

New Jersey Criminal Justice Educator

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President's Corner

Welcome to the first edition of our Newsletter for the 2008-2009 Academic Year.

This Academic Year marks the 40th Anniversary of the New Jersey Association of Criminal Justice Educators. Originally established as the Council on Educational Institutions for Law Enforcement (CEILE), members voted in 1990 to change the organization's name to its current one. It was felt that The New Jersey Association of Criminal Justice Educators better reflected the expanded mission of the organization.

After 40 years of dramatic shifts in criminal justice education, the organization is holding a retreat for its members to take a critical assessment of where we are in terms of criminal justice education in the state of New Jersey. For example, although the study of criminal justice has been institutionalized in New Jersey for over 40 years, there are those who are not quite certain just what should be the purview of criminal justice education. At the retreat we will focus on such issues as assessment, general education, and criminal justice as a discipline. We hope you will join us for this groundbreaking retreat on April 17, 2009. Experts from the Academy of Criminal Justice Sciences have agreed to give presentations and run workshops at this retreat.

As I write this Spring is in the air. Spring usually signals change, renewal, and growth. It is my hope that this year will bring about the much needed renewal and growth that will sustain us as an organization for another 40 years.

Thanks to the co-editors for another informative and enlightening edition of our newsletter. We welcome your contributions.

Charley Flint, Ph.D.
President

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RESEARCH

Public's Perception of the Criminal Justice System

By: John M. Paitakes, Ph.D., Senior Faculty Associate
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One of the required courses in the undergraduate major at Seton Hall University is a 3-credit research course. Students can choose from two research courses offered: Traditional Research and Qualitative Research. As part of my teaching responsibility, I periodically teach Qualitative Research which is more commensurate with my background and experience. Last academic year I taught a class of 11 students enrolled in Qualitative Research. For the final exam, I wanted to offer a practical, realistic and interesting learning alternative. Therefore, I assigned a mini-research project. Students were instructed to go independently and randomly select 10 non-criminal justice adult students or other adults and ask them the following question: "What is your overall perception of the criminal justice system in this country?" Students were advised that these interviews were to be anonymous and, therefore, the names or identity of the interviewees should not be identified in any way. They were also instructed to select any 10 adults, 18 and over, male or female, and were not limited to strictly college students. They were given 3 weeks to complete this assignment. They were required to record the specific responses using content and theme analysis. The following findings represent their analyzed responses:

Findings: Overall, the findings reported indicated an unfavorable perception by most individuals interviewed regarding the criminal justice system in this country. Many non-criminal justice students and other adults were somewhat naïve regard-

ing the operations, procedures, laws and sentencing. A significant percent, over 50%, felt that the wealthy were treated more leniently than those from the lower economic strata. Many still believed that the system treated minorities more severely than non whites and that profiling still existed to a large extent today.

"Politics" played a strong role in sentencing as perceived by many respondents. The majority felt that the criminal justice system was in need of reform in laws, personnel, procedures and resources inasmuch as the system seems, in many instances, to be disorganized. A significant number of respondents believed that the correctional system was too lenient with prisoners and really did little to rehabilitate inmates. Some of this, they attributed to a lack of resources. They also felt inmates had too many rights and privileges even though they were incarcerated.

In regard to probation and parole, a significant number of respondents believed probation and parole were not that effective and did not do enough to prevent convicted felons from committing crimes. They also felt that these two alternatives to incarceration were not "punitive" enough. In essence, they felt that there should be more emphasis placed on education, jobs and counseling so that convicted felons do not recidivate.

However, not all respondents were so negative regarding the criminal justice system. A smaller percent, less than 50%, stated that they be-

lieved the system to be efficient and effective. A similar percentage stated that our system provides the appropriate due process rights, attorneys, jury system, appeal procedures and mechanisms for a fair and impartial system of justice.

In regard to law enforcement, a minority of the respondents reported positive comments regarding police and other law enforcement personnel.

Limitations: It should be noted that this was a small sample, 110 respondents, and therefore, should not be interpreted as any national representative response. It should also be stated that the majority of respondents were college age students (19-22) from the college campus. Students had only a 3 week "window" to interview, record and compile their data and therefore, most selected young adults on campus to be interviewed.

