a Ph.D. program. At the other end of the income scale, some 8% earned above \$100,000. These results are presented in Table 8.

Table 8
Annual Household Income Before Entering the Ph.D. Program

Amount	Count	Percent
\$100,000 or above	8	8
\$99,999-\$75,000	4	4
\$74,999-\$50,000	13	13
\$49,999-\$25,000	35	34
\$24,999-\$10,000	28	27
Below \$10,000	14	14

N=102; all percents are rounded; one case missing.

Finally, to answer the cost-of-living question, respondents were asked to disclose the minimum amount of income they needed on a monthly basis. Table 9 presents the findings that 32% indicated \$1,000-\$1,999, followed closely by \$2,000-\$2,999 at 30%. Thus, 62% of the respondents needed \$1,000-\$3,000 per month as a minimum monthly income while in a Ph.D. program. As indicated above, the average award amount was \$11,000 in academic year 2002-2003 when this survey was conducted. Eleven thousand dollars divided by 12 months would amount to \$916 before taxes, insurance and other fees. This is far less than the amount indicated by over 94% of the respondents, as only 6% indicated a \$999 monthly income was needed.

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Table 9
Monthly Income Needed by
Survey Participants

Amount	Count	Percent
Over \$5,000	6	6
\$5,000-\$4,000	6	6
\$3,999-\$3,000	20	20
\$2,999-\$2,000	30	30
\$1,999-\$1,000	32	32
\$999 or less	6	6

N=100; all percents are rounded; 3 cases are missing.

Conclusions

As criminology and criminal justice further evolve as disciplines, understanding the needs of the doctoral student is essential in order to supply the demand for intellectual talent and scientific inquiry. Additionally, as C/CJ expands at the undergraduate and master's level the need for Ph.D.'s in the classroom will swell. From the research, we find overwhelming support that doctoral students are motivated primarily by an interest in the subject not economic gain. As for the question of paying for their education while maintaining a realistic cost of living, the answer is not as clear. Initially, it appears that current awards granted to doctoral students satisfy less than 6% of doctoral students' minimum monthly income needs. But as indicated, only thirty-six percent of the students pay for their education through one source. Thus, students may be granted an \$11,000 award but may satisfy their economic needs through a multitude of income combinations including second jobs, family assistance, loans and grants. Such a finding sheds light on the time management, family and emotional strain faced by doctoral students daily. Future research should attempt to grasp an understanding of these aspects of doctoral education in criminology and criminal justice.

Indeed, it may not be difficult for all of us to remember our own doctoral education. We may recall classmates to this day who have not or will not ever complete their degree. We should ask ourselves: How did we get through? If you are like me it was through mentorship, hard work, sacrifice and probably a little bit of luck. The race to the Ph.D. is one of hurdles, limitations, walls,

temptations and endurance. By knowing more about our students' motivation for the degree, income requirements, and family, emotional, physical and education needs, program administrators as well as faculty can become more cognizant of their students. Such information is useful for the recruitment, matriculation and graduation of doctoral criminology and criminal justice students.

Endnotes

¹This article is extracted from a more detailed article forthcoming from Penn, Cintron and Cintron.

²Two universities (Northeastern University and Pennsylvania State University) were developing their programs and therefore were not included in this research.

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CALL FOR MANUSCRIPTS

The *Journal of Contemporary Criminal Justice* invites individuals to submit manuscripts for consideration for inclusion in a planned special issue on the topic, **Miscarriages of Criminal Justice (August 2005 issue)**. The Guest Editor encourages submissions on all aspects of the subject but is especially interested in manuscripts that focus on why miscarriages occur and what can be done about them. Inquiries about the appropriateness of topics should be directed to **Robert M. Bohm**, JCCJ Guest Editor, via e-mail (rboh@mail.ucf.edu) or telephone (407-823-5944).

All manuscripts will be peer reviewed. Manuscripts should be no more than 25 typed, double-spaced pages including tables, figures and references. Manuscripts must be received **no later than January 15, 2005**. Please send four manuscript copies, along with the manuscript on disk, to:

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PREPARING COMMUNITY CORRECTIONS FOR 21ST CENTURY CHALLENGES: HOW YOU CAN HELP!

A Project of the

National Institute of Corrections and the
Center for Innovative Public Policies, Inc.

