

CRIMSA NEWSLETTER

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FROM THE EDITOR

Time is flying and consequently this is the last CRIMSA NEWSLETTER for the year 2002, which means that it is time to reflect on the past year. During this year the Standard Generating Body for Criminology and Criminal Justice was established. Two workshops were attended by the members in order to write unit standards. Our thanks goes to our

Honorary Member, Prof Beaty Naudé, for her leading role in the establishment of and continued efforts to make a success of the SGB. We also thank all the SGB members for the hard work despite their heavy personal workloads. A further achievement arrived at this year is the availability of the newsletter and journal on the Web at

<http://journals.sabinet.co.za/crim/crimsa.html>

Members now have the option of receiving the journal and newsletter as an E-journal or in conventional format (see membership and membership fees on pages 19 - 21).

This year will also be remembered for the change of editors of the journal *Acta Criminologica*. It is a great privilege and at the same time very sad to pay tribute to Professor Tom Cloete, our first editor of the journal and honorary member of CRIMSA. He passed away on 28 August 2002 (see tribute on page 3). Professor Johan Prinsloo, Head of the Institute for Criminological Sciences, Unisa, took over the responsibilities from him in 1996. Johan will be spending his Research and Development Leave as a member of the School of Criminal Justice, Grand Valley State University, Michigan, USA. We wish him all the best and welcome the third editor of the journal, Professor Jan Naser, on board. Under Jan's hand and in cooperation with the editorial committee, you will notice a change in the layout of the journal. In future, an executive summary of approximately 300 words on a separate page will accompany all articles in the journal. These summaries will be placed after the contents page, enabling readers to determine their interest without having to page through the journal.

The newsletter also contains a notice of a research project on school safety dealing with violence and bullying (see page 5); information on joint research of the De Montfort University and Fort Hare University on page 12, and feedback on a morning seminar held at the University of Pretoria on Victimology: an international perspective (page 13). The murder of Marike de Klerk, the former president's wife, in December 2001 and the following court case once again highlighted the role of polygraph examinations as an important apparatus in the investigation process. A polygraphist was requested to inform us on the topic and the first part of a series of three contributions on polygraphs is to be found on page 14.

Please contact the editor regarding contributions on preliminary research findings, research projects, newsworthy items, and letters for inclusion in the next newsletter. Contributions should not exceed 500 words. Your name, e-mail address and telephone number should accompany all letters and material submitted for publication.

All correspondence related to the newsletter should be addressed to:

The Editor, CRIMSA Newsletter. PO Box 28936. SUNNYSIDE
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OR email: mareea@unisa.ac.za

I would like to wish all a merry Christmas and a prosperous 2003!

Alice Maree

**A TRIBUTE TO OUR HONORARY
MEMBER, THE LATE PROF (TOM)
MARTHINUS GERT THOMAS CLOETE
(05/04/1932 - 28/08/2002)**

Tom Cloete was born in Volksrust in Mpumalanga. After matriculating there, he commenced studies at the University of Pretoria where he obtained a Doctorate in Criminology under the late Professor Herman Venter in 1968.

His academic career began in 1961 when he was appointed as a temporary full-time lecturer at the University of Pretoria. At the beginning of March 1963 he was appointed permanently as a lecturer in the then Department of Sociology, Social Work and Criminology at the University of Zululand. There he expanded and established the subject Criminology as an independent discipline within its own Department. He acted as Head of the Department and was promoted to professor.

Five years later he accepted a post at the University of Durban-Westville where he also did pioneering work and was responsible for the development of an independent

Department of Criminology. It was here that he not only became Head of the Department of Criminology, but was also appointed Secretary of the Faculty of Arts. At a later stage he made a valuable and most valued contribution as Dean of the Faculty.

At the beginning of 1977 Tom Cloete and his family moved to Pretoria, where he was appointed as professor in Criminology at the University of South Africa. During his period of service at Unisa he was discipline leader of the subdepartment Criminology for over ten years, after which he also served a term as Head of the Department of Criminology. During this time significant curriculum developments took place under his guidance and the Department of Criminology flourished. He was especially concerned about establishing and expanding specialisation in the field of Criminology and made a unique contribution to traffic criminology in South Africa.

Over the years Tom Cloete actively participated in community activities in the criminological field. During the 1970s, among other things, he was especially involved with NICRO (the National Institute for Crime Prevention and the Rehabilitation of Offenders) as:

- Chairperson of the Durban Management Committee;

- member of NICRO's National Council; and
- member of the NICRO's National Executive Committee.