Discussion: Although this was a limited survey in terms of size, it may be assumed that this could be representative of a larger population. This research project may serve to alert criminal justice educators to the publics and non-criminal justice student's negative perception of the system. It should also be noted that many of the respondents had indicated that they developed their perceptions of the system from the media rather than from an educational or criminal justice agency.

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Contraband Cell Phone use within U.S. Prisons and Jails

By: Matthew J. Pittore
Mercer County Community College

“Contraband has always been a problem in U.S. prisons and jails typically such items as improvised weapons and illegal drugs are what come to mind when this topic is discussed. However, the definition when applied to corrections becomes an umbrella term for everything not authorized within a correctional institution. Even mundane items such as pillowcases, issued clothing, sugar, and fruit in large quantities can be dangerous in the hands of prisoners. Increasingly, technology in the form of hand held communication devices are becoming the hottest and most coveted form of contraband within our nation’s correctional facilities. This new aspect of prison security is arguably one of the fastest growing problems facing corrections officials within the United States (Gearhart, 2006).

The cell phone is offering prisoners new ways to commit old crimes. Such illegal activities as drug trafficking, organized crime, gang violence, victim intimidation, terrorism, and facility escapes are a few examples of the kind of deviant behaviors associated with those incarcerated. The cell phone compounds these old problems by offering inmates new avenues by which to coordinate and execute serious offenses. For example, prior to cell phones sex offenders may have had the opportunity to write a threatening letter

to their victim(s). Now because many cell phones today are equipped with a multitude of apparatus such as GPS (global positioning systems), cameras, and Internet capabilities, that same offender could send their victims(s) offensive pictures of themselves, along with a threat electronically, creating an experience more horrifying than the letter alone. Also, this technology has tremendous implications in regards to escape attempts. Inmates could potentially use the cell phone to photograph escape routes, communicate in real time as to their whereabouts with a contact on the outside, or other prisoners. They could consort and plan in secret with an accomplice by comparing data on guard rotations in separated parts of the prison. Allowing an inmate the opportunity to bypass institutional communication system (which is closely monitored for security purposes) provides a window through which criminal activity can be conducted without detection. With the aid of a cell phone the inmate’s ability to perpetuate deviant activity is greatly increased (Fox, 2006).

This problem is not confined to just one region of the country. It is identified in every state of the union as a problem that faces the national community of cor-

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Public’s Perception of the Criminal Justice System

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Recommendations:

1. To add validity and reliability to these findings, this kind of study should be replicated on a larger scale. Another alternative would be that criminal justice professors replicate this study in their undergraduate classes as part of a class project, paper or examination.
2. Those of us working and teaching in the criminal justice system should make a concerted effort to educate and monitor the media more closely so that accurate and complete information be presented to the public.
3. Criminal justice educators should also encourage all criminal justice students to “educate” their friends, family and general public in every opportunity they have. It is imperative to differentiate the facts and laws from general perceptions.
4. It is also recommended that all undergraduate programs be encouraged to include an “Introduction to Criminal Justice” course as part of the core curriculum requirements for all majors. It is the author’s opinion citizens should have some working knowledge of the system. In the alternative, at a minimum, the “Introduction to Criminal Justice” course should be “cross listed” with other closely related disciplines, i.e., Anthropology, Political Science, Social Work, Sociology, etc.

Contraband Cell Phone use within U.S. Prisons and Jails

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rections. Some states have recorded as many as 135 cell phones confiscated in a single year. In the state of Tennessee alone, as many as 200 cell phones have been confiscated within the past two years and, before that, as many as 75 had been destroyed by prison officials (Anonymous, 2005). According to Jess Maghan, Director of the Forum for Comparative Correction in Texas, "...cellular telephones are emerging as a major contraband item in prisons and jails. The incarcerated population is getting younger and they are very savvy with these devices" (Axtman, 2004, p. 1). Colorado reports that a federal inmate and correctional officer were charged with swindling a New York firm out of thousands of dollars with a cell phone. In Pennsylvania, a convicted drug dealer was charged with using a cell phone to run his network from prison. The focus of this issue has been predominantly on its impact on domestic correctional facilities, it should be noted that the problem is international. In 2001, Brazil saw its largest prison riot in history. Interestingly, it was orchestrated through a network of cell phones and spread to 28 facilities across the county with approximately 10,000 inmates taking part. Correctional officials should look to this as a model of what could happen should the problem go unaddressed (Axtman, 2004).

