

SIMON FRASER UNIVERSITY

S.73-95

MEMORANDUM

To SENATE

From ACADEMIC PLANNING COMMITTEE

Subject PROPOSAL FOR ESTABLISHMENT OF
PROGRAMS IN CRIMINOLOGY

Date JULY 24, 1973

MOTION 1: "That Senate approve, and recommend to the Board of Governors, as set forth in Paper S.73-95, that graduate and undergraduate programs in Criminology be established at this University."

MOTION 2: "That Senate approve, and recommend to the Board of Governors, as set forth in Paper S.73-95, that programs be developed for consideration by Senate and the Board as follows:

- a) That a Director be sought who would be given the responsibility of developing detailed program proposals for graduate and undergraduate programs in criminology;
- b) That a steering committee be struck by the Academic Vice-President from within the University to work with the Program Director in the development and implementation of such proposals;
- c) That three types of programs be developed:
 - i) an undergraduate program emphasizing a "problem specific" approach (see Hogarth/Weisstub proposal);
 - ii) a professional oriented evening program administratively modelled after the Master of Business Administration Program presently offered within the Department of Economics and Commerce;
 - iii) a small, research oriented daytime graduate program leading to a Master of Arts in Criminology."

SIMON FRASER UNIVERSITY

S.73-95

MEMORANDUM

To SENATE

From K. STRAND *K. Strand*

PRESIDENT

Subject CRIMINOLOGY PROPOSAL

Date JULY 24, 1973

The Academic Planning Committee, in May 1973, submitted a recommendation to me concerning a proposal for the establishment of programs in Criminology. The proposal was returned to the Committee with a request for additional and more detailed information which I considered was required before the proposal could be forwarded to Senate.

The proposal has been resubmitted to me by the Academic Planning Committee with additional data and the proposals are presented to Senate for its consideration, with recommendations as follows:

Recommendation 1:

That Senate approve and recommend to the Board of Governors that graduate and undergraduate programs in Criminology be established at this University.

Recommendation 2:

That Senate approve and recommend to the Board of Governors that programs be developed for consideration by Senate and the Board as follows:

- a) That a Director be sought who would be given the responsibility of developing detailed program proposals for graduate and undergraduate programs in criminology;
- b) That a steering committee be struck by the Academic Vice-President from within the University to work with the Program Director in the development and implementation of such proposals;
- c) That three types of programs be developed:
 - i) an undergraduate program emphasizing a "problem specific" approach (see Hogarth/Weisstub proposal);
 - ii) a professional oriented evening program administratively modelled after the Master of Business Administration Program presently offered within the Department of Economics and Commerce;
 - iii) a small, research oriented daytime graduate program leading to a Master of Arts in Criminology.

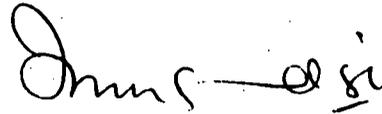
SIMON FRASER UNIVERSITY

MEMORANDUM

To Dr. K, Strand
President
Subject Criminology Proposal

PRESIDENT'S OFFICE
SIMON FRASER UNIVERSITY
From I. Mugridge
Secretary, July 23 2 11 PM '73
Academic Planning Committee
Date July 19, 1973

At its meeting of 12th July, 1973, the Academic Planning Committee unanimously recommended that the proposal for a program in Criminology outlined in the attached paper of 12th June, 1973, from the Dean of the Faculty of Interdisciplinary Studies, be approved in principle. I am therefore, on behalf of the Committee, forwarding it to you for referral to Senate.



I. Mugridge

:ams

c.c. R.C. Brown

To H. Grand

MEMORANDUM

Dr. Ian Mugridge, Secretary

From Robert C. Brown, Dean

Academic Planning Committee

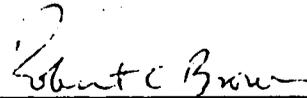
Faculty of Interdisciplinary Studies

Subject Criminology Proposal

Date June 11th, 1973.

As you know, the President returned the recommendation of the Planning Committee concerning a proposal in criminology (dated May 18th, 1973) with an indication that he felt that the Committee's recommendation was incomplete and that more detail would be required before it could be forwarded to Senate.

I have prepared the attached report in the name of the Planning Committee, which I feel overcomes most of the President's objections. Would you please place this report on the agenda of the Planning Committee as soon as possible, so that the Committee may make any alterations or changes it feels appropriate before we return it to the President.



Robert C. Brown

RCB:jc

Proposal for Programs in Criminology

Recommendations

1. That graduate and undergraduate programs in criminology be established at this University;
2. That the program be implemented in phases as follows:
 - (a) that a Director be sought who would be given the responsibility of developing detailed program proposals for graduate and undergraduate programs in criminology;
 - (b) that a steering committee be struck from within the University to work with a Program Director in the development and implementation of such proposals;
 - (c) that three types of programs be developed:
 - (i) an undergraduate program emphasizing a "problem specific" approach (see Hogarth/Weisstub proposal);
 - (ii) a professional oriented evening program administratively modelled after the Master of Business Administration Program presently offered within the Department of Economics and Commerce;
 - (iii) a small, research oriented daytime graduate program leading to a Master of Arts in Criminology.

Background Information

In the Fall of 1971 the University was approached by a group known as the Provincial Advisory Council on Education in Criminology. The Council was concerned that criminology is virtually ignored as an academic discipline in English-speaking Canada, and urged that Simon Fraser University consider the establishment of programs leading to degrees in criminology.

An Ad Hoc committee was formed from within the University to consider the matter. As part of the considerations of the Ad Hoc committee, two groups of consultants were asked to visit the University to prepare reports concerning the role of criminology as an academic discipline and the feasibility of establishing that discipline at this University. The consultants' reports (attached as appendices B and C) as well as additional comments from reviewers, were considered by the Ad Hoc committee and ultimately led the committee to recommend that programs in criminology be initiated within this University as

soon as is possible. A copy of the report of the Ad Hoc committee is attached as appendix A. The Planning Committee has reviewed all of these reports and concurs with the conclusion of the Ad Hoc committee. We recommend the course of action listed under "Recommendations" above.

Objectives of the Programs

The objectives of the proposed programs are to develop a series of courses leading to graduate and undergraduate degrees in criminology at Simon Fraser University. At the undergraduate level, the program should be developed in close liaison with the provincial community colleges. Upper division courses should be emphasized, restricting lower division courses to a minimum of introductory materials.

At the graduate level, two types of programs should be considered. One is an academic program leading to a Master of Arts in Criminology, designed for those students concentrating in criminological theory and research. The second is a two year professional program leading to a Master of Criminology (M.C.A.) for those concentrating in correctional services.

Organization

The administration organization should be similar to that designed for the Computing Science Program. There should be a Director, charged with the development of the various programs; and a steering committee which would function as a curriculum committee, that would be advisory to the Director.

Teaching will be done by:

- (a) criminologists;
- (b) full time faculty in other areas of the University who have a joint appointment in criminology;
- (c) faculty in other areas of the University who may take responsibility for special courses in the criminology program;
- (d) others on special arrangement. These may include members of the law enforcement community who would be invited to participate in the program from time to time on a contract basis.

Implementation

The initial step in the implementation of these programs would be the selection of a Director. The Director will then begin the process of program development in conjunction with the Steering Committee.

Of primary importance in the first phase will be the establishment of the presence of criminology within the University and the development of core programs. Consideration of the second and all subsequent phases will be deferred until the Director can bring forward an integrated proposal.

June 12th, 1973.

Academic Planning Committee

Dr. R.C. Brown

Criminology Proposal

Dean, Division of General Studies and Chairman
Ad Hoc Committee on Criminology
December 12th, 1972RECOMMENDATION:

The Ad Hoc Committee on Criminology unanimously recommends:

- 1) that graduate and undergraduate programs in Criminology be established and incorporated within the Division of General Studies;
- 2) that the program be implemented in phases following the general "problem-specific" model contained in the Hogarth, Weisstub proposal (Appendix A).

BACKGROUND DATA:

In the Fall of 1971 the University was approached by a group known as the Provincial Advisory Council on Education in Criminology. The Council was concerned that Criminology is virtually ignored as an academic discipline in English speaking Canada and wanted to see if there was any possibility of establishing the discipline at Simon Fraser University. After a series of discussions, an Ad Hoc Committee was formed within the University to consider the feasibility of the proposal. In the process of the considerations, funds were obtained from the Solicitor/General's Office to bring two groups of consultants to the University. The consultant's reports, as well as additional comments from reviewers, have been before the Ad Hoc committee and are largely supportive of the position reached by the Committee after a series of interactions with the Provincial Council. Our recommendation is that programs in Criminology should be initiated within the University as soon as is possible.

OBJECTIVES OF THE PROGRAMS:

The objectives of the programs are to develop a series of courses leading to graduate and undergraduate degrees in Criminology. At the undergraduate level the program should be developed in close liaison with Douglas College and Vancouver City College. Upper division courses should be emphasized restricting lower division courses to a minimum of introductory materials.

At the graduate level two types of programs are possible and both should be considered. One is a traditional academic program leading to a Master of Arts (M.A.) in Criminology, designed for those concentrating in criminological theory and research. The second is a two year professional program leading to a Master of Criminology (M.C.A.) for those concentrating in correctional services.

ORGANIZATION:

The administrative organization will be similar to that being developed for the Computing Science Program. There will be a Director, charged with the development of the various programs; and a Steering Committee which will function as a curriculum committee and will be advisory to the Director. The Director will report to the Dean of the Division of General Studies.

Teaching will be done by:

- a) Criminologists with a full time commitment to the program
- b) Faculty in other areas of the University who will have a joint appointment in Criminology
- c) Faculty in other areas of the University who may take responsibility for special courses in the Criminology Program
- d) Others on special arrangement. These may include members of the law enforcement community who will be invited to participate in the Program from time to time in a contract basis.

IMPLEMENTATION:

The initial step in the implementation of these programs will be the selection of a Director. The Director will then begin the process of program development, in conjunction with a Steering Committee appointed by the Dean of the Division of General Studies.

Of primary importance in this phase will be the establishment of the presence of Criminology within the University and the development of core programs. Consideration of the second and all subsequent phases will be deferred until the Director can bring forward an integrated proposal.

COSTING AND REVENUES

While it is difficult to project the actual cost of mounting programs in Criminology in the absence of a detailed proposal, there is little doubt that a considerable commitment of resources will be required. Thus the following points should be considered and explored.

- 1) outside sources of funds - Both the Provincial and Federal governments are pushing the initiation of these programs. There is little doubt that considerable amounts of money could be derived from these sources as direct grants, at least for the first three years of operation. There is also a strong possibility that the Donner Foundation and the Ford Foundation would make funds available for specific time periods.
- 2) The M.C.A. program could well be a revenue generation. The Provincial Council has indicated that their member agencies would underwrite the costs of this program through special tuition arrangements. Provision for this already exists within their present operating policy and no changes would be required.

A PROPOSAL FOR A CRIMINOLOGY PROGRAMME

AT SIMON FRASER UNIVERSITY

Prepared by: John Hogarth
and David Weisstub

August 11, 1972

A Proposal for a Criminology Programme at Simon Fraser University

What is criminology?

The term "criminology" has been defined by almost every author who has written in the field. There is no magic in any one of these definitions. Each of them reflect the particular interests of the author and their utility should be judged in terms of the degree to which they serve to delineate the parameters of the subject matter chosen by that author. As such, the appropriate definition is not a matter of ultimate truth but a question of suitability and applicability for certain purposes. For the purpose of this paper we shall accept the broad but widely-accepted definition of Sutherland, namely: "Criminology is the body of knowledge regarding crime as a social phenomenon. It includes within its scope the processes of making laws, of breaking laws and of reacting toward the breaking of laws."

It should be pointed out that definitional questions lie at the heart of criminological study. Earlier attempts to isolate the study of criminal behaviour from the social processes of labelling and stigmatizing both conduct and people as criminal were doomed to fail. The main thrust of modern thinking in this area has concentrated on how certain types of behaviour come to be seen as worthy of institutionalized punishment and on how legal and correctional systems respond to the targets of the criminal process, i.e. offenders.

Is Criminology a Science?

A definition of a subject matter should not be confused with the definition of a discipline or a science. The former simply defines an area of inquiry which may be approached in a variety of ways through the medium of a number of discipline-oriented approaches, whilst the latter implies a more or less unified body of knowledge, an identifiable methodology and a framework of meaning or theory of knowledge. Several well known criminologists, Wolfgang, Radzinowicz, Szabo and others, have asserted that criminological study has achieved a status of a separate and distinct science. It is our judgement that a critical examination of criminological research published so far would not justify such a conclusion at this time. This is not to say that knowledge in this area has not progressed nor does this conclusion foreclose the possibility of universities organizing a programme of study and research in this area.