He was a founder member of the Institute for Criminology in the 1980s. As a long-standing member and Chairperson of the Governing Body of the Institute, he made a major contribution to the independence of the Institute, which is today known as the Institute for Criminological Sciences.

Professor Cloete enthusiastically campaigned for a criminological society in South Africa and was, accordingly, a founder member of CRIMSA - the Criminological Society of Southern Africa. He served as President of the Society for two terms up to 1993 and was bestowed the honour of being nominated as honorary member.

When it was decided in 1988 to publish a professional journal, Tom Cloete became the editor of *ACTA CRIMINOLOGICA*, which has been in circulation for fifteen years. This nationally accredited journal is widely distributed in both Southern Africa and internationally.

During his academic career he undertook several study tours abroad and was a speaker at numerous conferences. He was

the author, co-author and editor of fifteen books published at home and abroad. In addition, he also published many scientific articles of high quality in local and international journals.

The fact that he maintained this high international academic profile during a period of political isolation makes his achievements even more noteworthy.

Over the years he acted as consultant to a number of universities. He was an external examiner at under- and postgraduate level for at least ten universities. Many Master's and Doctoral students obtained their qualifications under his supervision. In addition, he was involved in the training of traffic officers in South Africa for about eleven years.

In 1995 Professor Cloete retired on pension from Unisa.

We will remember Tom Cloete as

- a modest, helpful and friendly "people person" who commanded respect in his everyday conduct;
- someone who so often gave us guidance and direction; and
- someone who made a phenomenal contribution to the subject of Criminology that he loved dearly.

**CHRISTMAS MESSAGE FROM THE
PRESIDENT OF CRIMSA**

David Kgosimore

As the year draws to an end, we can reflect and remember those people who became victims of crimes in our country and the world over - especially children, women and the elderly. May we, as we prepare for the summer holidays, also join the world in condemning the callous acts directed at innocent holidaymakers in Bali, Indonesia, and other places.

May I take this opportunity, to wish you all a Merry Christmas filled with the love and peace of the Lord. A prosperous and happy, crime-free 2003, to you all.

**UPDATE ON THE CRIMINOLOGY AND
CRIMINAL JUSTICE STANDARDS
GENERATING BODY (SGB)**

A two-day workshop was held on 29 and 30 July 2002. Members of all four working groups were present. The identification and compilation of unit standards according to SAQA requirements was the task of these working groups. The next workshop is scheduled for 23 and 24 October 2002.

**LAUNCHING A RESEARCH PROJECT
ON SCHOOL SAFETY: VIOLENCE AND
BULLYING IN SCHOOLS**

Jan Nesor

School safety

A few decades ago, the most pressing classroom problems were tardiness, talkative learners and gum chewing, but schools are now faced with far more serious complaints such as drugs, gangs, weapons, and crimes that are a threat to the quality of life. It is a cliché that young people have always tended to “get into trouble” and the 12-18 age period has long been recognised as the peak ages of offending; however, more recently there has been some indication of more serious problems. It has been suggested that

- even younger children are more frequently becoming involved in widespread illegal and antisocial behaviour;
- more young people are “out of control”, and caught up in activities and behaviour patterns damaging both to themselves and to their communities;
- the institutions of mainstream society are losing their control over the problem; and
- marginalising the youth is a significant crime precipitant in South Africa.

The challenge of school safety - our ability to provide a secure learning environment - is associated with the simple observation that our children are our future. Should we fail to provide safe school communities, we also fail our children. In a very real sense, the challenge of providing safe schools is an investment in the future. We have not yet been able to activate all the necessary resources and summon the will to meet this challenge.

Certainly the recent tragic incidents in schools have created a gloomy picture. Yet there is reason for optimism. One way to react is to rethink the role of research in providing some benchmarks in order to move towards a safer school community. Such research would aim to:

- gather more information about school safety;
- reach beyond school boundaries to define and solve the problem;
- challenge schools to realise that safety is central to their core mission; and
- implement learner and community-based problem-solving strategies.

This kind of approach would not only empower teachers and learners, but could also ensure that school safety planning is not driven by the concerns of older people, who

can never genuinely address the problems of learners.

School violence

The school plays a central role in the socialisation of a child and it is critical that schools offer a safe environment in which learning and growth can take place. Violence “contaminates” the school environment and jeopardises the educational process. Crime and violence in schools are therefore matters of significant public concern. Although the perception of risk is often greater than reality, many schools face serious problems. It is important to develop an understanding of these problems so that effective strategies can be developed to prevent school violence and increase school safety.