Cell phones and other contraband items are smuggled into prisons and jails in a variety of ways. Methods include stuffing them inside mayonnaise jars, hiding them in piles of compost, shoving them inside hollowed out shoes, inside hollowed out blocks of cheese, and the most despicable of all is through paying off a corrupt correctional officer. Corruption has been a huge problem for correctional facilities especially regarding cellular phones. Obviously, the cell phone is a tremendously hot commodity within the prison. It is estimated that they can go for as much as \$100 to \$2,000 on the sub-Rosa inmate economy. For correctional officers this can be

too much temptation to resist. According to Yolanda Torres, attorney and litigation director of the American Civil Liberties Union in Texas, guards are vulnerable to this type of delinquency for many reasons. She points out that in Texas (and many other states) corrections officers are young, under paid and not trained well, citing that they have little educations and to much unchecked power. "You can go straight from making French fries at McDonalds to having control over a prison" (as cited in Axtman, 2004, p. 1). The starting salary for a correctional officer in Texas is approximately \$18,000 and the age requirement is just 18 years. Texas is not alone. This recipe of under-paid under-educated correc-

tional officers is duplicated in many states. To combat corruption as it relates to cell phone smuggling by correctional officers many states are passing tougher legislation. Recently a correctional officer in Texas was charged with bribery and drug possession after try-

ing to smuggle a cell phone and heroin into a prison in south Huston. Under a new law passed in 2003, it is considered a felony to provide an inmate with a cell phone (Axtman, 2004).

Preventing contraband from entering a correctional facility is a daunting task. Jail and prison staff must be as cunning as the inmates who are always coming up with new and innovative ways to hide forbidden items. Preventing contraband items from entering a facility begins at intake. A recent decisions handed down by the 9th Circuit Court of Appeals has hampered the use of strip searches. Despite this type of restriction, a thorough search of the new prisoner is conducted using metal detectors. New inmates bring in an abundance of contraband. To stop this official's in Pima County Adult Detention Center in Arizona decided to have a separate building just for intakes. This allowed releases without arrestees

"Increasingly, technology in the form of hand held communication devices are becoming the hottest and most coveted form of contraband within our nation's correctional facilities."

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Contraband Cell Phone use within U.S. Prisons and Jails

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ever entering any other part of the jail and has been extremely effective at stopping the flow of contraband. Another method to control contraband is the shake-down crew. This is a specialized group of correctional officers whose sole purpose is to search cells and specific areas of the facility. Unfortunately, due to overtime cost many facilities have disbanded shakedown crews and have seen a rise in the level of contraband (Gearhart, 2006). On a positive note, it seems that within the near future new technology will be available to block the use of cell phones within a correctional facility. However, the prototypes are not yet available. Proactive measures like electronic screening, random searches and shake downs as well as the use of informants seem to be the best current way corrections officers combat contraband cell phones (Fox, 2006).

Contraband has always been a problem of U.S. prisons and jails. Recently, due to increasing technology, hand held communication devices such as cell phones are becoming and increasing problem of correctional officers. Their capacity to orchestrate potentially harmful and dangerous situations has been noted by corrections professionals nationwide. Combating this issue is very difficult. As corrections officers discover new ways to prevent inmates from acquiring cell phones, inmates have already devised a new trick to get them

through security. Corruption plays a significant role in how contraband enters prisons and cell phones are no exception. Correctional officers in many states are not well paid creating an environment conducive for bribery. To offset this issue, states are looking at harsh penalties for corrupt officers. Some techniques used to curtail unauthorized materials from entering a prison or jails are shakedowns, strip searches and metal detectors. These points illustrate that contraband cell phone use within US prisons and jails is a prevalent issue in modern corrections.