There is little doubt that crime is perceived as an important social phenomenon in our society. The criminal process absorbs a significant amount of economic and social capital in the country. It is entwined with fundamental normative judgements and has high symbolic value in working out those judgements. Finally, the criminal process has far reaching social consequences for individuals caught up in it. All this suggests that the subject matter is worthy of study. The real question is: What modality of teaching and/or research would best serve the interests of the University and

Society? This immediately involves one in specifying the criteria against which criminology should be judged. For the purpose of this paper they will include:

- (1) what normative judgements are involved?
- (2) what social needs does criminology deal with?
- (3) whose interests are now being served and whose should be served?
- (4) who is to be taught and for what purpose?

Criminology as Policy Analysis

The great debate in criminology centers around an ideological split between behaviourists on the one hand who hold themselves out as being able to produce specific knowledge helpful to administrators of the penal-correctional process for the purpose of better social control, and the professional debunkers on the other hand who see their task as one of destroying the vocational assumptions of the existing system. The former group has become disillusioned at the failure of the system to adopt their recommendations. While the latter group has been able to effectively show that the system does not achieve its manifest purposes through the traditional mechanisms of rehabilitation, deterrence, general prevention and so on, its criticisms have gone unheeded.

In addition, the penal system has come under increasing attack from non-criminologists. They include political radicals who assert that it serves illegitimate social purposes; offenders

who more and more see themselves as political prisoners; and, ordinary members of the public who are becoming increasingly apprehensive about their personal security fed by an exaggerated sense of drama about crime fostered by the mass media. The future development of criminal policy operates within the context of a major crisis in legitimacy maintained by powerful forces which tend to polarize ideological positions. One of the reasons that criminology has not realized its potential for the development of social policy has been the tendency of criminologists to ignore or minimize these ideological contradictions. If criminology is to become a useful policy science, therefore, it must address itself to normative questions.

What normative judgements are involved?

Most students of the criminal process would not claim that crime or social deviance can be eradicated from society at an acceptable social cost. Controversy remains however with respect to four major areas:

- (1) what interests ought to be protected by the criminal law?
 - (2) what mechanisms are likely to achieve that protection?
 - (3) what degrees of interference by the state in the life and liberty of the subject should be permitted in the interest of crime control?
- and (4) what are the criteria by which the legitimacy of the criminal process can be judged?

The following is a suggested model for the study of normative issues related to the criminal process. In our view it provides a framework of analysis that is suggestive of answers to some of the more important normative issues outlined above and leads naturally to the development of a program of study and research.

First, five basic assumptions:

- (1) the criminal law is only one and not necessarily the most important of the ways in which individuals learn to adjust their relations to each other and to the group.
- (2) the sanctions available to the law are effective to the extent that they operate within a set of shared definitions of appropriate and inappropriate behaviour.
- (3) most people wish to obey the law provided they know its demands and believe it comes from legitimate authority.
- (4) law can be no more than a framework of reasonable expectations within which men may act.
- (5) the criminal law is demonstrated and made real by the criminal process, which may be defined as the activities of the police, the courts and the correctional agencies.

Within the framework of these five assumptions about the criminal law one can establish a number of minimum requirements of the process if it is to be seen as effective and legitimate in dealing with crime by ordinary members of the public.

- (1) Visibility. People must come into direct contact with police officers, judges and correctional workers.

- (2) Access. Ordinary citizens should have easy access to the process giving them the opportunity to make it work for them.
- (3) Cognizance. People must understand that norms, values and social purposes underlying the criminal process.
- (4) Concordance. The purposes of the criminal process as expressed in the behaviour of individuals operating on its behalf must be concordant with basic values in the specific community in which it operates.
- (5) Competence. Officials in the administration of justice and treatment of offenders must be seen as competent to perform the tasks set.
- (6) Consistency. In the interface between a citizen and the agents of social control there must be a measure of internal consistency in the way those agencies function not only in terms of consistent approaches within a particular agency but a measure of consistency between various agencies through which the individual may pass.
- (7) Rationality. In order to achieve a measure of legitimacy the criminal process must seem to be directed towards a number of rational and purposive ends.
- (8) Catharsis. The public will not accept a criminal process that does not provide symbolic reassurance of the triumph of good over evil through the dramatic

rituals inherent in that process. A balance must be struck between the rational, purposive aims of the criminal justice system and less rational, dramatic, and ritualistic working out of values that the process provides.

What are the characteristics of crime and social response to it in Canada and particularly in British Columbia that should be acknowledged in conceiving a criminological programme?

(1) Confidence in Authority

In contrast to the United States, Canadians harbour traditional sentiments of deference to authority. This finds expression in our cultural symbols of the RCMP, the Queen, etc. and is reflected in the wide discretionary power vested in official agencies of criminal justice. No common law country has given its police, its lower court judges, its prison officials and its parole authorities as much unfettered discretionary power.

(2) Punitive social attitudes.

Cross-national surveys indicate that a form of New World puritanism and tough-minded frontier attitudes tend to flourish in Canada and particularly in British Columbia. These attitudes have behavioural components found in the highest rate of imprisonment per population in the Western World. This rate of institutionalization tends, with few exceptions, to increase from East to West in Canada being highest in the Yukon and the second high-

est in British Columbia. The data probably reflects a higher crime rate in the West rising from a population shift towards young males, but it also appears that public attitudes in the West are somewhat more punitive than in the rest of Canada.

(3) Extent of social pathology

All standard indices of social pathology: e.g. suicide, divorce, drug abuse, juvenile delinquency and adult crime are demonstrably higher in B.C. than in any other province. Many reasons have been put forward to explain this phenomenon but little sound research has so far been done.

(4) Extent of organized crime

Vancouver has several of the oldest and most entrenched organized criminal syndicates in Canada, mainly centered around the drug trade.

(5) High concentration of newly formed deviant groups

In recent years the West Coast has attracted a large number of young people experimenting with life styles labelled deviant, if not criminal, by many long-term residents of the province. Interesting networks of relationships have emerged between these groups and established criminal groups. Law-abiding citizens and official agents of social control, particularly the police and the correctional agencies find this new type of deviant person difficult to handle with traditional methods. What we are now witnessing are new patterns of social deviance and social response creating unique opportunities for study and research.

(6) Tough-minded progressivism in corrections

British Columbia is known to be a leader in correctional practice through the wide-spread use of forestry camps, group counselling, community involvement and in-service training for its staff. The rationale for these developments appears not so much to arise from sympathy for offenders but rather a desire to reduce recidivism through hard work, self-discipline, a sense of personal responsibility, and a reward system that punishes deviance and rewards conformity. This may be labelled as a form of tough-minded progressivism. The hard truth appears to be that these measures (like all other correctional experiments which have been monitored) have failed to reduce the crime rate significantly among offenders. It is fair to say, however, that the correctional system in British Columbia is open to experimentation and is research-oriented to an extent not usually found.

(7) Special categories of crime

British Columbia has traditionally been the home of special groups who come into conflict with the law. They include: a higher proportion of native people, political radicals, single men who work in seasonal employment in the logging, mining, and construction industries, a derelict population on Skid Row recruited from the above and the minority groups such as Doukhobors that have special problems in their relationship to the law. In contrast, there are defineable groups in British Columbia with very low crime rates such as the Chinese, Japanese and Mennonite peoples. Interesting

research possibilities arise from these differences.

Research possibilities

The above factors, particularly located in British Columbia, together with more general areas of inquiry recognized as being productive ^{of} ideas, form the basis of a research and study programme in Criminology. What is left out of the list below are the more traditional areas of concern most of which have been proven of questionable merit. Among the specific topics worthy of examination are the following:

- (1) new patterns of social deviance and crime.
- (2) inter-relationships between different forms of social deviance.
- (3) social stratification in high and low crime environments.
- (4) the assimilation of deviance into socially acceptable life patterns and the consequential search for new deviant identities.
- (5) typologies of criminality associated with the frontier economy.
- (6) organized crime on the West Coast.
- (7) seasonal and climatic conditions on the West Coast and crime.
- (8) the moral careers of delinquent and criminal persons.
- (9) symbiotic relationships between offenders and those who live off them in socially acceptable and unacceptable ways.

- (10) the social networks among criminals and those dealing with them at the street level and the institutional level both of a formal and informal nature.
- (11) political crime among new and old radicals.
- (12) predelinquent labelling of deviance in the institutions of the family and of the school and the peer group.
- (13) criminality among women with special reference to the changing status of women in Canadian society.
- (14) generational differences in crime rates among ethnic groups.
- (15) emerging informal social control networks among ethnic and subcultural groups.
- (16) the social processes and effectiveness of correctional experiments in British Columbia.
- (17) police-public relations in Vancouver with particular reference to the interface with new deviant groups.
- (18) new relationships between the police and other social services.
- (19) the crisis intervention, intake and the referral roles of the modern police officer.
- (20) alternatives to the formal criminal process: e.g. community psychiatry, detached worker programmes, self-help agencies, mediation, conciliation and arbitration.

Who is to be taught and for what purpose?

It is obvious that the import of the criminal process will not diminish in the foreseeable future in the light of the increasing personal and social investment being attached to it. There are growing demands for vocational upgrading among police officers, correctional workers, and others. It is instructive to probe the motivational factors for the demand for professionalization of knowledge in this area. One should then look at the short run and long term effects of attempting to meet these demands on:

- (a) students
- (b) the agencies concerned
- (c) offenders
- and (d) society at large.

The penal-correctional process has traditionally been staffed by people of non-professional status. In recent years middle management positions have been given to a select number of highly paid professionals occupying posts of both prestige and power. At the same time, police officers, correctional workers, and so on come into increasing contact with professionally-trained people from outside their particular subsystems who have had advantages over them by reason of the status accorded to their formal training. This is so despite the fact that many of these new professionals cannot demonstrate job competence in real terms. Many experienced police officers, for example, know more criminal law than most young lawyers who they see making mistakes in Court

all the time. They come to learn that status, money and power are tied into the certification game through formal training and the collection of degrees. Because they have little confidence in the capacity of any degree programme to assist them in performing actual occupational tasks, they are searching for the quickest and easiest route to legitimation.

Correctional and police administrators contribute to the certification game. In the absence of clear-cut criteria of agency performance, the number of staff with paper qualifications becomes a substitute measure of success. Once the game has started further deflection takes place from performance analysis in real and substantial terms. The resultant cost to both competent but non-degreed staff and to the capacity of the agency to deliver service are enormous. Good field staff feel it necessary to leave jobs they are now performing well to take up training for positions they may not be suited for. Managers are tempted to use this mechanism as a device to keep basic staff in line and to ride over creative middle management people lacking formal qualifications. This is done by a selective incentive and reward system centered around leaves of absence, leap-frogging in promotion and the establishment of prestigious posts without line responsibility.

More fundamentally, there is little evidence that formal training will lead to better job performance for line staff at least. Giving degrees for low level work in corrections and law enforcement tend to disguise the real nature of that work. Indeed,

a broad and critical education in criminology may be dysfunctional for many occupational roles. Attempts to bureaucratize empathy (which most agree lies at the root of much of this work) increases social distance between the worker and the client and sets up communication blocks. One does not wish to repeat the mistakes that schools of social work are just now attempting to struggle out of at great costs to both individuals and agencies. Moreover, the felt need among professionally trained people to categorize complex social situations in terms of a theoretical position frequently makes it more difficult to achieve the necessary practical ad hoc solutions required by the circumstances. This is particularly so for police officers as research in this area has shown. Finally, there are tremendous social costs in pre-empting the amateur from work in this field. At the time when community involvement in the penal-correctional process is on the upswing it behooves a university to be cautious about creating a new professional group with a vested interest in the status quo.

The capacity of the university to respond to vocational needs in corrections.

There is little doubt that there will be some short term payoff for the university in establishing a criminology programme held out as supplying line staff with professional qualifications for correctional and law enforcement work. Students would flood the university, the only limiting factor being the capacity of the

institution to accommodate them. Disillusionment is bound to set in however.

In the first place it will quickly become evident that the university cannot meet the enormous needs for basic skill training. They can be met, if at all, by community colleges at considerably less expense and at least equal utility. Long term projections for demand for student places at universities must now take cognizance of the shift taking place from universities to community colleges for just this type of training.

Secondly, students many of whom will both be experienced and mature will quickly realize the gap between their academic experience and their career prospects and will tend to discredit the value of such a programme. This is so because the only way to reduce dissonance between self and job on the one hand and training on the other is to devalue training. Dissonance reduction theories all indicate that when an imbalance exists in a triad between three psychic elements a reorganization of perceptions and attitudes takes place to bring the elements into harmony. Since for the mature student both self and job are relatively fixed the only way to harmonize the situation is to reject the academic programme as irrelevant to his career and personal ambitions.