Violence in schools

- In the **National Crime Prevention Strategy** school safety, violence prevention and victim empowerment are listed as core strategic programmes that are school-based.
- The **Inter-Ministerial Committee on Young people at Risk** and the **Protocol on Child Abuse and Neglect** have both identified the school as a key site for early assessment of children at risk.
- The **Department of Education** has responded with *No Crime In Schools* as a core theme in its Culture of Learning and Teaching Campaign and with the launch of its *Safe Schools Project*.

The terms “school violence” and “school safety”, while frequently used within the criminal justice system, criminology and education, have yet to be commonly defined. For instance,

- Should school violence be considered as a subset of youth violence?
- Should measures of school violence and school safety include all aggressive behaviour that results in arrest or injury?
- What are the best indicators of school violence and school safety?
- Who should be responsible for measuring these indicators?

Questions at the heart of the school violence issue are:

- How much violence is occurring in schools?
- Are schools more safe or less safe than in the past?
- Do all learners feel safe at school?
- What kind of violence is occurring?

Bullying (peer victimisation) as manifestation of school violence

Bullying is one of the hidden elements of the culture of violence that contributes to different manifestations of violence in our society, such as child abuse, domestic violence, workplace violence, hate crimes and road rage.

Dominating male and female bullies bully adults who are weaker and less powerful. Men bully their female partners, women (and men) bully children, older children bully younger children and younger children often bully their pets. Violence seems to travel from the strongest to the weakest or from the most powerful to the least powerful (the so-called “vortex of violence”). People who are the object of violence absorb it, modify it and pass it on. Young children who are at the bottom of this vortex often do not have any one to pass it on to, so they absorb it, accumulate it and wait until they are old enough to erupt in some dramatic way that hurts other people.

Definition of school bullying

Bullying among learners is best defined as intentional, repeated hurtful acts, words or other behaviour, such as name-calling, threatening or shunning committed by one or more children against an other child or children. These negative acts are not intentionally provoked by the victim and for such acts to be identified as bullying, an imbalance in real or perceived power must exist between the bully and the victim. It is not a question of a single attack directed at one child here and at another there, but the victim is subjected to systematic harassment. It is difficult for the victims to defend themselves and they experience a sense of

helplessness or defencelessness vis-à-vis the bully.

Types of school bullying

The following are common examples of bullying:

- **Physical bullying** includes punching, poking, strangling, hair pulling, beating, biting, excessive tickling and direct vandalism.
- **Verbal bullying** includes such acts as hurtful name-calling, persistent teasing, gossip and racist remarks.
- **Relational bullying.** It occurs when a child is deliberately excluded from activities; this very often takes place during break times.
- **Emotional bullying** includes terrorising, extorting, defaming, humiliating, blackmailing, rating/ranking of personal characteristics such as race, disability or ethnicity, manipulating friendships, ostracising and peer pressure.
- **Sexual bullying** includes many of the actions listed above as well as exhibitionism, sexual positioning, sexual harassment and abuse involving actual physical contact and sexual assault.

Categories of bullies

The following are common examples related to the categories of bullies:

- **Proactive bullies** need no provocation and are naturally more aggressive towards others. This group frequently has poor social relational skills and compensates for this lack by picking on others.
- **Reactive bullies** have often been victimised by other bullies and then retaliate by becoming bullies themselves.
- **Proactive victims.** These people provoke fights or aggressive encounters with others. They are quick to become oppositional or defiant and cry or display exaggerated responses in conflict situations. This group is the most rejected by peers and has the fewest friends.

The importance of bullying

The importance of taking note of the occurrence of bullying is reflected in the fact that:

- Most incidents of school violence begin with bullying.
- School violence is on the increase.
- Bullying plays a role in serious incidents of violence such as the Columbine massacre in the USA.

Incidence of bullying

Researchers have, with regard to the incidence of bullying, inter alia found that:

- it happens at all schools
- it has to be acknowledged as a possible problem before it can be tackled
- it has been found that schools that have taken action have been successful in reducing the level of bullying.

An international survey found that the percentage of students who reported being bullied at least once during the current term ranged from a low of 15 to 20% in some countries to a high of 70% in others. Of particular concern is frequent bullying, typically defined as bullying that occurs once a week or more. The prevalence of frequent bullying reported internationally ranges from a low 1.9% among the Irish sample to a high of 19% in a Malta study.

