

CRIME PREVENTION REVIEW

Published Quarterly by the Office of the Attorney General—
State of California

EVELLE J. YOUNGER, *Attorney General*

Crime Prevention Unit
3580 Wilshire Blvd., 9th Fl.
Los Angeles, California 90010

MRS. JUNE SHERWOOD, *Director*

STERLING J. BOYER, *Review Coordinator*
MELANIE C. INGRAM, *Assistant Coordinator*

Contents

Vol. 5 April 1978 No. 3

(Victim Services and the Police <i>Dr. Jack Goldsmith</i>	49630	1
Preventable Property Damage: Vandalism and Beyond <i>Richard F. Thaw II and David Feldman</i>		8
(The Compton Police Department and Law Enforcement in the Inner City <i>Gene Kaplan</i>	49631	16
(The Vehicle Theft Crime <i>Robert S. Chilimidos</i>	49632	24
(Integrating Crime Prevention into College Administration of Justice Education Programs and Courses <i>Joel I. Greenfield and Barbara Tahara</i>	49633	31
→ A Technological Approach to Building Security— <i>an excerpted report</i>		36
Book Review Peter Arnold: <i>Crime and Youth—A Practical Guide to Crime Prevention</i> —Sgt. Lew Reck		44
Miscellaneous Books Received.....		46
Training, Seminars and Conferences		47

The CRIME PREVENTION REVIEW is a professional forum for the Criminal Justice System in California designed to provide discussion of varied concepts and issues of crime prevention and useful resources for the practitioner in the field.

The Attorney General's office does not necessarily endorse opinions set forth in signed contributions or the listed training programs and resources.

Permission to reproduce any material in this publication is given provided that appropriate credit is given both the author and the REVIEW.

Integrating Crime Prevention Into College Administration of Justice Education Programs/Courses

JOEL I. GREENFIELD

Joel Greenfield is currently the Associate Dean of Occupational Education at Sacramento City College. His criminal justice background includes positions as full-time administration of justice faculty member, Director of the Sacramento Center—Northern California Criminal Justice Training and Education System, and police officer/lieutenant with the Sacramento Police Department. Mr. Greenfield is an active member of the Academy of Criminal Justice Sciences and is a past president of the California Association of Administration of Justice Educators. He is a graduate of California State University—Sacramento, and is currently engaged in course work at the Sacramento campus of the University of Southern California.

BARBARA TAHARA

Barbara Tahara is a Deputy Sheriff for the Sacramento County Sheriffs' Department. Since joining the Department in 1973, she has been assigned to the Main Jail, Women's Detention Facility, Sacramento Metropolitan Airport and the Patrol Division. Her current assignment is in the Crime Prevention Unit. Barbara is a part-time student at Sacramento City College and has targeted 1978 as a goal for completion of an Associate of Arts Degree.

COLLEGE ADMINISTRATION OF JUSTICE EDUCATION AN OVERVIEW

Over 70 community colleges and a number of state universities offer administration of justice education programs in the state of California. Designed to accomplish several objectives, the programs provide a forum for the general student seeking an inside view of the criminal justice mechanism. For the career oriented, the education program provides a basis for career selection and basic conceptual knowledge of law and justice. Advanced study may prepare in-service personnel for advanced and/or specialized assignments. Although program content varies within the state's college systems, some semblance of uniformity was established in 1972 with the production of a core curriculum of five essential foundation courses. Emphasis in the core courses has been on a general overview of the criminal justice system followed by more focused attention to issues of criminal law, evidence, procedures and community relations. Beyond the core courses, colleges have continued to offer a wide variety of courses, with community colleges concentrating on the operational details of criminal investigation, field operations, juvenile procedures, narcotic enforcement and police supervision. Four-year college programs are not often a blend of operational

aspects and advanced specialization in the study of criminology, criminal legal process, criminalistics and middle management education. Both two and four-year colleges have recently expanded educational offerings to encompass topics of interest related to the correctional segment of the criminal justice system.

As a means of assessing current educational needs and developing relevant educational programs and courses, all community colleges maintain an advisory committee or group of criminal justice practitioners who provide direct liaison and input into the development of educational programs. In some areas, the college and criminal justice agencies have formed cooperative relationships benefiting both entities and the community at large. One recent outcome of advisory committee operation has been an increased awareness of the crime prevention role of criminal justice agencies. Colleges have been logically called upon to assist law enforcement agencies in delivering the crime prevention message.

THE INTEGRATING PROCESS

Colleges offering administration of justice education programs include a general introduction or survey course in the curriculum which offers an ideal opportunity to initiate and reinforce concepts of crime prevention. Introductory administration of justice classes generally attract a wide spectrum of student population. In addition to the in-service officer seeking additional education and the serious pre-service student seeking preparation for a future career, the open enrollment policy of the community colleges allows the student motivated by general curiosity to gain some exposure to the real world of law enforcement and the administration of justice. The semi-captive audience with a self-motivated interest in learning about the crime problem is highly receptive to the topic of crime prevention.