Overcrowded prisons and jails have captured widespread attention. But the less visible dilemmas of community corrections often languish quietly in the background. Yet despite the fact that over 3 out of 4 adults under correctional supervision are on probation or parole,¹ the budgets of community corrections have actually been declining in relation to other justice agencies.²

Beyond insufficient resources, this growth is occurring in an environment of changing social and political expectations. Community corrections personnel are expected to be “rule-enforcers,” closely monitoring clients and recommending violation for infractions. But they also have a mandate to link clients with needed resources—from education and training to health care and transportation. These contradictory roles of “surveillance” versus “support”³ are not new. Today, however, role conflict is occurring in the midst of not only escalating demands and declining resources, but also within the political context of a new era of evidence-based accountability,⁴ organizational decentralization, and employee empowerment.⁵

These are a lot of challenges and changes. Moreover, they have implications for virtually every aspect of community corrections—from who will be recruited and selected to how they will be trained, supervised, retained, and developed for promotion. Today’s entry-level employees will be tomorrow’s leaders. But one does not prepare for the future overnight. So the

question is how probation and parole can best develop a future workforce capable of meeting these challenges and changes.

The National Institute of Corrections (NIC) is attempting to address this issue through a project examining 21st century workforce needs in community corrections. Specifically, it focuses on the ability of agencies to meet new recruitment, selection, retention, and career advancement demands.

A key part of this effort that involves ACJS readers includes identifying:

- *Colleges and universities that have collaborative partnerships with agencies.* Examples might include creative internship programs, entry-level certification, promotional preparation, co-op education, leadership development, and the like.

Do you have written examples of such community corrections initiatives? If so, contact Dr. Jeanne Stinchcomb, Department of Criminology and Criminal Justice, Florida Atlantic University, (954-762-5138; e-mail: stinchco@fau.edu).

Practices that offer promise for meeting 21st century workforce demands will be included in an administrative guidebook produced by NIC. With such resources, community corrections’ dilemmas can begin to move from the back-

ground to the forefront of attention, action, and accomplishment.

Endnotes

¹“One in every 32 Adults is now on Probation, Parole or Incarcerated,” *Press Release* (Washington, DC: U.S. Department of Justice, July 25, 2004), p. 1; available at www.ojp.usdoj.gov/bjs/pub/press/ppus03.htm

²William M. DiMascio, *Seeking Justice: Crime and Punishment in America* (New York: Edna McConnell Clark Foundation, 1997), p. 6.

³Jeanne B. Stinchcomb, *Corrections: Yesterday, Today, Tomorrow* (Lanham, MD: American Correctional Association, in press).

⁴Doris Layton MacKenzie, “Evidence-based Corrections: Identifying What Works,” *Crime and Delinquency*, Vol. 46, No. 4 (October, 2000), p. 463.

⁵Frank Domurand, “Who is Killing our Probation Officers: The Performance Crisis in Community Corrections,” *Corrections Management Quarterly*, Vol. 4, No. 2 (2000), pp. 41-51.

■

ACA SEEKS ARTICLES

Have you just completed a research study or scholarly essay that you think would be of interest to those in corrections? ***Corrections Compendium***, the research journal of the American Correctional Association, is seeking submissions for upcoming issues. Its international readership includes individuals involved in various sectors of the corrections and criminal justice fields, including individuals employed in academia, correctional institutions and community corrections. A leading peer-reviewed publication in the corrections field, ***Compendium*** welcomes you to submit your research-based papers for possible publication. We are open to submissions on all subjects — provided that they relate to corrections and adhere to standards of quality scholarship. A typical article is approximately 3,000 to 6,000 words, excluding references, endnotes, tables, charts, etc. All submissions are reviewed by members of our editorial advisory board. Articles must not have been published elsewhere or be under consideration by another publication. A complete list of our guidelines is available on our Web site at www.aca.org. Do you think you may have just what we are looking for? If so, please send your unformatted article on an IBM-compatible disk in WordPerfect or Microsoft Word, double spaced, with any tables or charts at the end of the copy, and accompanied by a hard copy to:

Susan Clayton, Managing Editor
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 or e-mail it to: susanc@aca.org.

Please remember to include your name, title, affiliation, address, daytime telephone number, fax number and e-mail address.

ACJS TODAY SUBMISSIONS INFORMATION

The deadline for submissions to be included in the **November/December ACJS Today** is **October 20, 2004**. Submissions, in **Microsoft Word** format should be e-mailed or sent to:

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BOOK REVIEWS

Johnson, R. (2004). *Hard Time: Understanding and Reforming the Prison* (3rd ed.). Belmont, CA: Wadsworth.