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Author's Note:

Matthew Pittore is a criminal justice student at Mercer County Community College. This article was submitted in December 2007 as part of his course work for CRJ-103 Introduction to Corrections, instructed by Professor Cavit Cooley.

PEDAGOGY

Academic Writing and Identity: A Comparison of Two Articles

By

Meredith Beebe

College students have been taught that academic writing should remain objective and impersonal. Traditionally, academic writing is used to present information free of bias, enabling a reader to focus on the ideas presented, rather than an author's opinion (Williams, 2006, p. 710). However, there is a population of researchers and professors that believe there are instances in which identity and authorship should be expressed in academic writing (p. 713). Some professors have even "...commented on the absence of any real voice or presence behind the [students'] papers" (Hyland, 2002, p. 354). This paper will compare and contrast two articles that discussed the appropriate use of identity in academic writing.

Scholarly Articles

Bronwyn T. Williams is a Professor at the University of Louisville in Kentucky. Williams' (2006) article, "Pay Attention to the Man Behind the Curtain: The Importance of Identity in Academic Writing," appearing in the *Journal of Adolescent & Adult Literacy*, examined how students can add identity and authorship to academic writing while still refraining from using personal pronouns. Ken Hyland is an Associate Professor at The City University of Hong Kong. Hyland's (2002) article, "Options of Identity in Academic Writing," appearing in the *ELT Journal*, examined why students refrain from identity in academic writing and how students lack ownership or a voice in their research. Although both authors agreed that students should learn how to create their identity in academic writing, they used different approaches and found different reasons why students refrain from identity in academic writing.

Hyland's Article

In "Options of Identity in Academic Writing," Hyland (2002) held interviews with expert writers and analyzed 240 scholarly articles to see how far impersonal writing extended in different academic areas (p. 352). He found that while some "hard sciences" and engineering used plural pronouns such as *we*, *us*, and *our*, the majority of personal pronouns were used in social sciences such as philosophy, applied linguistics, and sociology (p. 352). Additionally, he learned that despite expert writers using author pronouns, students in Hong Kong tended to refrain

from using identity in academic writing, a style that was taught as objective and impersonal (p. 353). Moreover, Hyland argued that:

By using fewer author pronouns, on the other hand, writers in the sciences adopt a less personal style to help strengthen an impression of objectivity by subordinating their own voice to that of their results. (p. 353)

Through interviewing expert writers Hyland (2002) found two prominent reasons why individuals refrain from using author pronouns: Students were taught that opinions and personal thoughts had no place in academic writing, and that writing in the active voice "clashed" with personal beliefs to remain passive (p. 353-354). Hyland noted that, rather than professors appreciating the students' objectivity, the professors "...expressed frustration at students' general reluctance to commit themselves" (p. 354).

The study determined that by avoiding opinions and personal interpretations students run the risk of not forming a "...authorial identity, and of failing to create a successful academic argument" (Hyland, 2002, p. 354). Finally, Hyland urged professors and linguistics teachers to aid students in learning to write effectively by not encouraging impersonal and objective academic writing, and suggested that:

...we need to lead students towards an understanding that there is no single set of rules or practices we can apply to writing in all fields, and that an explicit writer presence is often an effective rhetorical option. (p. 354-355)

Williams' Article

In "Pay Attention to the Man Behind the Curtain: The Importance of Identity in Academic Writing," Williams (2006) argued that students have been taught to refrain from using identity and encouraged to remain objective in academic writing in order to allow readers to focus on the information presented and not the author's opinion. However, Williams reasoned that writers cannot remain objective as identity is always present in academic writing and that it can either be expressed or implied (p. 712). Furthermore, he recognized that individuals will default to a cultural identity if authorship is not expressed, and said:

Academic Writing and Identity: A Comparison of Two Articles

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In the West, there is a cultural image of the scientist as a white man in a labcoat (or in the humanities, as a white man in a tweed jacket). That image, of course, is not the reality; but a dominant image. (p. 712)

According to Williams (2006), identity in academic writing does not weaken the author's content but actually adds strength to an author's research. Williams reminded his readers that scientists are driven by passion for their field and that researchers are often driven by a similar passion adding strength to their scholarly writing. However, he noted that students are not encouraged to follow their passions through academic writing and are instead encouraged to detach from emotions and report in dry, impersonal tones (p. 712-713).