A British study of 23 schools found that direct verbal aggression was the most common form of bullying, occurring with similar frequency in both sexes. Direct physical aggression was more common among boys, while indirect forms were more common among girls.

In a study of several middle schools in **Rome**,

the most common types of bullying reported by boys were threats, physical harm, rejection and name-calling. The most common form for girls were name-calling, teasing, rumours, rejection and taking of personal belongings.

The Forum on Children and Violence (**UK**) claimed that between 40 and 60% of children were bullied at some stage.

In a **Scottish** investigation it was found that from a total of 942 pupils, 50% said that they had been bullied at school at least once or twice during their school careers.

Surveys in **Western Australia** showed that at least one in ten students are being bullied and that the majority of learners support programmes to stop bullying at schools.

Studies in **Scandinavian countries** established that a strong correlation appears to exist between bullying other students during the school years and experiencing legal or criminal trouble as adults. In one study, 60% of those characterised as bullies in grades 6 to 9 had at least one criminal conviction by the age of 24.

Research in the **USA** revealed that half of all violence against teenagers occurs in school bullying, on school property or on the streets in the vicinity of the school. In a survey of

588 students in a Midwestern middle school the researchers found that 80% of the students had engaged in bullying in the previous 30 days. Among adolescents, 80 to 90% report some form of victimisation from a bully at school.

A survey of school violence in 20 schools in the **Cape Metropolitan area** revealed that

- violence was endemic to both primary and secondary schools.
- possession of weapons was a major problem in all schools.
- fighting/physical violence and vandalism were reported in 95% of the schools.
- assault occurred on a regular basis in 60% of schools.
- gangsterism was present in 50% of schools.

Bullying and normal peer conflict

A bullying situation is characterised by six defining factors:

- **Intent to harm.** The perpetrator finds pleasure in taunting or trying to dominate the victim and continues even if the victim's distress is obvious.
- **Intensity and duration.** The bullying continues over a long period of time and the degree of bullying is damaging to the self-esteem of the

victim.

- **Power over the bully.** The bully has power over the victim because of age, strength, size or gender.
- **Vulnerability of the victim.** The victims are more sensitive to teasing, cannot adequately defend themselves, and have physical or psychological qualities that make them more prone to victimisation.
- **Lack of support.** The victim feels isolated and exposed. Often, the victim is afraid to report the bullying for fear of retaliation.
- **Consequences.** The damage to the victim's self-esteem is long lasting and leads the victim to withdraw from school activities, or they too become aggressive.

In a normal peer conflict situation none of these elements are present. Hence those involved in a normal peer conflict situation:

- do not insist on getting their own way.
- provide reasons as to why they disagree.
- apologise and offer win-win situations.
- are free to bargain and negotiate in order to have their needs meet.
- can change the topic and walk away.

Causes of bullying

Researchers are in agreement regarding the fact that bullying is caused by factors in the family, personality, school and community.

Prevention of bullying

A recent development is the comprehensive approach to the prevention of bullying. Based on the premise that comprehensive efforts which involve teachers and other staff members, learners, parents and community members are likely to be more effective than purely classroom-based approaches. These efforts include the following core elements:

- School-level intervention
- Classroom activities
- Individual interventions
- Community activities.

The investigation

Goal

The purpose of the study is to acquire descriptive information from learners to help schools make an assessment about the following:

- The nature and extent to which bullying is occurring in a school.
- How children have reacted to bullying and what have been the consequences for their feelings of safety and well-being.
- Whether the victims have informed others and what were the outcomes.

- Learners' perceptions of their own aggressive behaviours at school.
- Gender, age and other demographic differences regarding all of the above.

Key issues to be examined

The study is exploratory in nature and we will be asking the following main questions:

- What is the extent and nature of bullying in schools?
- Who experiences the problem?
- What is the profile of the perpetrator and the victim?
- What are the contributing factors?
- How do schools respond to the problem?

Major outcomes

- To identify key concerns regarding bullying in schools.
- To make information available to legitimate and interested stakeholders in the development of problem-solving strategies.

Methodology

A **sample** of learners will be drawn from primary and secondary schools in the D4 area in Pretoria. The **measurement instruments** will be short questionnaires for learners in primary and secondary schools, teachers and parents, which are to be

constructed by members of the project team. A **pilot study** was done in selected schools in the district in mid July 2002. The **data collection procedure** entails that the questionnaires will be administered in class format with the cooperation of (trained) teachers/leaders (and lecturers if requested) during September/October 2002. The **capturing, analysis and interpretation of data** will be done by the project team.