REVIEWER: R. MYCHAL GETTY

The University of Texas at Arlington

Being a neophyte in the world of corrections, the need for an all-around scholarly explanation of the often overlooked, ignored, and/or maligned part of the criminal justice system was paramount. "Hard Time" seemed to fit the charge with its no-nonsense, in-depth analysis of historical and contemporary issues facing inmates, correctional officers, and the system at large.

The author's first intent was to slightly educate the reader regarding the history (and regional differences) of corrections in order that one can appreciate the past inadequacies and apathy of warehousing prisoners, as well as, the social injustice of racial bias traditionally ingrained in the criminal justice system. Although this seemed universally understood, it is driven home quite poignantly by moving firsthand accounts of prisoners' quotations throughout the book. The author, Robert Johnson, in the early sections of the book, hoped to express "the enduring pains of imprisonment" through a historical and modern context. In this way there lay a foundation from which one can value how far the prison process has come, and yet how long we, as an American society, have to go in order to "reform" the prisons.

The less than subtle approach Johnson used to explain the plight of minorities in corrections is without offending or pointing fingers. He explains we are all "victims" of this disposition by increasing taxation to build new prisons, the cost in dollars and human toil of the failed "war on drugs," the loss of social services (due to the lack of public funds), breakup of family bonds, etc. These are perhaps thoughts not apparent without the benefit of this book's declarations. Although these connotations may be obvious to the reader and most students of criminal justice, it is nevertheless refreshing to see them stated in a well thought out and researched fashion. The author simply states that facts, the basis for these facts, any helpful illustrations and thoughts, and movies on.

The second of three parts brings one into the world of the prison culture from the convicts', inmates', custodial and correctional officers' standpoints. These extreme differences cannot be envisioned by someone watching prison movies involving semantical social intercourse. Discerning studies reinforced by judicious use of personal accounts truly bring one into "the yard," the cell blocks, and the prison environment in general. Where other prison and correction books simply give a term and definition, this book defines the emotions and conditions through experience and gives them a term in a vernacular sense used by the actual practitioners. One can see the loss of esoterics so replete in normal textbooks cannot possibly project into the page-turning, actual-life scenarios disbursed throughout this book.

Part three, prison reform, brings full circle the author's vision of inmates' "mature coping", programmatic inmate classification, orientation and modeling, and the systematic reduction in prisons and prisoners. The author cites other countries successes—mainly Canada and Scotland—using the strategies in order to "rehabilitate" inmates to be able to successfully reintegrate into the community. The book ends with suggestions and hope for the future by successfully "reforming criminals" and celebrating their return as one who is paid their debt, realizing though, "that debt lasts a lifetime."

This book could effectively guide undergraduate thought but would be better utilized at the graduate level because of the advanced concepts beyond the normal deliberation of overcrowding, recidivism, minority overrepresentation, etc. that most corrections' textbooks contain. After the second part of the book so as to heighten and completely understand "the prison community", one should tour a prison in order to fully appreciate the role prison sounds, smells, and sights a book cannot possibly convey. By this method and a provocative classroom discussion, students could better envision the plight of America's prison system and doing "hard time."

Wallace, H. (2005). *Family Violence: Legal, Medical, and Social Perspectives* (4th ed.). Boston: Pearson.

REVIEWER: LACY HENDERSON

The University of Texas at Arlington

Family violence is a multifaceted construct. It encompasses a vast array of phenomena such as child abuse and neglect, elder abuse, and spousal abuse. It is imperative when studying family violence and the various forms of abuse that comprise it to become familiar with its history, dynamics, definitions, characteristics, and prevalence in today's society. Wallace embarks on the challenge of exploring such aspects in *Family Violence: Legal, Medical, and Social Perspective*, 4th edition.

Wallace initially reviews the overall concept of family violence. This review includes an examination of the research that has been conducted with regards to the scope and prevalence of family violence in the United States. Further, he defines the difficulties that researchers have in measuring this construct and challenges the validity of current measures. He presents the most commonly accepted theories regarding why family violence occurs including the renowned "Cycle of Violence Theory" and the principal elements that embody an abusive relationship.