"Pay Attention to the Man Behind the Curtain: The Importance of Identity in Academic Writing" suggested that if students can not find passion for the subject of their work then their academic writing will suffer (p. 714). Williams (2006) informed his readers that as a professor he asks his own students to research topics that impassion them (p. 714). Finally, Williams stated, "We will help educate the next generation of passionate and humane scholars if we help them understand that there is no writing or reading without identity" (p. 714).

Compare and Contrast

Remaining objective and removing identity has long been a standard in academic writing. However, in recent years many professors and expert writers have called for students to reclaim identity in writing. The two articles suggested that academic writing can be improved by adding the author's identity. Both authors agreed that identity in academic writing adds strength to the information being presented.

Hyland's (2002) article took a research approach when discussing identity in academic writing. By interviewing professors and expert writers Hyland successfully added more voices to his own, adding relevance to his article. Williams' (2006) article focused on previous scholarly articles discussing identity in academic writing. Williams own experience as a professor teaching academic writing to college students added relevance to his article.

Hyland's (2002) interview results indicated "...that academic writing is not the uniformly faceless prose it is often thought to be, but displays considerable differences between disciplines" (p. 352). While Williams (2006) did not complete interviews with other scholarly writers to support his view that identity is useful in academic writing, he reviewed previous research that supported that an individual's work is "...explicitly personal" (p. 711).

Both authors agreed that students will be better scholarly writers if they learn how to use identity in academic writing. "Options of Identity in Academic Writing," discussed the importance of students using author pronouns in academic writing. Hyland (2002) focused on the need for students to add identity in order to "...promote an impression of confidence and authority" (p. 353). "Pay Attention to the Man Behind the Curtain: The Importance of Identity in Academic Writing," discussed the importance of students finding a personal passion for their research and translating that into a personal identity through academic writing. Williams (2006) notes that "...there is no writing or reading without identity" (p. 714).

Conclusion

Both articles discussed the controversial topic of identity in academic writing. While students have been traditionally encouraged to refrain from using author pronouns or personalization, both authors have found professors and expert writers that would *encourage* identity in academic writing. Although Hyland (2002) used a survey approach and Williams (2006) used a research-based approach, both articles mentioned the strength added to academic writing through ownership of the author. The use of identity in research writing will continue to be discouraged by many professors and journals, however, these articles provide insight into a growing population of professors and scholarly writers who believe identity adds strength, confidence, and authority to academic writing.

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Author's Note:

Meredith Beebe is a graduate student in the online Masters in Leadership and Public Administration program at Centenary College. This article was submitted in October 2008 as part of her course work for GLP-602 Advanced Written Communication instructed by Assistant Professor Jeff Carter.

COLLEGE NOTES

Policewomen: The First Century and Beyond

April 2008 marked the 100th anniversary of women serving as fully sworn police officers in the United States. To commemorate this milestone, Dr. Peter Horne spoke at a Distinguished Lecture presentation at Mercer County Community College (MCCC) entitled "Policewomen: The First Century and Beyond." Professor Horne spoke about the historical aspects of this event, the strides women have made in the field, and the challenges that still confront them.

Police Chief Elizabeth Bondurant of Plainsboro also spoke about her personal experiences as a female officer for 25 years. At the time she was one of only about six female chiefs of police in New Jersey. She has since retired from policing. She also has been a senior adjunct professor at MCCC for more than a dozen years.

Professor Horne concluded the presentation by noting that policewomen currently constitute approximately 14% of the nation's police officers and perform virtually all police tasks effectively!

Theodore Fishman, Esq., Honored

A senior adjunct professor at Mercer County Community College (MCCC), Theodore Fishman, Esquire, was honored in late October 2008 as he was presented with the New Jersey Office of the Public Defender Stanley C. Van Ness Award. This honor is generally considered the most prestigious award presented by the New Jersey Office of the Public Defender. Mr. Fishman is currently the deputy public defender of the Monmouth Trial Region and has been with the Public Defender's Office for almost 30 years. He also has been a well-respected adjunct professor of criminal law at MCCC for 23 years.