This is made easier by reason of the fact that most teachers recruited for the programme of study are likely to have little specific practical knowledge of the everyday world of practitioners. Most good academic criminologists have rather specialized interests

on the borderline of knowledge and find it difficult to deal with the practical work-a-day tasks to be faced by their students.

Attempts to solve this problem by hiring a few practitioners create problems of their own, well known to professional schools. Experience shows that when there is a split between practitioners and academics in a professional training faculty there is the distinct danger that the department will tend to drift towards the abandonment of its critical-academic posture. The young student gets little reassurance about the validity of his occupational choice or his capacity to perform adequately from the academically-oriented teacher. While he may not in principle be committed to the practitioner approach it is nevertheless the reality that he seeks a sense of applied relevance in his academic work. He mistrusts the teacher who is highly critical of the basic assumptions and practices of the profession that the student is about to become part of.

Pressure is thus placed on the faculty to demonstrate their vocational skills and if there is any ambivalence in this regard, the teachers concerned are vulnerable to manipulation. Academics faced with this pressure tend to move to extreme positions of either proving their relevance in the most mundane way or by attacking the system even more vigorously to preserve their academic purity. Everyone suffers in the process.

The problem is less acute with mature students who have achieved positions of responsibility and are confident about their vocational capacity. If they are already performing management

roles they have come to realize that narrow vocational training is insufficient and their motivations for returning to a period of study and research are more likely to be that of seeking a broader intellectual framework and a heightened awareness of the full implications of their work.

This suggests that one should not attempt to disguise an academic programme behind a vocational mask. Vocational training should be honestly presented as such and it is problematic whether the university is the appropriate mechanism for delivering the required skills. Conversely, it is the traditional role of the university to teach and do research in areas of public concern providing in the course of such study training for those who will perform high level professional roles (with a large practical component likely to be involved in such study).

One is led to the conclusion that training for on-line, semi-professional and non-professional work should be the task of special colleges, vocational institutes and community colleges whilst training for policy and middle management positions, as well as for research, should be the task of universities, provided of course, that it is possible to isolate a body of knowledge that cannot effectively be taught within pre-existing departments.

The social role of the criminologist.

Before examining specific models of criminological study that might be feasible at Simon Fraser, let us identify some of the

social implications of any programme of study in this area.

Among the obvious consequences is the tendency for study in this area to heighten the sense of drama about crime and to lend special significance and credibility to the work of people in the anti-crime industry. Such study also provides excuses for inaction ("we are researching this area") while at the same time lending credence to the view that there are concrete answers to crime control questions. As has already been observed, the training of yet another professional group with a vested interest in crime pre-empted the amateur and tends to over-professionalize human interaction.

Among the less immediate social consequences is the tendency for the debunking role of the critical criminologist to buttress the status quo. By debunking the obvious and rejecting all conventional wisdom the criminologist frees the policy maker to do as he pleases. By limiting the significance of all ideologies the student is no longer constrained from expressing his aggressive personality through his eventual power position in society. Myth exploding can also lead to intellectual nihilism or even anti-intellectualism, inoculating the future practitioner from further attacks on his belief system. The neutralism of a liberal education which promotes a tendency to see all sides of every ideological conflict and to weigh all factors equally can lead to a sophisticated form of moral paralysis which is particularly dangerous in the practical arena where hard moral choices have to be made. This may explain why many self-styled "radical" criminologists have become pets of the existing establishment.

Can criminology be taught and if so how?

We have taken the position that criminology should not be regarded as a scientific discipline but that this does not preclude the study of the subject at the university. The real question is one of integrating concepts and methods drawn from a variety of disciplines into a package that can justify a degree.

Crime is a multi-faceted phenomenon. It does not naturally divide into the imposed categories designed by academics. Each academic discipline bearing on crime and its operational concomitants has a particular method of describing reality from a specific observational standpoint. Constructed realities emerge within distinct contextual frameworks of meaning. These realities are described in language systems which are asymmetrical to one another. The universes of discourse or linguistic styles facilitate communication within disciplines but not between disciplines. Moreover, each professional group within the criminological field operates with their own closed systems of meaning. The everyday meanings of lay people about crime are yet another universe.

Each group verifies the truth of its propositions within the context of the internal dynamics of its model. Theorists and practitioners alike are locked into reality systems constantly verifying themselves by means of a tautological process. The process operates as follows: the individual starts with an experiential basis; from this a tentative theory of knowledge emerges; this permits the individual to construct a reality system which

verifies his theory about the phenomenon; he then reconstructs his perception of reality to fit even more closely to his theoretical model removing incompatible elements; the final result is a verification of both experience and theory and great resistance to change.

The integrative aspect of criminology at the academic level can only take place by examining basic premises and ways of reasoning and not by attempting to link substantive knowledge. The challenge is one of determining the social consequences of promoting the adoption of particular belief systems for specific occupations.

Occupational roles imply action which affects others. Action in the field of law enforcement and corrections requires for different actors different reality systems if that person is to perform comfortably in that role. The pace of change taking place in crime and anti-crime makes it necessary for professionals to be open to changing their beliefs system several times in one career. The best that can be hoped for from an educational programme is to provide for each individual a primary reality focus appropriate to his immediate occupational choice with a number of secondary and contrary foci to challenge it and thereby open him to change when his occupational demands require it.

A criminology programme designed to service a variety of occupations within the broad field of corrections will thus require both common course content and approaches tailored for specialized needs. While each professional in this area should be able to appreciate the integrity and perspective of people in other roles,

it leads to needless confusion if he is required to adopt their premises and methods of reasoning in an absolute sense.

The resultant role ambiguity would not likely lead to flexibility of mind but rather aggressive behaviour or the searching out of substitute belief systems with potentially harmful social consequences. Practitioners cannot be "Doubting Thomases" for very long. If one's university experience is confusing in terms of self-concept then it tends to be rejected and is substituted by a dominant theme approach acquired in the practical arena.

A number of consequences flow for curriculum development, course materials and methods of teaching from the above. The problem is one of selecting those conceptual orientations and methodological approaches for both teaching and research that will allow for an optimal level of integration of knowledge. Once again it must be underlined that different levels of integration are required for different occupational roles within corrections.

Underlying the general argument is the assumption that the scheme of imagery and the frame of reference brought to bear on criminological problems must be suited to and correspond with the nature of the subject matter. The appropriate perspective cannot be judged imperatively, but must be assessed pragmatically in terms of its suitability for a learning experience designed to promote a deeper understanding of the social and institutional forces as well as the personal dynamics which shape behaviour and individuals in the correctional process. Plotted courses in psychology, sociology,

law, etc. will not achieve this end. This approach is multi-disciplinary and not inter-disciplinary and is bound to lead to confusion.

By training and inclination teachers and students are better at analysis of a discipline-defined problem than at integration. In order to simplify the problem for purposes of analysis or the need to economize on time or effort it is inevitable that some restrictions are placed on the kind of data examined. In the process of selection some distortion and misrepresentation of the phenomena is bound to occur. Distortion occurs because "the facts" are taken out of the social context from which they derived their meaning and are dealt with as so called "independent" variables. But the world of crime does not divide up in that way.

A possible answer to the dilemma is to return to the phenomena themselves and to seek within them the keys to what is and what is not relevant in the literature and the links between different kinds of knowledge. This suggests that the integration of knowledge may come about through the use of the field placement in real life situations. The accumulation of organized and pre-digested knowledge is a sterile affair in any case until it is applied to a fresh, concrete and living problem.

A truly interdisciplinary program would depart significantly from traditional methods of teaching. Courses of study would be defined in terms of broad phenomena such as "the police", "the probation service", and so on and the method of learning would be primarily inductive utilizing participant-observation as a

methodological tool to unlock the bodies of relevant knowledge contained within specific disciplines.

The position at Simon Fraser University

There are both problems and opportunities associated with the development of a criminological programme at Simon Fraser University. The University does not have any of the traditionally supportive professional schools, such as law, medicine and social work. It has little experience in providing professional education on a full time basis. Moreover, it appears that few individual scholars presently at the University are interested in this subject. This means that a professionally-oriented programme must be built from scratch and this cannot be done quickly. On the positive side, the possibility of linking criminology at this University rather more closely to theoretical-speculative work than is usually done exists precisely because the University has not yet made a major commitment to professional training.

U.B.C. does not appear to be ready to initiate an ambitious programme in this area, leaving the field wide open for Simon Fraser University to chart its own course.

We would strongly caution against building a programme around part-time people drawn from the professional faculties at U.B.C. or from practise. While these people can make a distinct contribution one cannot expect a major teaching commitment from them or even a minor research involvement. We would also caution against

recruiting core staff from the United States as their crime problems and their legal-administrative systems are significantly different from ours. Crime is a particularly sensitive area and one must be aware of the danger of importing U.S. problems to Canada through altering perceptions of that phenomena among students, correctional administrators and the general public. It must be recognized, however, that there is a serious shortage of suitable Canadians with the necessary qualifications for this work. Several academic posts in criminology have not been filled for some time by other departments in the country. This means that it will be some time before a full-fledged programme can be initiated at this University, which is a topic that we shall return to in the final section.

Four models of study.

In the light of the preceding analysis it is our conclusion that it is premature to outline in detail the specific curricula that might be offered in criminology at this University. So much depends upon the interests and the talents of available staff who must be given a measure of freedom to develop their own programme as they see the needs and opportunities. It is however fair to examine possible models that might be conceived in terms of their basic assumptions, the University's capacity to respond and short and long term payoffs for the University, students and society.

The four models are:

- (1) Traditional-Liberal
- (2) Work-Study
- (3) Problem-Specific
- (4) Vocational

The latter model has been discussed and needs no further attention here.

Traditional-Liberal

This model assumes that general, broad, non-specific and humanistic education will develop a capacity in students to respond in sensitive and flexible ways to complex social problems. It is felt that specific knowledge dates quickly. The aim is to train the mind for creative analysis within a liberal, normative orientation. It is also assumed that one cannot achieve intellectual sophistication or adaptability if one's education is partial with respect to human learning. While admitting that some dislocation and personal discomfort may arise from the non-specific approach in the short run, it is felt that over time broadly trained criminologists will be the most effective practitioners.

There are a number of weaknesses in this model. First of all there is no evidence that liberal training leads to a liberal ideology or humanistic practices. Secondly, employers tend to reject a liberal arts B.A. as a training for anything. Third, liberally trained persons realize quickly upon entering employment that they are dependent for power on non-professional persons much in the same way that a second-lieutenant is dependent upon his

sergeant. Fourth, there is a tendency for this type of person to seek out non-essential, non-line positions within agencies where their job competence will not be questioned. Fifth, liberal education as an interdisciplinary subject is something of a myth. The throwing together of courses from a variety of disciplines does not necessarily assist the student in having an overview of the scope of learning or contemporary issues in society. Sixth, this form of education provides no criteria for what is relevant. Students become disillusioned and tend to flock to frankly vocational programmes.

It is clear that the university could easily respond to criminology by providing this type of programme. It would simply involve the hiring of one or two people to conduct courses at the undergraduate and graduate level without degrees being offered. A slightly more ambitious programme might involve an interdisciplinary seminar and visits of observation. Eventually, a minor or major concentration might be offered by the university. There are real advantages to the university in building a programme slowly in this way. The problem is one of gaining acceptance for the pace of development in the law enforcement and correctional community.

In the early stages of recruitment for such a programme priority should be given to insuring that courses could be offered in the following areas: the sociology of law, the sociology of deviance, the philosophy of law and legal institutions, and the psychopathology of deviant conduct. From this basis it would be

possible to involve other members of the University and a select number of practitioners with proven interest or capacity in research. A programme would thus evolve naturally.

The Work-Study model

There are two possibilities in the work-study model. The first is geared towards the seasoned practitioner who comes to the university on a part time basis to round out his education. Such a process could extend over several years, particularly if the student is taking courses at night. It appears that this University has good experience with this model centered around the M.B.A. Programme. The processes of self-selection of students for such a programme augers well for its success. As mentioned earlier in this paper, these people do not expect much in terms of vocational training but rather are looking for a broadened perspective on problems as they arise in their work. Experience shows that most of them tend to take up university studies with enthusiasm and are capable of bringing to the classroom concrete problems arising from their work that illustrate and test the theoretical propositions being discussed.

This model is not without problems. At the mundane level there are problems of obtaining faculty prepared to teach at night in a programme that may not have high academic recognition. Many night school teachers have other commitments and some of them regard this type of teaching simply as an income generating device. Reliance on a part-time faculty militates against an effective

research programme needed to feed a decent course of study. It also sets up jealousies between the full and part-time teaching faculty which are sometimes difficult to overcome.

