

# INTRODUCTION

This second edition of the textbook incorporates a number of changes and updates. The title now includes “law enforcement,” as this part of the criminal justice system employs the largest number of people. It follows that the majority of criminal justice students are preparing to be law enforcement professionals. Some of the milestone references to key concepts of administration have been moved to the Student Companion Website, making all material in the first edition still available to readers. Important updates have been added, as well as additional visual aids to help in the learning process. Additionally, a “Current Status of—” section has been added at the end of each chapter in Part II (Applying Administration Concepts) and Part III (Administrative Concepts in the Future). The author and publisher have approached this edition with the goal of making it meet the needs of today’s criminal justice students, faculty, and practitioners.

This text brings together the extensive spectrum of concepts of administration for criminal justice teachers, students, and practitioners. The content is presented in a style and format that allows educators to customize the material to meet the specific needs of both undergraduate and graduate courses. Those studying or teaching public and political administration will find the contents relevant to all fields of public service. The text blends historic administrative themes and concepts with future trends. From this perspective, practitioners and academics can develop strategies to enhance the future of administration in law enforcement, the courts, and corrections. The text is intended for:

**Students.** Many criminal justice students will be the criminal justice administrators of tomorrow. Even for those who do not follow this career path, understanding the concepts that guide their employers will be of benefit. Many administrative concepts apply to all levels of criminal justice practice, and knowledge of these concepts can enhance the practitioner’s career.

**Faculty.** The text is specifically calculated to enable faculty to teach the subject in nearly every classroom environment. The design allows for each chapter to provide the information base for each week of a regular semester (or grouped for other course schedules). The author, as a professor, has “field-tested” the material in the classroom and customized it to fit the needs of both faculty and students.

**Administrators.** When the author was an administrator, he often hoped for a reference text that could assist in carrying out the daily task of administrators. This text was written with this concept in mind, and it should be of particular use to criminal justice administrators as well as to administrators in other public fields.

**Those preparing to become administrators.** The material in this text is arranged in a manner that will enable the thousands of criminal justice practitioners who are studying for promotional examinations to have access to required information. Many of the subjects in the text are relevant to all fields of public administration as well as business administration.

**Those interested in criminal justice and the U.S. way of life.** The text brings together the history of criminal justice and social changes in the United States. Starting in the years when the individual rights guaranteed by the U.S. Constitution were not applied to some minorities, to today’s mandate that requires the criminal justice system to protect the individual rights of all people, the text tells the story of the evolution of justice in the United States from a criminal justice administration perspective.

Academics and practitioners have voiced concerns that there is a need to bring together the many theories and concepts of administration into a structure that facilitates learning and application. This text introduces the Contextual Themes Model of criminal justice administration as such a structure. The Contextual Themes Model is meant to provide a framework based on the historical development of public and business administration themes, theories, and concepts. It should serve as a reminder for criminal justice students, practitioners, and academics of the variety of theoretical tools that can be applied to contemporary issues. Themes and concepts are extracted from the many milestone books and articles that form the contextual development of public and business administration. These themes and concepts are blended into a model that is meant to facilitate learning and application.

In an issue of *Scientific American*, an article titled “The Expert Mind” studies how experts in various fields assimilate major amounts of data into forms that they can apply. The article documents that people can contemplate only five to nine items at a time. But by “packing hierarchies of information into *chunks*, they get around this limitation.”<sup>1</sup> This concept is called the “**chunk theory**.” By identifying concepts by key terms that can be placed into five to nine categories, large amounts of information can be mentally retained. The Contextual Themes Model applies this concept.

The historical evolution of administration offers five major themes: (1) Organization Functions, (2) Employee Relations, (3) Open Systems, (4) Social Equity, and (5) Client-Oriented Service. By connecting the many concepts of administration to key terms and then placing them under the appropriate themes, a method of retaining these concepts for application is presented. Readers are encouraged to check the Compendium of Criminal Justice Themes and Related Key Concepts for a review of the concepts that they should be familiar with on completion of this text. Using the Contextual Themes Model, readers should be able to apply a variety of administrative concepts to a given situation. In writing a class paper, for example, the student should be able to think through the five themes and bring to mind various key concepts that they can apply to a given situation (e.g., the creation of a police vice squad or a community-based probation unit). In this same manner, the practicing administrator should be able to recall and apply various concepts to contemporary criminal justice challenges.

The text is divided into three parts. In Part I, the Contextual Themes Model is developed by examining the historical building blocks of criminal justice administration and organizing them into the five evolutionary themes. The major milestone writings that document important administrative concepts are then reviewed within the context of their related themes. Part II takes the administrative concepts from Part I, using the first four contextual themes, and applies them to the practice of contemporary criminal administration. Part III discusses the application of the administrative concepts in the future, with the definition of the future being “from this moment on.” From this perspective, Part III begins with the application of the fifth contextual theme, as it is the contemporary administrative theme that is “leading us into the future.” Part III goes on to discuss “cutting-edge” criminal justice administrative issues. The text then concludes with the previously mentioned Compendium of Criminal Justice Themes and Related Key Concepts. The Compendium organizes the key concepts discussed throughout the text, under appropriate themes, for use by students in applying to class assignments. Additionally, the Compendium should be useful to practicing administrators as well as those preparing to be administrators.

By visualizing the Contextual Themes as titles to a five-drawer filing cabinet, key concepts can be “chunked” mentally under the appropriate titles. At the end of each chapter in Part I, key concepts are listed as they should be filed in the “mental filing cabinet.” As additional evolving contemporary key concepts are introduced in Part II and Part III, they are likewise listed at the end of each chapter under their respective Contextual Themes. The Compendium at the conclusion categorizes all key concepts discussed in the text under the appropriate Contextual Theme, thus indicating in which “filing cabinet drawers” they should mentally be stored. This is followed by a comprehensive index so readers can refer back in the text to any key concepts that they would like to review.

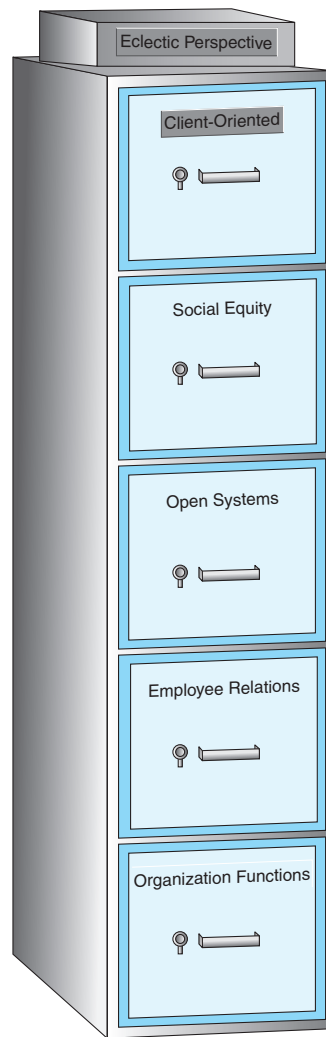


Figure 1 Filing Cabinet of the Five Contextual Themes

You may see the following icon throughout the text. This icon is intended to direct students to the Student Companion Website for additional information. You can reach this site by using the following URL: [go.jblearning.com/LawandJustice2e](http://go.jblearning.com/LawandJustice2e).



## Reference

1. Ross, P. E. 2006. "The Expert Mind." *Scientific American Magazine* (August): 8–10.