BOOK REVIEW

Insideout: Fifty years behind the walls of New Jersey's Trenton State Prison

Written by

Harry Camisa and Jim Franklin (2003)

"I truly loved what I chose as a career," says Harry Camisa (2003). "Watching the events and changes over the last 50 years has been a fascinating experience that I wouldn't trade for anything in the world." Correctional Officer Camisa tells his story which spans five decades and is also the story of a half century of prison history. He informs us about the culture and changes of the penitentiary, dropping names, making it a who's who of one of the earliest prisons in the United States which also happens to be the oldest operating prison.

Harry Camisa (2003) is not the stereotypical prison guard. He is an educated man who while working full-time, with the support of his wife, went to college and obtained a B.A. in education. After 29 years on the job as a correctional officer, he retired but then returned to the prison, as the G.E.D. Proctor, administering G.E.D.'s to inmates. He carefully and analytically crafted his memoir blending a perspective of guard, educator, and citizen. *Insideout's* co-author is also no stranger to prison. Jim Franklin (2003), a Mercer County Community College professor, taught full-time for two years in the college's Prison Education Network at Trenton State Prison.

Camisa (2003) saw it all. He describes executions, gang activity, murders of guards, riots, and

escapes in a manner resembling a movie script. There are appearances by mobster Joe Adonis and the infamous boxer Rubin "Hurricane" Carter. Camisa describes the kneejerk approach by prison officials and politicians that led to the upheaval of the prison system during the 1970's. Camisa notes, "...by the early '70s there must have been a half a dozen outside prison watchdog and reform organizations: David Rothenberg's Fortune Society; the New Jersey Association on Corrections; the Coalition on Penal Reform; and on and on."

Insideout closes with a fascinating synopsis of 50 years of changes ranging from security measures, employee hiring, and inmate characteristics. Camisa (2003) remarked that today's inmates are more hardened than the past. "Today these younger guys look, talk, and act as if they could snuff someone with no more thought than you and I might kill a fly." Trenton State Prison now houses a separate wing for women, who would have known!/? The question that remains, how will Trenton State Prison be remembered in another 50 years? Academics suggest that education, vocational training, and employment are important for successful reintegration. Implementing evidenced based practices based on research may help change the outlook of Tren-

ton State Prison in the next 50 years.

Criminal justice professionals will find *Insideout: Fifty years behind the walls of New Jersey's Trenton State Prison* to be an excellent tool to help students understand the administration, management and operations of corrections, as well as the philosophies which have guided it. Camisa and Franklin (2003) include dates of events and describe textbook facts from a real life perspective. Practitioners, prisoners, and criminologists alike understand the whirlwind of reform in prisons that accompanied the 1960s constitutional rights marches and legal cases. This book may serve as a transitional guide to the future. In the words of the old cliché, learn from the mistakes and experiences of the past.

Insideout is set apart from other correctional officer's memoirs because it uniquely gives an account of the City of Trenton, the home of Trenton State Prison. Camisa (2003) is a lifelong resident of the City of Trenton and describes the relationship between the prison and the city:

...back then, if a young guy like me didn't have much of an education and he wasn't a carpenter, plumber, electrician, mason, or mechanic, in Trenton it

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TRIBUTE

Tribute to Albert R. Roberts

by Gina Robertiello

As an Administration of Justice Major at Rutgers University many years ago, I walked into my Juvenile Delinquency course unsure of what to expect. I sat with the other students awaiting my professor. Sitting with us was an “older” gentleman, who asked me if I knew anything about the new professor at Rutgers. I did not know who Dr. Albert R. Roberts was at the time. Moments later, that same man who was sitting with the students, stood up and introduced himself as our professor. You can imagine what a bunch of college students thought about that!

Over the course of my career at Rutgers, Dr. Roberts became a mentor and friend. He trusted me to run the Internship Program, and invited me to become a student researcher along with some of his other “top” students—we as-

sisted Dr. Roberts with interviewing battered women at the Edna Mahan Correctional Facility in Clinton, New Jersey. I learned research methods from the best; Al was intelligent and knowledgeable. He gave me guidance through my undergraduate and graduate career, overseeing my doctoral dissertation as my outside reviewer, and inviting me to publish with him. I caught the publishing bug from him. Ever since he thanked me personally in his book, *Helping Battered Women*, I decided I wanted to write some of my own research too. Dr. Roberts assisted me with this endeavor. I published a number of articles and book chapters in his journals and books, and ended up becoming a co-author with him, instead of just

being his student.