More importantly, the impatience of the correctional agencies and many students with a drawn-out training programme minimizes the social acceptability of the course of studies. Similarly, it might be difficult to gain academic credibility for the programme within the University teaching staff. It may well become increasingly difficult to get people to commit themselves to such a programme when there are more attractive career prospects for them within traditional day-time departments in the University.

The second possibility involves the use of alternative semesters in field work and university study. This model is well suited to the student without previous practical experience. Students would be placed in various law enforcement and correctional agencies without a great deal of formal training concerning the work of that agency. Some training in participant-observation as a method of research would be provided. The purpose of these early experiences would be to assist the students to penetrate beneath the formal structure of the agency in order to understand the meaning or "inside story" of the social processes as understood by practitioners in their every day work. They would then return to the classroom seeking relevant literature drawn from the gamut of course and seminar offerings and from the library in order to obtain an intellectual perspective on the way in which society

responds to crime through its social institutions. One useful technique is to provide a student with a guided reading programme under the direction of a faculty member. Another possibility is to provide a forum within a seminar format for reflective analyses of the experiential learning taken place. Yet another variant would be the provision of a continuing research seminar which accompanies the field placement of the student.

Students would be expected to make career choices by the end of the second semester. A special programme of study would then be designed for them involving a longer period of field placement in the particular agency concerned, this time the student performing actual occupational tasks. Adequate supervision would of course have to be provided. The student would return to the university for the final semester to write a major paper related to his field experience.

This model can be applied (at least in theory) to both graduate and undergraduate instruction.

There are a number of difficulties in implementing this type of design. Experience from clinical training in law suggests that those programmes which involve a clear-cut division between classroom and field experience lead both teachers and students to political and learning crises of major proportions. Unless the professor is prepared to take a direct part in the clinical exposure, he finds it difficult to relate to the experience of the student. He must be able to apply abstract models to real life situations or the

exercise will appear disjointed. Moreover, many professors in criminology may well feel that they cannot do their most effective work when tied too closely to the rather mundane concerns of field practice. Paradoxically, work-study programmes may create a greater split between theory and practice.

It is clear that a work-study programme is not a high production enterprise. The scarcity of an adequate number of appropriate field placements, the shortage of good supervisors, and the need to closely monitor the students learning progress which is bound to have a high emotional as well as intellectual impact all lead one to conclude that the programme can only be done with a select and small number of students. It is also the case that such a programme is best accomplished with mature students. In the first place, the heavy investment of time in field placement would tend to jeopardize the number of hours that an undergraduate student would have for a basic course development. Secondly, correctional agencies are more likely to accept older persons who may be expected to exercise sound judgement in real life situations. Finally, older students are generally more serious about their vocational pursuits. All this suggests that the work-study programme is best achieved at the M.A. level.

The Problem-Specific model.

The problem-specific model is closely related to the work-study approach. It differs from the latter in the sense that it is not as vocationally oriented and it is geared more towards an

attempt at genuine interdisciplinary integration. Like the previous model, the programme focuses on broad phenomenological areas of inquiry. It involves students in fieldwork, observation and research of various kinds in order to be able to identify and understand the the various aspects of problems as they occur in the real world. Supervision of the students' learning process is a matter exclusively for the academic staff of the department and should not be delegated to correctional practitioners as would be appropriate in the previous model.

Each year a select number of themes would be presented to the class for adoption. Among the topics that might be chosen were those listed earlier as significant to criminology in this province. Students would then be placed in a structured learning sequence which would involve the following: team teaching, participant observation, social survey research, monitoring of model applications in the field, designing and executing small scale experiments, the testing of theories and methods in the context of field phenomena being observed and guided reading through the relevant literature. A heavy research component would be attached to this programme. The students would be expected to take courses in methodology of various kinds. A course in the philosophy and sociology of knowledge would be essential.

Strategically important decisions in the administration of justice would be examined in sequence. Attempts would be made to assist the student to develop an evolving conceptual framework

against which an analysis can be made of each of the problem-specific areas chosen for study.

This programme is particularly suited for three categories of people: middle management persons occupying positions of some power within the existing agency structures, people who already have backgrounds in the social sciences or have legal training and are interested in becoming specialists in the criminological field, and those people who are or will become involved in policy development and research for governments and private agencies. A select number of especially gifted young people drawn straight from the university system could usefully be added to the programme.

If such a programme was successful, the "ripple effect" could be quite significant. Given the present state of criminology it would appear that this model has the potential to achieve all that could reasonably be expected at this stage of development. If interdisciplinary integration can be achieved it will take place within some variation of this theme. The nature of the student body guarantees a high level of group interaction. Good faculty are likely to be attracted to the programme. It avoids the crass impericism of the multi-disciplinary approach. Demands for vocational instruction will be minimal. It will allow the university to make a quantitatively small yet highly visible contribution to society without the same expenditure of funds that a vocationally oriented programme would require. Finally, it would provide the experience necessary to make decisions as to the future development of

criminological study in the university at other levels and for other purposes.

Time sequence.

The foregoing analysis indicates that the university would be advised to go through a number of phases of development before mounting a major effort in this area. As a working model we would suggest the following:

1. The hiring of a senior and highly respected Canadian criminologist who has the capacity to communicate with people in a variety of disciplines. His initial task will be to give an undergraduate course and a graduate seminar in criminology. In this way an early presence in the university would be established.
2. This professor in collaboration with other members of the university would seek available talent within the university and make suggestions concerning recruitment of new persons in order to provide a cluster of courses and seminars at both the graduate and undergraduate level related to this field. At the early stages of development this could comprise a minor in criminology. This should be seen as a temporary stage as far as professional training is concerned in light of the criticisms outlined above concerning the traditional liberal model. There is no reason, on the other hand, why a criminology course or two cannot remain in the undergraduate

curriculum of the university. It is important to stress, however, that universities should avoid being pressured into creating a major in this area by agencies seeking certification. In order to avoid careerism and empire-building, it is important that at this stage that the teaching faculty are not permitted to coalesce into a full-fledged department. Alternative reward systems must be provided for people working within this interdisciplinary field. It must be guaranteed that the teachers concerned are not penalized for taking on these additional responsibilities outside their departments.

3. At this stage the university could consider moving towards a small M.A. programme. In our opinion it should be centered around the problem-specific model outlined above. In the initial stages the number of students that could be conveniently accommodated within such a programme would be between 8 and 15. In view of the factors already outlined it is possible for such a programme to be completed within one year. Staff requirements would comprise a department head, three full-time faculty, a research associate and support staff.*

*The full-time graduate faculty would, of course, be expected to be involved in research and some undergraduate teaching.

4. Several variations are possible within this structure. Part-time sessional appointments might be made to a limited number of practitioners. Depending upon the organizational structure of the university at the time it might be possible to incorporate the criminology programme into a larger administrative structure dealing with a variety of social problems including crime. Finally, some attention might be given to the possibility of the university providing summer institutes to which persons from a spectrum of backgrounds would be invited to attend for a short intensive period of reflective analysis of current criminological problems. The summer institute could be a lead-in to the M.A. in criminology for some students.

A proposal for a Criminology Program

at the Simon Fraser University

by

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A brief historic note

Growing interest in Criminology education in the Province of British Columbia led to a meeting of those concerned at the Centre for Continuing Education, University of British Columbia. This meeting took place in January 1971 and was chaired by Mr. Ken Woodsworth. It was then decided that a Provincial Advisory Council on Education in Criminology should be set up and that an executive committee be appointed.

This preliminary meeting was followed by a conference at Lord Jim's Lodge, on May 19th and 20th, 1971.

The Provincial Council on Education in Criminology held its first meeting at the centre for Continuing Education, University of British Columbia on September 21st, 1971. It was agreed that an executive committee of the Council should be appointed to carry out and implement the policies set by the Council. During the discussions it was suggested that "one of the first priorities and most appropriate tactics would be to encourage present departments to develop courses in Criminology that would be available for undergraduate students. It was felt that it is important to give university students general awareness of the criminal justice system and also encourage those that are interested to prepare for a future within the system".

It was further suggested that "a very appropriate goal for the Council would be the development of a graduate Centre in Criminology as this would focus on the need to develop the field". It was felt that

without local research, the field of Criminology would not gain the status it need".

The executive committee then met with a committee of academic department heads from the University of British Columbia, to discuss the possibility of developing an undergraduate program of criminology. The executive received a sympathetic hearing but it was felt that there was little opportunity for the development of an undergraduate Department in Criminology at University of British Columbia at that time.

The executive committee then had a series of meetings at Simon Fraser University where strong interest was expressed in developing such a program.

A conference on university education in criminology was then organized and held at British Columbia Corrections Conference Centre, Chilliwack, British Columbia, on March 16th and 17th, 1972. Consultants from the School of Criminology, University of Montreal, Department of Criminology, University of Ottawa, and the Centre of Criminology, University of Toronto were invited to give their opinions.

At the conference Dr. R.C. Brown, Dean of General Studies, Simon Fraser University stressed again the interest of Simon Fraser University in developing a criminology program. Consequently consultants were asked to examine the feasibility of the project and to make concrete proposals as to its execution.

The Need for Criminology

I. Why should criminology be taught?

The fact that criminology is now taught in a very large number of universities in the five continents is by itself an irrefutable proof that there is a need for this type of teaching. Many publications have dealt with this question. To mention but a few the Unesco report on higher education in criminology (1956), Professor Radzinowicz books: In Search of Criminology (1961) and the need for Criminology (1965), etc. It may be useful however to try to sum up the main arguments which justify the teaching of criminology at a University level.

1) With the growing complexity of society in the industrialized countries it has become evident that only science can provide solutions to the ever increasing social problems. Policies of social control based on common sense or conventional wisdom have proven to be utter failures. Only a policy of science based on an adequate understanding of the nature of the process one wishes to control can and will give good results. Thus the application of intellectual process to the solution of the problems of daily life has become imperative and constitutes the main feature of the new professions now emerging in the affluent societies of industrialized countries. Matters previously regarded as governed by common sense and experience, particularly in the social field, are becoming the subject of new sciences. We have come to realize that the solution to the social problems created or accentuated by the complexity of society calls for

application of new techniques and methods which can only be learnt through higher and specialized education as well as professional training.

2) The recent change in attitudes about how to deal with crime and delinquency, the turn away from punishment and legal vengeance, the present emphasis on the rehabilitation of offenders, on institutional and non-institutional treatment, the expansion of probation and parole services, the establishment of modern correctional institutions and therapeutic communities, all this has created a great need and a large demand for a numerous and highly qualified staff. Administrators in charge of planning and decision-making are experiencing an increasing need for people with advanced and specialized academic training capable of meeting the ever-growing challenge posed by the new approaches to the problem of crime. This type of specialized education and professional training is needed not only for policy and middle management positions but for intermediary and even for starting levels as well. "The intensity of personal interrelationship which occur in almost any career field closely related to the administration of justice makes an understanding of human behavior and adjustment problems essential to even a minimum level of performance¹ .

3) The problem of crime is so complex and work with juvenile delinquents or adult offenders is so demanding in terms of knowledge and skill that a general education or training are inadequate to meet the

1. See C.W. Tenney, Jr. (1971). Higher education programs in law enforcement and criminal Justice. U.S. Department of Justice, p. 11.

demands of such a highly specialized field. The traditional training in one of the older social sciences be it sociology, psychology or social work has proven to be inadequate for the type of technical and specialized duties created by modern approaches and new policies. Administrators are repeatedly expressing their dissatisfaction with current educational and training programs and their inability to produce the type of professional needed to perform successfully the new tasks in the field of criminal justice. This does not necessarily mean that there is a common agreement among administrators or policy makers as to the exact type of preparation needed. There is however a general assumption that graduates will be best qualified if they are cognizant of crime as one specific variety of social problem, of the varied mechanisms of societal response, and of the strengths and weaknesses of the current organization and operation of the criminal justice system. One of the aims of teaching criminology should thus be

" ... to provide the background and skills necessary to collect and interpret data and to arrive at the conclusion or decisions which must be reached by those who study crime or who are responsible in any way for the administration of criminal justice. The support sequence in skills and strategies of change stresses preparation for effective implementation of decisions requiring system change ..."

1. Bulletin of the School of Criminal Justice-State University of New York at Albany, 1970-1972, p. 16. Professor Lejins affirms that "The proper basis for effective action against crime and delinquency is university-trained personnel to whom has been imparted the existing body of specific knowledge in interpreting crime and delinquency as well as in removing the causes thereof and to whom have also been imparted the corresponding skills for modification of this behavior".