Following a cursory overview, Wallace delves into the investigation of each form of family violence. Chapters two through six dissect various aspects of child abuse including physical child abuse, child sexual abuse, child neglect, sibling abuse, and ritualistic child abuse. With regards to each form of child abuse, Wallace provides a definition, scope of the problem, characteristics of the abuser and the victim, and indicators of abuse. Wallace does an excellent job of equipping professionals with concrete examples of the way that each of these types of abuse manifests itself in children. For example, in his discussion of physical child abuse, he explores timing and location of bruising, burn patterns, types of fractures, and head injuries.

Wallace concludes his analysis of child abuse with a thorough discussion of the professional's response to this issue. He explores various legalities that a practitioner

ner might face with regards to the reporting of child abuse, the issue of confidentiality, and other ethical considerations. Further he compares and contrasts the multiple ways that a child abuse victim may be interviewed and the various interventions that may result with regards to the findings. Wallace completes chapter seven with an exploration of the role that Child Protective Services plays and then guides the reader through the civil and/or criminal justice process that may ensue.

In chapters eight and nine the text shifts its focus to spousal abuse and the criminal justice systems response to spousal abuse. From a historical perspective, Wallace briefly discusses the role of women in a traditionally patriarchal society; however, he explores in great detail the evolution that has transformed in the criminal justice system with regards to its response to family violence. Further, he explores the theories as to why spousal abuse occurs, common characteristics found in an abusive relationship (such as power and control), traits of a batterer, and reasons that victims stay with their abuser. Wallace draws attention to the issue of "family violence by police officers" (p.203). He presents a summary of the inaugural research that has been conducted on this topic while reinforcing the need for further research.

During his investigation of the criminal justice system's response to spousal abuse, Wallace does an excellent job of discussing the effectiveness of arrests in spousal abuse cases and the "advantages and disadvantages of restraining orders" (p.235). Further he describes a "model response" to spousal abuse from the criminal justice system and details the prosecution steps in such cases. Wallace concludes chapter nine with a look at specialized family violence courts, which is becoming a progressive trend in this arena.

Chapters ten through twelve focus on family violence that occurs in populations such as the elderly, the gay and lesbian community, the military, and family violence victims with disabilities. Wallace examines each population and the unique challenges that a professional must be cognizant of when addressing the issue of family violence within these groups.

Wallace concentrates on the issue of sexual violence with regards to women in chapter thirteen. After an explanation of the theories and scope of sexual violence he compares and contrasts marital rape, stranger rape, and acquaintance rape.

Wallace provides the reader with a respectable introduction of the etiology of sexual violence and more specifically rape.

Chapter fifteen expounds upon the consequences that victims face as a result of family violence. Wallace addresses both short and long term repercussions that a victim may suffer, from Post Traumatic Stress Disorder and other mental disorders to loss of financial stability. Further he does an excellent job of exploring the costs not only to the victim but to society as a whole, such as the financial losses that society incurs due to family violence.

Finally, Wallace concludes with an overview of crime victim's rights. He provides a historical perspective of the victim's move-

ment, information concerning compensation and restitution, and explores controversies surrounding victim impact statements.

The reviewer recommends this book overall. Wallace does a superb job at laying the foundation for a solid knowledge base concerning family violence. He prepares the reader with the necessities to pursue more in-depth studies into the phenomena of family violence. Further this text could be used in courses of various disciplines such as social work, sociology, and criminal justice. While the reviewer feels that this text is most appropriate at the undergraduate level, it could also be utilized as a supplementary reader to a graduate level course. ■

ACJS EDITOR POSITION

The Academy of Criminal Justice Sciences is seeking applications for the position of **Editor** of the *Journal of Criminal Justice Education*: An official publication of the Academy of Criminal Justice Sciences.

The Editor Selection Committee of the Academy of Criminal Justice Sciences is accepting applications for the position of Editor of the *Journal of Criminal Justice Education*. The Editor will be responsible for administering a high quality academic journal for the ACJS membership. The Editor will set editorial policy, select deputy and associate editors, create a peer review system, and manage the journal. Applications must meet the following criteria:

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The Editor's first issue will be March, 2006 (Volume 17, Number 1). The ACJS Executive Board recently approved a \$5,000 stipend for the Editor.



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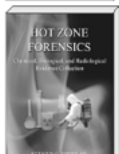
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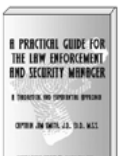
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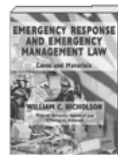
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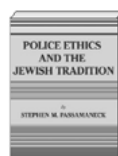
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