ONE INTEGRATIVE APPROACH—SACRAMENTO CITY COLLEGE

Sheriff's Department Presentation

As a part of the course of instruction in Introduction to Administration of Justice, advance arrangements are made with the Sacramento County Sheriffs' Department for an on-campus visit of the Sheriffs' Mobile Crime Prevention Show on Wheels. The Crime Prevention Show on Wheels is a 27-foot motorhome specially equipped with displays of locks, locking devices, types of alarm systems, and illustrations of home security techniques. The Crime Prevention Show on Wheels is particularly effective because it allows the students a visual and tactile display of the target-hardening devices.

The presentation given to administration of justice students by one sheriff's department is one providing an overview of crime prevention. The primary thrust is an individual citizen responsibility. The concepts and information presented suggest practical application of techniques as related to the students' personal and home security. Topics covered in the presentation are as follows:

Security Consciousness

Particular emphasis is placed on home security. Few citizens realize that their own lack of security consciousness is indeed a major contributing factor to the crime problem, particularly residential burglary.

Neighborhood Involvement

There are a number of techniques that can reduce the incidence of residential burglary. The students are given information about the Home Alert program which is designed to stimulate neighborhood involvement. The chances that a burglary will occur while the victim is home are slim; however, during the victims' absence a neighbor may see suspicious vehicles or hear noises out of the ordinary (breaking glass, dogs barking, etc.). Neighborhood cooperation and awareness can be an effective means of crime prevention and an aid to follow-up investigation.

Operation Identification

Operation Identification is an excellent deterrent. Items stolen for resale have a diminished value when readily identifiable through a California driver's license or Social Security number engraved on the item.

Target-Hardening

Target-hardening serves as an additional deterrent to the burglar. Students are shown the numerous vulnerabilities of the key-in-the-knob locks provided for most wooden doors and the definite advantages of a cylinder dead-bolt lock with a one-inch throw bar. The "target-hardening" aspect of the presentation is actually conducted within the Crime Prevention Show on Wheels.

Personal Security

Since burglary is not the only criminal threat, special attention is given to the subject of personal security. Students are instructed of the value of being aware of their surroundings and alert to possible circumstances which offer opportunity for criminal attack.

Follow-up in the Classroom

In addition to the presentation of topics mentioned above, there are other classroom activities. A number of excellent films are used for supplemental review of crime prevention issues. These films deal with burglary, rape, forgery, robbery, assault and other major crimes. A film currently in production for future classroom use will feature a National Crime Prevention Test designed to stimulate student participation and interaction.

As a follow-up to the sheriffs' department visit, an attempt is made to personalize the crime prevention information by giving the students a three-part, out-of-class assignment. This assignment calls upon the student to conduct: (1) a crime victimization inventory, (2) a crime prevention action plan, and (3) an interview/discussion with a neighbor on the subject of crime prevention.

The Victimization Inventory

The victimization inventory asks the student to conduct a self-examination of his/her home, apartment, automobile, place of employment, and general day-to-day routine, and to make a written record of property conditions, times, places, activities or circumstances which pose potential opportunity for victimization by criminal attack. It is explained that the objective is not to induce mass paranoia, but to increase awareness of hazards that may have otherwise been clouded by day-to-day routine. Many of the student responses contain expressions of the students' own surprise at becoming aware of previously unrecognized or unacknowledged hazards. The primary impact of this assignment is the personalization of the role that the individual plays in the total picture of crime prevention. Crime becomes something other than an abstract threat.

The Crime Prevention Action Plan

The second phase of the assignment is to ask the student to submit a written action plan describing actions taken to reduce the vulnerability revealed in the victimization inventory. Emphasis is placed on specific action taken as opposed to a promise to take action tomorrow. As might be expected, much of the action taken is related to installing dead-bolt locks, connecting vehicle alarm systems, marking major appliances for identification, repairing and replacing window screens, purchasing small flashlights and other efforts at hardening the target. One student, after review of the victimization inventory, served notice on the landlord and moved to a new apartment. Again, the emphasis is on constructive action as opposed to passive acknowledgment of the need to take preventive measures.

The Interview/Discussion With a Neighbor

The intent of the interview/discussion with a neighbor is to "spread the story" of crime prevention and foster mutual neighborhood concern and action. Frequently the interview/discussion leads to: (1) mutual agreements to pay closer attention to the neighbor's property, (2) exchange of phone numbers and agreement to assist in emergencies, and (3) cooperative efforts in improving security features of both homes. In some cases, this assignment results in the two neighbors conversing for the first time!

CONCLUSION

Individual crime prevention action is an integral part of our criminal justice heritage. The Citizen Alert or Neighborhood Watch programs of today differ very little in concept from the early Anglo-Saxon system of law enforcement which combined the "Mutual Pledge" with the "Hue and Cry" as a method of citizen involvement in crime prevention.

College administration of justice education programs are an ideal means of redirecting attention to the modern day responsibilities of citizen, student, neighbor, criminal justice practitioner and others in forming a community effort aimed at reducing the incidence of crime and maintaining a free and productive society.

Criminal justice professionals and community members have the poten-

tial of joining college advisory committees and contributing to the integration of crime prevention instruction within existing administration of justice education programs.



END