If such an assumption is correct, the argument whether criminology has reached or not the status of a distinct and autonomous science become irrelevant. The important thing is that there exists at the present time a defined body of knowledge which can be organized into a curriculum for criminology and that past experience has shown that the complex and multi-faceted problems of crime and justice can not be effectively taught within any of the pre-existing departments. In fact the establishment of criminology centres, departments and schools was a direct and logical outcome of this insatisfactory situation. Besides, the interdependence existing between criminology and a number of other disciplines such as psychiatry, psychology, sociology and law does not mean in any way that criminology cannot or has not achieved the status of a distinct science. Few would contest that medicine is a distinct science inspite of its dependance on biology, physiology, physics, chemistry, etc. Those who dispute the scientific character of criminology base their views on an unduly narrow conception of what constitutes a science. Furthermore, taking into consideration the modern views on crime and corrections and the type of tasks created by the new penal philosophy, no one would pretend that these tasks are less professional or less specialized than those for which exists at the present time a special and distinct educational programs.

4) The setting up at universities of schools, departments or centres specially designed to offer higher education in criminology will have a decisive effect on the formation of a specific professional

culture, by integrating the contributions made by other sciences and supplementing them with those elements which specifically belong to criminology. Professor Ohlin (1965) explained the role of universities in the following manner:

"There is a stage in the development of a new field of professional practice when the involvement of university resources becomes essential to its continued growth. One indication of this stage is that the knowledge base required for effective job performance becomes too complex to be communicated properly on the job. A second indication is the increasing need for specialized resources to systematize and intergrate the knowledge gained in the daily activities and experiences of the different operating agencies. A third index appears in the demand for specialized research and policy development resources which would apply scientific knowledge and methodology to clarify problems and evaluate the effectiveness of alternative solutions. In short, it is that stage at which the knowledge requirements of the field exceed the capabilities of the individual agencies in such matters as training, curriculum, development, basic and applied research and formation of major policy issues".

It seems clear that this stage has been reached in the field of criminology. The university is in a strategic position at this time to advance greatly the growth of knowledge and competence in criminology. In fact only the university can command the specialized sources and capabilities to provide the field of criminal justice with what it now requires. One of the major tasks of a university is to systematize and continually reevaluate knowledge for more effective communication and further development.

5) The need for criminology teaching in Canada is by no means so new. Already in 1956 the Committee appointed to inquire into the principles and procedures followed in the remission service of the Department of Justice of Canada known as the Fauteux Committee has stressed this need in its report:

"We wish to place the greatest possible emphasis on the urgent need for professional education and research on crime and on the programs which seek to control crime, because without development in these fields Canadian efforts will lack professional understanding and direction.

We do not suggest that criminal behavior is clearly distinguishable from other human problems, but we do believe that the study of the nature, cause and treatment of crime is an area deserving special attention in a separate academic curriculum".

The Committee even recommended that the Department of Justice organize and sponsor a national conference of representatives of Canadian universities to formulate university programs for the training of workers in the correctional field. Few years later a Department of Criminology was established at the University of Montreal only to be followed by Centres of Criminology at the University of Toronto and the University of Ottawa.

In 1967 the Canadian Committee on Corrections commanded a survey on resources for education and research in criminology and criminal justice in Canadian Universities. Nearly at the same time the Quebec Committee of inquiry in the administration of criminal justice devoted one

of the annexes to its report to the role of criminology teaching and criminological research in the administration of justice.

The Department of the Solicitor General of Canada has shown a great interest in criminology education. This has been stressed by the solicitor general, Mr. J.P. GOYER, on several occasions. This was again expressed by Mr. D. McComb at the Chilliwack Conference when he stated that "the Solicitor General of Canada has a real interest in education in Criminology, feeling that it was an essential ingredient for the development of effective services to deal with the crime problem". It seems likely that any projects in this field can count on a generous financial aid from the federal government which can be in the form of research grants or special scholarships for students attending such programs.

II. The specific needs of the Province of British Columbia

In a report on the teaching of criminology at Canadian universities submitted to the Canadian Committee on Corrections (The Ouimet Committee) in 1967, it was recommended that a department or a school of criminology be set up at one of the universities in British Columbia to meet the needs of Western Canada.

Although programs in criminology, criminal justice, law enforcement and corrections are being offered everywhere in the United States, Canadian universities are strikingly lagging behind in this respect. This may be due to the fact that in our neighboring country considerable funds were made available for such programs through the Ford Foundation and specially through the Office of Law Enforcement Assistance (OLEA) which merged later with the Law Enforcement Assistance Administration (LEAA). The LEAA was authorized by legislation "to carry out programs of academic educational assistance to improve and strengthen law enforcement".

In Canada the situation is different. No such funds were made available for the developing of criminology programs. In spite of the lack of funds, three of the largest institutions of higher education in Canada (University of Montreal, University of Toronto and University of Ottawa) set up criminology programs. It is a sad fact that all three are located in the eastern part of the country. The western provinces are thus devoid of a well organized, degree awarding university program in criminology which would meet the needs of those young students attracted

to a career in the criminal justice system or of those who are already in the field and willing to upgrade their education or to get the necessary specialization.

French Canada is well served by the Department of Criminology of the University of Montreal (who has recently changed status and became the School of Criminology) which has beside the graduate program the only university undergraduate criminology program in all Canada. The lack of an undergraduate program in criminology in the english speaking provinces in spite of the needs already described deserves an urgent solution. The situation is creating frustrations among the administrators as well as among those looking for a bachelor degree in criminology. There is no doubt that the establishment of such a program at one of the universities in British Columbia is likely to attract a large number of students not only from this particular province but from all english speaking provinces as well.

The creation of the Provincial Council on Education in Criminology in British Columbia, the conferences it organized and which were well attended, the contacts and the initiatives undertaken by the executive committee of the Council, do indicate beyond any doubt not only a genuine interest in developing a university program in criminology but also a real need for it. This need was expressed in our personal interviews with those working in the fields of corrections and law enforcement.

The existing educational programs in criminology in the province are strikingly inadequate. The only one of these programs given at a University is the Certificate program at the University of British Columbia. This program organized by the Department of Continuing education is, as many have testified, largely inadequate.

At the collegial level, some colleges have or are contemplating programs in the criminal justice field. Vancouver City College has a law enforcement program, Cariboo College has a 3 year evening certificate program in corrections, Camosun College has another one while the College of New Caledonia is planning a certificate program.

Douglas College at New Westminster has a Law Enforcement/Corrections program. This program was launched in the Fall semester of 1970. There are four variations of the program, two designed for persons not currently employed in the field but aiming at employment in law enforcement or corrections, and two designed for serving police and corrections workers. For those not presently employed in police or corrections, the program offers courses leading to a certificate and a Diploma in Law Enforcement/Corrections. The Certificate Program requires the equivalent of 1 year or 2 semesters of full time attendance. The Diploma Program is a two year or 4 semesters program.

The Certificate and Diploma are also offered through continuing education. The courses may be taken by any person for general interest but are specifically designed for persons employed in law enforcement or correctional institutions.

Courses offered in the social sciences are transferable to the universities in the area but this does not apply to the corrections and law enforcement courses.

Although the program at the present time consists solely of classroom education, Douglas College intends to organize, starting from the next academic year, field work for the full time students. Arrangements are being made with the Correctional agencies in the area to accept and to supervise these students.

Those in charge of community colleges programs are looking very much forward to the establishment of a university undergraduate program in criminology. This is of course understandable. Their program will attract more students if it can lead to a university degree. Once such a program is set up their diplomas are no longer terminal; with credits transferred students having graduated from the college program can continue at the university for another two years to get a baccalaureate. On the other hand due to civil service policies which relate pay scales to levels of education, both administrators and students in the field are looking for degree programs. For all these reasons there is a pressure for the development of a university undergraduate program in criminology in the province of British Columbia. Such a pressure if it does not reflect a real need should be disregarded. In fact universities should obstinately avoid being pressured into creating a program in criminology by agencies seeking certification.

However we have already explained that a real need for such program exists and universities whose major responsibilities are teaching, research and serving the community cannot remain unresponsive to an urgent and pressing need of the community. Both ends can be met by formulating a solid educational program which is academically sound and of university calibre, a program which is academically comparable to the ones existing in the other social science disciplines at the same university and to the existing criminology programs in the other universities whether in Canada or abroad.

The development of a university undergraduate program in criminology in British Columbia will have the effect of improving the quality of college education in this field. Colleges anxious to ensure the accreditation of their courses and the transferability of their credits to the new program will be compelled to lift their educational standards to meet those set up by the university as a condition for their acceptability. The program will also result in elevating the standard of recruit and in service training in the correctional and law enforcement agencies to a higher level.

Beside the specific needs in British Columbia for a university program in criminology, this province offers certain opportunities which make the development of such a program highly desirable:

British Columbia is without any doubt the most violent province in Canada. On a violent crime scale, British Columbia ranks

first among all Canadian provinces. It has the highest rate in Canada for every violent crime except robbery for which it comes a close second to the province of Quebec. With regard to crime against property British Columbia also leads the Canadian provinces. This holds true not only for crime but also for other social problems. British Columbia has the highest Canadian rate of divorce, drug addiction, per capita alcohol consumption and suicide. Such a high incidence of crime and other social problems offers a fertile ground for research in the causes and the socio-cultural conditions capable of explaining such a situation.

British Columbia houses at the same time special groups who frequently come into conflict with the law such as Indians, political radicals, alcoholics as well as ethnic minorities with very low crime rates such as the Chinese, Japanese and Mennonite people. This again offers large opportunities for criminological research.

British Columbia has a long history in correction practice. It is one of the two oldest provinces to have probation. It makes wide spread use of forestry camps, group counselling, community involvement, in-service training for its staff, etc.

It is a paradox that a province well known as the leader in correction practice can be so far behind when it comes to education in criminology and corrections. New programs call for qualified staff. Moore's paper given at the Canadian Congress of Corrections in 1957 most aptly states:

" ... the folly of establishing social services without reference to a continuous supply of trained personnel is being demonstrated in Canada to day, where in almost every area, programs are frustrated, or only partially effective, or are lacking in public support because of insufficient or inadequately prepared staff" 1.

Some basic considerations

Before making concrete recommendations about the desirability and the feasibility of developing a criminology program at the Simon Fraser University we would like to point out some basic considerations which should be kept in mind when planning such a program.

1) It is essential that criminology teaching should be clearly interdisciplinary, closely interrelated with practice and intimately linked to both fundamental and applied research.

The complexity of the phenomenon of crime needs the utilization of resources of several branches of knowledge and progress can be made only by means of an interdisciplinary approach. Criminology, whether it has reached or not the status of a distinct and autonomous science, is multidisciplinary. Its study should, therefore, be brought into closer connection with psychology, psychiatry, law and the social sciences. It follows that criminology cannot be taught effectively within any one of the existing departments. Each of these departments has a tendency to stress its own specific approach to the problem of

1. Moore, J.J.C. (1957) Education for correctional work. Proceedings of the Canadian Congress of Corrections, Montreal.

crime and deviant behavior. Thus the unification of all aspects of crime, the integrative approach can only be realized in a multidisciplinary autonomous department. Sociology or psychology departments cannot be converted into interdisciplinary teaching units because once this happens they will no longer deserve their names and should be called instead "behavioral science departments".

If when studying crime or teaching criminology we want to avoid that the emphasis is placed on the psychological, sociological or even the biological aspects, then we have to avoid locating the criminology program in any of these departments.

We wish to make it clear that, in our opinion, the proper setting in which criminology can and should be taught is in a multidisciplinary department, school or institute where close collaboration between experts of allied disciplines can be organized for the sake of promotion of specialized teaching and empirical research. Such a department, institute or school, while being independent, should be closely linked with all other departments or faculties concerned in any aspect of the study of crime and delinquency.

2) This interdisciplinary teaching of criminology should attempt at a horizontal integration of such disciplines as psychology, sociology, psychiatry, criminal law, etc. and at a vertical integration by means of precise techniques of a body of scientific knowledge (acquired mainly by research) with a distinct field of practical application. This

vertical integration can best be achieved through the use of field placement in real life situations.

3) Although there is no agreement among administrators or teachers as to what constitutes the best education and training for those who will work in the different sectors of the criminal justice system a suitable criminology curriculum can be worked out with other canadian programs taken as a model.

Some of these programs such as the one at the University of Montreal has been in operation for a period long enough to allow an assessment of its advantages and shortcomings. On the basis of that experience and other experiences in different countries it seems that a general education in the behavioral sciences with particular stress on the problems involved in crime and deviant behavior would constitute the best academic training for those who are to work in the criminal justice field.