I was always impressed with the accomplishments of Dr. Roberts. He was a Professor of Social Work and Criminal Justice, and Director of Faculty and Curriculum Development in the Faculty of Arts and Sciences at Rutgers University. He received an M.A. in Sociology from the Graduate Faculty of Long Island University, and a doctorate in Social Work from the School of Social Work and Community Planning at the University of Maryland at Baltimore, with a double specialization in Advanced Criminology and Social Research Methods.

Dr. Roberts was the founding Editor-in-Chief of two scholarly journals: *Victims*

and *Offenders: Journal of Evidence-Based Policies and Practices*, and *Brief Treatment and Crisis Intervention*. He was the Editor-in-Chief of the highly acclaimed *Social Workers' Desk Reference* (2nd ed.). Some of Dr. Roberts' other recent books are: *Social Work in Juvenile and Criminal Justice Settings* (3rd ed.); *Handbook of Forensic Mental Health with Victims and Offenders: Assessment, Treatment, and Research*; *Correctional Counseling and Treatment*; *Battered Women and Their Families* (3rd ed.); *Crisis Intervention Handbook: Assessment, Treatment and Research* (3rd ed.); *Evidence-Based Practice Manual: Research and Outcome Measures in Health and Human Services*; and *Ending Intimate Abuse: Practical Guidance and Survival Strategies*.

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Tribute to Albert R. Roberts

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Dr. Roberts was also the Editor of three book series: the Springer Series on Social Work, the Springer Series on Family Violence and the Greenwood/Praeger Series on Social And Psychological Issues. He was a member of The Board of Scientific and Professional Advisors, a Diplomate in Forensic Traumatology and a Board Certified Expert in Traumatic Stress for the American Academy of Experts in Traumatic Stress. He was a lifetime member of the Academy of Criminal Justice Sciences (ACJS), a fellow of the American Orthopsychiatric Association, and a member of the Council on Social Work Education and the National Association of Social Workers (NASW). Dr. Roberts was the recipient of many awards for his teaching and scholarly publications, including the Richard W. Laity Academic Leadership Award of the Rutgers Council of the American Association of University Professors (AAUP).

Forever teaching me, he critiqued my work and always gave me praise. Al invited me as a guest lecturer in his classroom every year, making sure to point out to his students that I was one of his success stories—and one of his only students who actually

went on to obtain a Ph.D. Sadly, in June of 2008, Al passed away from pancreatic cancer—he was diagnosed with Stage IV pancreatic cancer in December 2006, and beat the expected odds. He lived 18 months with the disease without telling most of his colleagues and friends. He did not want to be known as a “cancer patient.” To his credit, Al continued to work up until his last week of life. He and I worked on an article together during that last week, and he never told me the truth about his illness.

Dr. Roberts was a college professor for 35 years and the author, co-author, or editor of 250 scholarly publications including 38 books and numerous peer-reviewed journal articles and book chapters. Needless to say, Al will be sorely missed. In addition to his wife, Beverly, he leaves behind a son, Herbert Seth.

Author note:

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was either take a job in one of the many factories or go to work as a prison guard – after all, the prison was, and still is, one of the city’s biggest employers.

Today, newspapers describe Trenton as a city rife with crime and no opportunity. Camisa and Franklin (2003) offer another view. In the past, the city was important to the northeast and full of employment opportunities *for everybody*. There were “...big manufacturing plants—ceramics, rubber, steel – and loads of smaller shops scattered throughout the neighborhoods.” A bridge in Trenton, still reads “Trenton Makes, The World Takes.” Camisa made Trenton State Prison his life and shares it with us in his remarkable memoir.

References

Camisa, H., & Franklin, J. (2003). *Insideout: Fifty years behind the walls of New Jersey’s Trenton State Prison*. Windsor, New Jersey: Windsor Press and Publishing.

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