The often heard objection against the establishment of a separate criminology curriculum in the university is that the graduates of such a program will not have an established position in the professional hierarchy of those who deal with the problems of crime. This is no longer true. A professional Association of criminologists is active in the province of Quebec and has existed for many years. Negotiations with graduates from the University of Ottawa are underway in view of establishing a national association. Criminology is recognized by the

federal and provincial authorities. Criminology graduates are given priority when it comes to jobs in the criminal justice system. This can be clearly seen from the number of those who have joined lately the services of probation, parole, penitentiaries, after care agencies, etc.

4) Education varies from training. The university should confine itself to the educational type of courses, broadening the backgrounds and base of knowledge from which professionals can make decisions. This does not mean that university education should be purely theoretical in nature. It only means that the emphasis in higher education programs should be on education rather than training. The program should not neglect the practical aspects of the discipline involved and in the case of applied sciences (such as criminology) should attempt to relate theory to practice. However the university cannot and should not meet the need for basic skill training. Technical vocationalized training should be cared for by vocational schools, community colleges, recruit - and in-service training.

It follows that a university should neither attempt to disguise a vocational training behind an academic mask, nor try to disguise an academic program behind a vocational mask. The role of the university is to provide scientific background to those requiring or desiring it and not to become a training centre for police, parole or probation officers, or any other practitioner who requires additional technical skills of the kind that can be developed by vocational education or by in-service training. The only acceptable type of training in a

university setting are the training in research and the type of professional training necessary to accommodate classroom theory with practical reality. Therefore, an academic program attempting to include the practical side and to link theory to reality by means of field study should not be immediately tagged as being vocational. What is important is that the professional training does not become the main objective of the program¹.

5) Program goals should be clearly defined.

- The overall goal should be to professionalize those who are working or are contemplating a career in the field of criminal justice. Professionalize here should be taken to mean equipping the individual to perform at the highest level of competence with a defined sphere of activity.

- One of the specific goals should be to attract young, college educated people to careers in the criminal justice system. "It is a career field that really needs the infusion of large numbers of intelligent, highly motivated and sensitive young people. We cannot begin to re-orient or re-educate all people in law enforcement today. We can and must attract the brightest and best young people who are at a career choice stage of their lives to law enforcement"². The same thing can be said with regard to corrections. The main hinderance to the enforcement of the new correctional policies has been the resistance

1. There is no agreement upon the difference between professional and vocational training and sometimes the demarcation line is difficult to draw.

2. See Tenney, *ibid.* p. 11

of those working in the system and who were educated and trained under a completely different penal philosophy. Only by infusing the system with large numbers of young people with different and new ideas can we expect any change.

- On the academic level, one of the major goals should be to select those conceptual orientations and methodological approaches for both teaching and research that will allow real integration of knowledge. In fact, the ultimate goal of any criminology department, school or institute should be to integrate the fragmented contributions of different social disciplines in an original criminological synthesis which can serve as a scientific basis for a new criminal justice system. It follows that the major emphasis should be put on change rather than improvement.

- Higher education in criminology and criminal justice should focus on changing what is being done rather than simply improving the performance of what is currently being done. The doubts raised concerning the value of higher education in changing and improving the criminal justice system are to some extent justified. However " ... The fact remains that no system, whether it be legal, or medical, or law enforcement, can ever be changed or improved until there are substantial numbers of individuals, both within and without, who recognize the need for change and have the competence to bring it about. The vital fact is that education is the only vehicle capable of developing such understanding and competence. The task of carefully shaping higher education

for criminal justice is therefore one of critical importance"¹. By putting more emphasis on change, the university can avoid producing a new professional group with a vested interest in the status quo. The need is much more for a whole new generation of young broadly educated professionals than for professionalizing the present personnel of the criminal justice system. The program should thus be conceived and elaborated to serve as a pre-employment program rather than a post-employment one.

Organizational issues

Study level

In our opinion the immediate and specific needs of the Province of British Columbia with regard to the teaching of criminology can better be met by an undergraduate university program. As we have already mentioned there is no undergraduate program serving English Canada like the one which exists at the University of Montreal. Moreover, as we already have pointed out, those who are interested in a university program in criminology are either people already working in the field and willing to upgrade their education, or young enthusiastic and idealistic college students eager to reform the criminal justice system. Both groups can be served better by an undergraduate program than by a post graduate one. First, a master's degree is an unrealistic

1. See Tenney (1971) *ibid*, p. 5

requirement for most of the entry-level jobs in corrections. Secondly, those who are already in the field and are willing to work towards a university degree do not have the necessary qualifications to enter at the master's level.

In the specific case of Simon Fraser University an undergraduate program in criminology is even easier to develop than a post-graduate one. The latter must start from scratch whereas the former can draw heavily upon available facilities and resources at the university. A very large number of courses offered at present by the departments of psychology, philosophy, political science and sociology, mathematics can be integrated into the criminology program. This will be discussed in detail in the chapter dealing with the curriculum.

While an undergraduate program in criminology is more desirable and more feasible, such a program can have two disadvantages. They are common to any undergraduate program which does not have the backing of a graduate one.

- 1) A graduate program is more likely to attract high calibre staff.

- 2) Research possibilities and research facilities are more limited when the program is only at the undergraduate level. This should not however result in an inclination toward a graduate program. There is no reason why the program should be limited indefinitely to undergraduate students.

What we are recommending is that the Department should confine itself initially to the teaching of undergraduates. To attract high qualified staff a commitment to the development of a graduate program at a later date can be made. Actually, this graduate program can start as early as the fall of 1975.

There is absolutely nothing that indicates that it is better to start the graduate program first. Universities have not followed the same organizational model when establishing criminology programs. The School of Criminology at Berkely, California, started with an undergraduate program and later introduced a master's and a Ph.D. program. The School of Criminology at the University of Montreal followed the inverse model. Both models are valid and the choice of one or the other should depend mainly upon local considerations. The main considerations should be:

- 1) The needs of the Community;
- 2) The potential student population;
- 3) The available facilities and resources in the university and the community in question.

When applying these considerations to the specific case of the Province of British Columbia it becomes evident that the pressing need is for an undergraduate program in criminology.

Status of the program within the university structure

We have already explained why it is not desirable to house the criminology program in one of the already existing departments. The nature of the program implies, and the experience of many universities in the United States and in Canada confirms, that such a program should be established as a distinct unit within the university with more or less autonomy as the general structure of the institution permits. Such a unit while being administratively independent from other departments and while employing its own teaching Faculty and auxiliary personnel should call upon the staff of other university departments to contribute to its activities. Similarly, the staff of the criminology department can participate in the program of other university departments. Cross fertilization of this kind is required in order to further the development of criminology and its basic discipline.

Not only is it essential that the criminology program be closely integrated with programs of other university departments but it must also develop close ties with community agencies and government departments which are concerned with the problems of crime. In this case too, exchange of staff could be mutually beneficial, and the facilities of these agencies and departments could be made available for the field experience which is essential in a criminology program¹.

1. See Markson & Hartman (1963) Function and organization of model institute in criminology, The Canadian Journal of Corrections, Vol. 5, no. 1, p. 11-27.

We believe that the establishment of a criminology department is the only, the easiest and the safest way to secure a real interdisciplinary approach. It is also the only way to assure that the program is not just a collection of miscellaneous studies but a whole which is rationally unified with all the constituent parts contributing to an organized approach focusing on all aspects of crime and all facets of the criminal justice system. Even in the early stages of the program when it has to draw heavily upon courses and facilities offered by other departments it should have this autonomous status within the university. There are other advantages to this status beside assuring the unification, the coordination and the interdisciplinarity of the program. For one

"The status of the program is enhanced in the eyes both of potential students and of others in the college or university: the bargaining power of the program should also be reinforced. The establishment of a separate department or school is strong evidence of an institution's firm commitment to a program"

Housing the program in one of the existing social science departments involves the risk of rendering it unidisciplinary, too theoretical and too abstract.

In introducing new programs, the Simon Fraser University has followed one of two models. Either the program is taken in conjunction with any major or honors degree and recorded in the transcript as a "minor" (such is the case of the Canadian studies program, Africa/Middle East Studies, Latin America studies program, etc.) or a special department is established to confer degrees specifically in the discipline

in question (such is the case of the Department of Kinesiology). The students working towards a degree in Kinesiology have to take courses offered by the departments of biology, chemistry, physics, mathematics, psychology, sociology-anthropology as well as courses offered by the Department of Kinesiology itself. We recommend that the criminology program be established on the same model of the Kinesiology department.

The educational model

The different models

After reviewing and analyzing educational programs in criminal justice being offered in the U.S.A., Tenney (1971) concludes that there exists three varieties of curricula:

1) The training type: is directed primarily to the mastery and application of particular rules, to the development of particular mechanical skills in the operation of particular items of equipment, or to the development of skill in the performance of particular manoeuvres concerning which little or no discretion is involved. Many law enforcement programs in the U.S. belong to the training type. As we have mentioned earlier, this type is appropriate for vocational schools, colleges, in-service programs, but it is not suitable for a university program, even if this program is at the undergraduate level.

2) The professional type: the professional curriculum is designed to professionalize the student in the field. Here, the course is directed toward the development of internalized standards of behavior, objectively determined on the basis of agreed upon goals, toward the achievement of an awareness and understanding of alternative methods of achieving these goals depending on varying sets of circumstances; and toward the development of a foundation of expertise in particular subject areas. Professional courses are geared toward the achievement of at least one of these objectives. The trained individual may be identified by what he knows; the professional individual is recognized not only by what he knows, but how he behaves as well. A curriculum may be denominated as professional if a significant number of its courses are of this variety.

3) The social science type: is designed to teach about a particular subject. Unlike either the training or the professional courses, however, such programs are not directed specifically to preparation for work in the area studied, although they may be offered as appropriate and even necessary "background" study for such professional preparation. Courses and curricula of this nature have been denominated "social science" because it is characteristic of that field to study other social and political institutions and to prepare the students for their study rather than functioning within the institution studied. A curriculum is denominated as social science if its thrust appears to be in this direction.

It goes without saying that these three types, especially the first and the second, rarely exist in a pure or ideal form. In the training type professional or social science courses or both may be offered. The same goes for the professional curricula which often includes social or behavioral science courses.

For an undergraduate curriculum in criminology or criminal justice we think that a mixed type combining social science with professional courses is the ideal formula. The Department of Criminology at the University of Montreal started in 1961 with a social science post graduate curriculum. But when the undergraduate program was offered in 1967 it was decided that it should be a mixed social science/professional curriculum. In view of this change in the nature and contents of the program, the status of a "professional school" became more appropriate than that of a "Department". This change in status was approved by the university and took place in 1972.

The Department of Criminology of the University of Ottawa has also opted for this type of mixed curriculum although its program is only a graduate one.

The advantage of this mixed type curriculum for the teaching of criminology, specially at the undergraduate level, is clear. Criminology is at the same time an applied social science and a profession. Like in medicine, the teaching of theory in criminology has to be paired with the necessary clinical demonstration. Like students in medicine who have to see actual patients to be able to observe the

symptoms and make a diagnosis, students in criminology have to come in contact with juvenile delinquents and adult offenders and to observe the criminal justice machinery in action.

The School of Criminology at the University of Montreal and the Department of Criminology at the University of Ottawa have so structured their programs as to give emphasis to both the academic and the practical aspects thus recognizing that the acquisition of theoretical knowledge is, by itself as insufficient an equipment for effective practice as is the acquisition of practical skill alone¹.

In the applied social sciences, the actual on-a-job experience when carefully selected and adequately supervised can be of a significant educational value.

Teaching methods

No specific teaching methods for criminology as such have yet been developed. That is why the methods employed for the teaching of other social sciences are used as well in criminology. A wide use of audio-visual methods is becoming more and more common together with the new pedagogical innovations especially those emphasizing student initiatives and student participation.

1. See Cahier des Stages, School of Criminology, University of Montreal, 1971/1972. See also Field Training at the Centre of Criminology, Ottawa, 1969/1970 by Blum and al.

The real difference in teaching methods should be between the undergraduate and the graduate courses. While the magistral course and the lecture type may be appropriate for undergraduate students, courses at the graduate level should be more of the seminar type in which the students are asked to analyze, criticize and take position.

Field placement

Criminology is not a pure but an applied science. It has no sense except by its practical applications. Its teaching should therefore link theory to practice and this can best be achieved through field placement.

The question of field placement raises many problems of which the most important are:

- 1) When is the appropriate moment for the undergraduate student in criminology to start with his field practice?
- 2) What is the best modality of field placement? Should it be a weekly concurrent field practice during the academic year? Should it be a block assignement during the summer? Should it be a combination of both?
- 3) What kind of tasks is the student going to perform during this field training? How can an adequate supervision be assured? How can the student's performance be evaluated? What are the criteria for such an evaluation?

Unfortunately it is impossible to answer these questions in detail in the present report. We can however say that in a four year undergraduate program the best time to start the field placement would seem to be at the beginning of the third year. This of course means that the student has already attained an appropriate age, acquired a certain maturity as well as the minimum theoretical knowledge necessary to get the most out of his field experience.

During the first two years the student can become acquainted with the criminal justice system (police, courts, penitentiaries, prisons, training schools, probation and parole services, after care agencies, etc.) through organized visits made in the company of one or more professors. But the real field experience should not start before the third year.

The best modality of field placement is something variable and has to be settled by each university after taking into consideration the possibilities which the different agencies in the community offer. The ideal model may be unworkable in a certain university for specific practical reasons.

The tasks the student will be called upon to perform also vary from one field to the other and from one agency to the other. Whenever it is possible, the student should have the choice of a field which suits his future career preoccupations. The tasks should however be of a professional nature. And while the type of work is important it is even more important to learn how to integrate the

theoretical knowledge acquired in the classroom with the practical knowledge obtained on the field.

The question of adequate supervision usually creates some problems particularly in the agencies or in the areas where there are not enough professionals working in the field. But as years go by and with more graduates becoming engaged in the criminal justice system it will be possible to entrust them with the task of supervising the students.

The fact that the field work is done in different agencies, sometimes in areas far from the university, and the absence of objective and standardized criteria tend to make a just evaluation of the student's performance rather difficult. To solve the problem the School of Criminology, University of Montreal and the Department of Criminology, University of Ottawa, have been trying to work out certain objective and standardized criteria for the evaluation of student performances in the field.

Another problem of course is the problem of the acceptance of the students. Attitudes toward students field placement vary from one place to the other and from one agency to the other. A negative attitude on the part of the agency will render the field work useless if not impossible. Although the attitudes seem quite favorable in the province of British Columbia, one of the first duties of the future department would be to secure through direct contact with the different federal and provincial agencies, the acceptance of students and the opening of doors.

The agencies should be asked to provide real opportunities for learning and not to regard the students as just additional manpower.

Some general remarks with regard to field placement may be in order:

1) During the first years of the program and until adequate supervision can be secured it is always preferable to limit the number of agencies where the students are to perform their field work. The very broad distribution of the placement agencies would tend to create great disparities in the quality of field experience acquired and to render academic control next to impossible. Moreover in order to maintain the requisite academic supervision over the student's experience, field work should be conducted reasonably close to the University.

2) Unless the agency is carefully selected and specific goals are developed in advance, unless the tasks to be performed by the students are well defined, unless there is an effective and conscious supervision, there is a genuine risk that field work will not achieve its goal but will become more of a burden than a learning tool.

3) There is no reason why field work should be limited only to those students who had no prior-employment in the field of criminal justice. Those with past or actual experience can really profit by getting some insight in another sector and by acquiring a comprehensive first hand practical knowledge of the whole system. For example, students with prior institutional experience can do their

field work in a non institutional service like probation, parole or after care or vice-versa. Also, people with experience in law enforcement can do their field work in corrections and vice-versa.

The Curriculum

1. Some general remarks

Administrators in the criminal justice system have not yet attempted to relate categories and responsibility levels of work to kinds of knowledge and skill requirements which can be translated into educational curricula at appropriate levels. This does not mean that the time has not yet come to establish criminology programs at the university. The numerous experiments in this respect undertaken by many pioneer universities have shown in fact what is appropriate and what is not appropriate for a criminology program. It should be remembered however that the planning of any new criminal justice program should entail close interaction with representatives of the field.

There are also certain general considerations based on past and present experience which have to be taken into account before setting up the program:

1) A University program in criminology should focus on the study and analysis of the institutions of criminal justice. In this respect it should follow the path of other social sciences such as sociology or political science in their analysis of social and political institutions.

2) A university program in criminology should emphasize in the curriculum the study and practice of human behavior and interpersonal relationships.

"The intensity of personal interrelationship which occur in almost any career field closely related to the administration of justice makes an understanding of human behavior and adjustment problems ¹ essential to even a minimum level of performance".

It is this concern for an understanding of human behavior and the need to develop a sophistication in interpersonal relationships, that seems most dramatically to distinguish the professional from the training curriculum (See Tenney, 1971).

3) A university program in criminology whether at the graduate or undergraduate level should above all emphasize research methodology and should devote a reasonable number of courses to the study of methods of research in the social sciences. Needless to say that courses in research methodology constitute one of the main characteristics which distinguish an academic program from a training program. Criminologists graduating from the university should be able to evaluate their techniques, to critically assess the research done by others before accepting their conclusions or applying their recommendations.

However, whereas courses in research methodology at the undergraduate level should be complementary, they are of primary importance at the graduate level. While the emphasis in the undergraduate program should be on practice, the emphasis in the graduate program should be on research.

¹. University of Illinois (Chicago Circle) OLEA Grant No. 111, p. 19 quoted by Tenney.

4) The curriculum should be formulated not in accordance with the interests of an already recruited faculty but should be tailored to suit the needs of the potential student population. Fortunately several different curricula in criminology and criminal justice have been offered for many years now and it is possible to study them in an attempt to establish a suitable curriculum which meets the needs of the community and the students while exploiting to the maximum the available resources and facilities. Although there is no general agreement as to the contents of the curricula, it seems that the most popular (and probably the most successful) is one which combines a general knowledge of the behavioral sciences with a specific and specialized knowledge of crime and the criminal justice system. In an undergraduate course extending over four years the first two years may be devoted to basic courses in the humanities, social sciences and mathematics. This general academic background can be followed by more specialized courses and field practice during the subsequent two years.

5) An undergraduate program in criminology can contain different options such as corrections, law enforcement, etc. This of course requires beside the basic courses on crime and the criminal justice system which are to be taken by every student a wide variety of specialized courses for the different options. Among these specialized and optional courses the student will be able to choose those which are in line with his occupational goal.

It may be a wise policy not to start the program with so many different options. The program can at the beginning be geared towards corrections while an option for "law enforcement" and another for "community crime prevention" can be introduced at a later stage and when enough faculty has been recruited.

6) Full time attendance is essential for a worth while degree program. This is in line with the university's major mission which is to create pre-service educational programs rather than post-employment programs. However the program can be reasonably flexible to suit the needs and to accomodate those who are already working in the field but are willing to upgrade their education and seeking a university degree. In so doing, general degree requirements should be strictly followed and academic standards should not be sacrificed. University pre-service educational programs are often insatisfactory for the part-time mature student since such programs have been formulated without taking into consideration the type and level of in-service function. In fact, in-service students need two varieties of programs: professional line and professional-administrative programs according to their level of operation.

7) With the setting up of an undergraduate program in criminology the question of transferability of credits will inevitably arise. If the university wants the program and the degrees conferred to be nationally and internationally recognized no compromise concerning

the quality of courses should be made. The university should be very strict about recognizing and accrediting courses taken at a college level or within a program of continuing education unless these courses meet the academic standards set by the university.

Once the program is underway, the Simon Fraser University should organize a conference to which all those responsible for college programs in law enforcement or criminal justice and for the certificate program of the University of British Columbia should be invited. At this conference the problems of articulation and transferability, the problems of standards and requirements for recognition of course credits should be discussed.

The provincial Council on crime education can play a major role by acting as a coordinator between the different programs of law enforcement and criminal justice offered by the different community colleges in order to ensure program compatibility and credit transferability.

2. The contents of the curriculum

As we have mentioned earlier, preparation in the field of criminology requires a basic knowledge of the social sciences as well as mathematics. This general background should be followed by an introduction to the full complexity of "the crime problem" and to the variety of scholarly perspectives that have been or can be brought to bear upon it.

The basic introductory courses in criminology should be designed as to include a comprehensive analysis of the criminal justice system and to explore the social, psychological, legal, political and other dimensions of crime and social policy, in historical as well as contemporary perspectives.

Courses in research methodology, specific courses in corrections, in particular intervention methods and rehabilitation techniques, (and eventually law enforcement courses) and field work would complete the program.

The fact that there is neither a law school, nor a school of medicine, nor a department of social work at the Simon Fraser University should not be a major hinderance. The Department of Criminology can retain the services of a criminal lawyer to give the necessary courses in criminal law, criminal procedure and the legal aspects of crime. Also the services of a psychiatrist can be retained for a course on the psychiatric aspects of crime and the treatment of special categories of offenders. The fact that the calendar year at the Simon Fraser University is divided into three semesters of sixteen weeks each makes it easy to invite professors from universities in the other provinces if qualified persons could not be recruited locally.

As to the absence of a school of social work, this should pose no problem. Students in criminology do not need courses in general social work, what they need are those specific courses on how to deal

with offenders whether juvenile or adults. Academic training in social work has proved to be inadequate and insufficient for the specific tasks in corrections.

The 1972/73 calendar of the Simon Fraser University shows that many of the courses now offered by some of the departments can be integrated into the criminology program and can be taken either on a permanent basis or temporarily (until the department is well established and until enough staff has been recruited) by the students enrolling in the program.

We give here a list of courses offered which in our opinion are pertinent to an interdisciplinary curriculum in criminology or criminal justice:

Philosophy

Phil 120 - 3	-	Moral philosophy
Phil 150 - 3	-	History of Philosophy I
Phil 220 - 3	-	Political Philosophy
Phil 250 - 3	-	History of Philosophy II
Phil 341 - 3	-	Philosophy of science
Phil 343 - 3	-	Philosophy of mind
Phil 402 - 5	-	Philosophy of perception
Phil 445 - 5	-	Theories of explanation

Political Science - Sociology

- 101 - 3 - Sociological theory I
- 111 - 3 - Political theory I
- 121 - 3 - Social structure
- 201 - 3 - Concepts and theories of society
- 212 - 3 - Modern political and social thought
- 221 - 3 - Social structure of industrial societies
- 231 - 3 - Introduction to social research
- 232 - 3 - Quantitative methods in the social science
- 244 - 3 - Canadian society and politics
- 271 - 3 - Types of authority in traditional societies
- 332 - 5 - Philosophy of the social sciences I
- 422 - 5 - Social stratification
- 432 - 5 - Philosophy of social sciences
- 461 - 5 - Aspects of social policy
- 463 - 5 - Public administration
- 465 - 5 - Problems of social change in advanced industrial societies

Psychology

- 101 - 3 - Introductory psychology
- 105 - 3 - Differential psychology
- 106 - 3 - Social Issues
- 180 - 3 - Brain and behavior

- 201 - 3 - General experimental psychology
- 304 - 3 - Motivation
- 310 - 5 - Theory of measurement
- 315 - 3 - Survey design and sampling methods
in social science
- 340 - 3 - Psychopathology
- 351 - 3 - Child psychology
- 355 - 3 - The psychology of adolescence and youth
- 360 - 3 - Social psychology
- 370 - 3 - Theories of personality

Mathematics

- 101 - 3 - Introduction to statistics
- 150 - 3 - Calculus for social sciences
- 302 - 3 - Statistical methods
- 305 - 4 - Statistical analysis of sample surveys
- 371 - 3 - Introduction to probability

General studies

- G.S. 075 - 2 - Issues and answers

To these courses can be added the following ones specific
to the criminology department:

- Introduction to criminology
- Substantive criminal law

- Criminal procedure, law of evidence
- History of crime and criminological thinking
- The psychological approach to crime causation
- The sociological approach to crime causation
- The biological approach to crime causation
- The criminal justice system
- Criminal justice and the social structure
- Criminal typologies
- Juvenile delinquency
- Deviant behavior
- Punishment and the alternatives
- Sociology of law
- Probation and parole
- Correctional administration
- Social control
- Prevention of crime
- Group dynamics and group therapy
- Dynamics of interpersonal relationships
- Techniques of interviewing
- Counseling methods and theory
- Behavior change techniques and behavioral therapy
- Field practice in criminology I
- Field practice in criminology II

Proposals for implementing the recommendationsTime sequence

It is our opinion that the undergraduate program in criminology at the Simon Fraser University can be offered starting from the academic year 1973/1974. This opinion is based on the fact that most of the general social science courses needed for the first two years are already given by the different departments. Only a couple of introductory courses in criminology and in criminal law need to be added when the program goes underway. Other criminology courses proposed for the curriculum can start from the academic year 1974/1975. It is unnecessary and unadvisable for the projected criminology department to start offering a wide variety of criminology courses during its first year of operation. This can be done far more adequately once enough teaching staff has been recruited and once the students have taken the necessary basic courses in the other disciplines.

What is needed at the moment is the hiring of a chairman for the Department who can start recruiting faculty and setting up the program after due consultations with the chairmen of the other departments and with the high administrators in the field of criminal justice.

Faculty

It has already been stressed that the faculty need to be multidisciplinary. In a department of criminology there is a place for people from the other social sciences who are interested in the problem of crime and who have already done criminological research. Sociologists, psychologists, social workers, criminal lawyers, psychiatrists, can all assume teaching loads in the department side by side with criminologists. The program would also have available persons trained in newer disciplines such as urban planning, public administration, statistics, system analysis, biopsychology, either on the faculty or affiliated with it from another part of the university.

We have reasons to believe that there is a sufficient number of qualified and interested university teachers available to form the nucleus of an integrated interdisciplinary teaching in criminology. It is not to be forgotten that recruiting a multidisciplinary or a pluridisciplinary staff is easier than recruiting a faculty belonging to just one discipline.

A number of practitioners with a long experience in the field of criminal justice would no doubt enrich the faculty and would help the department achieve its goal of integrating theory and practice. Beside teaching and research they can act as liaison officers between the department and the different agencies in the area.

While the faculty should be on full time basis, an occasional use of part time teaching personnel may be necessary especially during the first few years. The usual problem with practitioners who come to give one or two courses at the university is that they are so busy with their daily professional activities that they can hardly find the necessary time to adequately prepare their lectures or to meet with students outside class hours. The hiring of recently retired practitioners may be a satisfactory compromise.

Although the activities of the permanent staff will be directed primarily towards teaching and research, they can also assist in arranging and conducting special extension or summer courses and seminars in criminology. Such courses can meet the needs of those who, though willing to upgrade their education, have neither the time nor the desire to enroll in a regular university program.

The staff could also serve as consultants to in-service training programs, to government agencies involved in penal and legal reform, and to research projects in criminology being conducted by government departments and other university faculties¹.

1. See Markson & Hartman, *ibid.* p. 26.

An advisory board

We recommend that an advisory board for the program be constituted. The board can have several duties:

- 1) It can provide the needed expertise;
- 2) It can help with regard to the planning and the future developments;
- 3) It can encourage the enrollment once the program is in being; and
- 4) It can take appropriate action to ensure the recognition of the program and the transferability of credits at a national level.

On the advisory board should be representatives of the departments of humanities and social sciences of the Simon Fraser University, representatives of criminology departments in other Canadian universities, representatives of the government, police, judiciary, social agencies which participate in the control, prevention and treatment of crime, as well as representatives of the public and, if possible, one or two rehabilitated ex-convicts.

The board should hold regular meetings at not very long intervals especially while the program is still in its planning and early stages.

Title of the program

A proper title for the program and for the degrees conferred should be chosen. Programs of this kind in the United States do not always have the same title. Criminology, Criminal justice, Corrections, Correctional administration, Law enforcement, Police administration, etc. are among the titles used for those programs. The degrees also vary. While the criminology program at the University of Montreal leads consecutively to the degrees of B.Sc., M.Sc., and Ph.D. in criminology, the department of Criminology at the University of Ottawa allows the students a choice between a Master of Arts in Criminology (M.A.) or a Master of Correctional Administration (M.C.A.). The new program at the Centre of Criminology, University of Toronto leads to a M.A. in criminology.

In our opinion restrictive titles such as law enforcement, corrections or correctional administration should be avoided since they will need to be changed once the program has been expanded. The best choice would be between a Department of Criminology and a Department of Criminal justice. We would recommend the former title which is in uniformity with similar programs in other Canadian universities. The undergraduate program should lead to the degree of "Bachelor of Science" (criminology) and in the future the graduate degrees can be a M.Sc. and a Ph.D. in criminology.

Future development and future goals

It has been earlier recommended that in the initial stage the program should be at the undergraduate level and should be geared toward general criminology and corrections since the most urgent and pressing need seems to be in this field. Few years later specialized courses in the field of law enforcement can be introduced to meet the needs of those who are working or are interested in a career in this field. It would be rather difficult to try at the very beginning to include in the curriculum all the necessary courses covering the different sectors of the administration of criminal justice.

Once the undergraduate program is well established in terms of faculty, courses and students, the logical development would be the introduction of a graduate program first with a master's degree and then with a Ph.D.

One of the main future goals should be a deep involvement in criminological research. Such an involvement in research is of course difficult to realize before the graduate program has been developed. However, a limited number of research projects can be undertaken even before the graduate program has started. Such research projects can be carried out in collaboration with other departments at the university who already have a graduate program. They can be conducted jointly by professors from the criminology department and from other departments. These initial projects should focus on the study areas specific to the province of British Columbia and which were outlined

earlier in this report. These empirical regional studies can serve as pilot projects for large scale research either at a national or even at an international level.

Summary

There is a wide interest in criminology education in the province of British Columbia and there is an urgent and pressing need for a university program in criminology. This interest is not limited to young college graduates but extends to those active in the different sectors of the administration of criminal justice and to whom present programs offer little opportunity to supplement their practical experience with current advanced theoretical knowledge regarding crime and criminal policy.

Sociology, psychology, social work and other fields relevant to corrections have tended to ignore the potential of corrections, both as a career for graduates and as a source of example and experience for the enrichment of classroom discussion. This fact is as true of Canada and the province of British Columbia as it is true of the United States as has been found by the president's commission on law enforcement and administration of justice.

The calendar of the Simon Fraser University for the year 1972/1973 shows that not one single course in criminology is offered by any of the existing departments (including the department of psychology and the department of sociology, anthropology and political science) either at the undergraduate or the graduate level.

People working at present in corrections or in law enforcement and who hold a university degree come from a wide variety of educational backgrounds: social work, sociology, psychology, education, etc. Most, if not all, of these programs do not provide any specific knowledge or skills with regard to the problem of crime. The involvement of so many disciplines in corrections and criminal justice without a meaningful relationship either to the former or to the latter is a most undesirable situation. A new concept of the training of criminologists must emerge which is free of the service orientation of law, social work, and psychiatry, as well as of the provincial boundaries of sociology and psychology. An interdisciplinary program in criminology is thus urgently needed if we are to make any progress in the control of the crime problem¹.

The criminology program cannot be housed in any of the existing departments for many reasons. Only by the establishment of autonomous departments, schools, or institutes will criminology enjoy a professional growth, based on its own needs, rather than on the interests of social work, sociology, psychiatry, clinical psychology or law. As Jeffery points out "If criminology is going to emerge as a separate discipline, it must have a respectable academic standing, separate from but related to the traditional disciplines found in a large university. The precedent for this has been established in such

1. See C. Ray Jeffery (1971) Crime prevention through environmental design. Beverly Hills: Sage Publications.

interdisciplinary fields as public administration, urban affairs, meteorology, bio-chemistry, chemical physics, and biophysics.

Criminology and criminal justice are crucial enough to the society to warrant professional status and academic standing comparable to allied disciplines"².

Since two post-graduate university programs in criminology already exist in English Canada (Ottawa & Toronto) the urgent need seems to be for an undergraduate program which would satisfy, for the English part of the country, the same needs which the School of Criminology at the University of Montreal is trying to satisfy for the French speaking population. It is thus recommended that the criminology program at the Simon Fraser University should start at the undergraduate level and that graduate studies be introduced at a later date. An undergraduate program in criminology at the Simon Fraser University is easier to set up since many of the necessary basic and general courses in the social sciences and in mathematics are already offered by various departments of the University.

The university should avoid to create a program of the training variety. It should be a solid academic program and a meld of behavioral sciences and professional training. The teaching should be interdisciplinary and should aim at integrating theory and practice into an original criminological synthesis. While the major part of

2. See. C. Ray Jeffery (1971) Crime prevention through environmental design. Beverly Hills: Sage Publications, p. 261.

the program should be devoted to academic courses and education it should by no means neglect the practical aspects of criminology and the career preoccupations of the student population. It should not be forgotten that criminology is an applied social science and that "to rob it of its practical function is to divorce criminology from reality and to render it sterile"¹. Such a preoccupation with the practical applications of criminology is the only way that would enable the criminology department to become an effective social change agency capable of contributing to the reform of the criminal justice system and to the change of society.

Field practice is an important complement to the academic training. Students should be assigned to well defined tasks in agencies outside the university under close and adequate supervision. The field practice should not start, however, before the student has finished his second year.

It is recommended that the program, at the beginning, be geared toward general criminology and corrections. Once enough faculty members have been recruited, specialized courses in other sectors of criminal justice such as crime prevention, law enforcement can be introduced.

Since the study for a bachelor's degree takes four years, it is recommended that the first two years be devoted to acquiring the basic knowledge in the behavioral sciences and mathematics with a

1. See Radzinowicz, L. (1962) In search of Criminology, Cambridge: Harvard University Press, p. 168.

minimum of criminology courses proper. The following two years should then be devoted to specialized courses in criminology and to field practice.

Due to the fact that most of the basic and general courses necessary for the student in criminology are already offered at the Simon Fraser University it is possible that the undergraduate program be scheduled to start with the academic year 1973/74. The Master's program can be scheduled for the year 1975/76.

It is necessary that the faculty be interdisciplinary grouping persons from the different disciplines related to criminology as well as criminologists. It is also recommended that some practitioners be on the faculty to facilitate the integration of theory and practice.

It is recommended that the department be called a Department of Criminology and that the degree conferred be at first a B.Sc. in criminology and later a M.Sc. and Ph.D. in criminology.

An advisory board composed of members from the university, the field of criminal justice and the public should be set up. One of the major tasks of the board should be to help with the planning and future development of the program.

Horizontal extension of the program should be the broadening of its scope to cover the major fields of criminal justice. Vertical development should be the establishment of the post graduate courses and degrees. The major goal should be a deep involvement in empirical

criminological research. This can be realized gradually, first on a regional basis, then on a national basis and finally on an international and cross-cultural basis.

Conclusion

In this report we have tried to defend the thesis that a field of criminology and a university program in criminology are necessary from an operational point of view. Such a pragmatic approach disregards discussions about the present state of criminology and whether it has or not achieved the status of a distinct and autonomous science. It regards the criminologist as one who begins with a specific problem - that of crime - and selects from various established disciplines in order to bring effective knowledge and practice to bear on the problematic issues thus creating a proper and an original criminological synthesis based on the integration of legal and socio-psychological theories with empirical data and existing practice. This pragmatic approach also disregards the arguments of "critical criminology" which sees crime not as a special problem deserving a special discipline or a special approach but as an issue which cannot be effectively isolated from its relationship to other issues permeating the whole of society. This critical criminology regards the study of crime, per se, as reflecting a narrow, ideological position in its own right, and the very existence of a field of "criminology" is taken to signify

an "establishment" position.

Contrarily to the critical approach which wants to catalogue criminology teaching to an inferior status and which claims that criminology should be taught as a secondary chapter of sociology, we firmly take the position that a separate program in criminology meets a practical as well as an academic need. And contrarily to critical criminologists who consider that studying crime from an individual crime-prevention oriented view is merely a scientifically respectable way of maintaining law and order, we are of the view that the study of crime does not have to defend the system or the status quo but can focus on change. Moreover it is not necessary to get out of the system to change it. In fact the change from within is more practicable than the change from outside. The best way to achieve such a change from within is by infusing a large number of university graduates trained in a criminology program that put the emphasis on change, into the system. In the long run these graduates will filter into the correctional and law enforcement field and steadily influence policy in the direction of enlightened reform.

Ratner (1971) points out that

"Blockages to change within the correctional field are not permanent; the singular effect of the various criminology programs is that they do instill ideas and change attitudes, so that a training for the future is one important dividend where no immediate transformation seems to occur. Moreover, the legitimation secured through the mantle of the university confers power upon the graduates of these programs, so that it would be naive to assume

1. See R.S. Ratner (1971) The production of criminology graduates: Three Strategies. Paper based on workshop discussions held at the University of Ottawa June 11 - 13, 1971.

that entrenched officials and their functionaries have all the power. With the movement of graduates from the departments out to the agencies and correctional institutions, the criminology programs can coopt the agencies as well as vice-versa.

In recommending the establishment of a department of criminology at the Simon Fraser University we demonstrate our full agreement with the above mentioned opinion. This agreement is based on our conviction in the possibility of change from within. And this conviction is based on the experience we have lived here in Montreal. The considerable changes which took place in the administration of criminal justice in the province of Quebec and in fact in all of Canada since the establishment of the Department of Criminology at the University of Montreal in 1960 speak eloquently in favour of a distinct and interdisciplinary program of criminology at the university.

We hope that this successful canadian venture whose example has been followed elsewhere in the world will incite the Simon Fraser University to heed our recommendations.

The Fauteux Commission noted in 1956 that the University of British Columbia was the only canadian university to undertake intensive training in the criminology field at both the graduate and the undergraduate levels. Unfortunately the sixties have witnessed a major decline in the state of criminology education in Canada's most western province . Will the seventies witness a revival of interest in this discipline? It is up to the Simon Fraser University to decide whether the time has come for it to take the lead in such a new and challenging field.