**DE MONTFORT UNIVERSITY (DMU) IN
ENGLAND AND THE UNIVERSITY OF
FORT HARE IN THE WESTERN CAPE,
SOUTH AFRICA JOIN HANDS**

Brian Williams

The Community and Criminal Justice Division of De Montfort University (DMU) in England has established a formal three-year link with the University of Fort Hare in the Western Cape, sponsored by the British Council. This has enabled a number of academic staff to visit South Africa and share our experience of devising a new initial qualifying training programme for probation officers and of designing and delivering distance-learning courses. We have also had the opportunity to teach at Fort Hare and Rhodes Universities during our visits, and a number of academic colleagues have been able to visit England to attend study programmes. In addition, a

small research project on work with victims of crime in the two countries was undertaken jointly by Fort Hare and De Montfort staff, resulting in an article in *Acta Criminologica* (Volume 15, No. 2, 2002).

Over the past five years, the Division has recruited a substantial number of research-active staff in the field of community and criminal justice. Particular academic interests include services provided to victims of crime, restorative justice, serious young offenders, risk assessment and management, and comparative criminal justice research.

Some of these interests are reflected in two current funded research projects. In one, the Division is working with the Centre for Social Action at DMU and the Centre for Judicial and Legal Reform in Moscow on a project to encourage the wider use of restorative justice in Russia. This work is funded by the UK Department for International Development, and includes a programme of study visits and conferences for Russian practitioners who are to visit Europe during the early stages, followed by a series of measures to assist with the implementation of programmes in Russia. Work on this project began in June 2002 and will continue for three years. Another project is funded by the National Youth Justice Board, an agency set up by legislation passed in 1998 to coordinate youth

justice services in England and Wales. This project examines the use of restorative justice in respect of young people held in custodial and other secure institutions, with a view to establishing and promoting best practice in this area of work. The project began in January 2002 and is due to be completed in early 2003.

Further information about either project can be obtained from:

Professor Brian Williams,
email bwilliam@dmu.ac.uk or
by post at the Community and Criminal Justice Division, De Montfort University, Scraptoft, Leicester LE7 9SU, UK.

<p>MORNING SEMINAR (UP) VICTIMOLOGY: AN INTERNATIONAL PERSPECTIVE Jean-Pierre Krüger Linda Davis</p>

The Department of Criminology (University of Pretoria) hosted an informal morning seminar on 8 July 2002 with the theme *Victimology: An International Perspective*. The panel of speakers consisted of two leading victimologists, namely Prof Dr Ferdinand Kirchhoff from Germany (President of the World Society of Victimology) and Prof Dr

John Dussich from Japan (Secretary-General of the World Society of Victimology), as well as representatives from the SA Law Commission (Ms Dellene Clark) and the Restorative Justice Centre in Pretoria (Ms Dudu Setjatjile). The aim of the seminar was to stimulate international discourse regarding the future of Victimology and the treatment of crime victims by the criminal justice system.

During the seminar Ms Dellene Clark (SA Law Commission) discussed the recommendations made by the SA Law Commission to improve the position of crime victims in South Africa. Ms Dudu Setjatjile (Restorative Justice Centre) passionately highlighted the activities and new developments at the Restorative Justice Centre.

After the morning seminar some of the Criminology students had the opportunity to give a presentation on their honours Victimology course work to the President, Vice-President (Dr K Chockalingham from India) and the Secretary-General of the World Society of Victimology. The presentation of Mrs Inge Sutherland and Ms Annemarie Freysen addressed victims of taxi violence in South Africa, while Ms Natalia Panayi focused on the indirect victims of incarceration. Our visitors received the presentations with great enthusiasm and the

students were invited to submit their papers for a student competition sponsored by the World Society of Victimology. The day was a great success and the Department was privileged to host these distinguished guests from the World Society of Victimology.

**PART ONE: FREQUENTLY ASKED
QUESTIONS AND ANSWERS ON THE
POLYGRAPH**

Gerald Watson

What is a polygraph instrument?

A sophisticated instrument used to record changes in an individual's cardiovascular system (heart rate and blood volume), his/her respiratory system (abdominal and thoracic breathing), and his/her skin (sweat glands and electro-dermal activity), during a specific examination designed to verify the truth of information provided by the individual (examinee) on a matter under investigation.

What is a polygraph examination?

A highly structured interview that includes a pre-test phase, when the case facts and questions relating to an issue under investigation are reviewed with the examinee, an in-test phase, when specific questions are put to him/her and his responses recorded on the polygraph, and a post-test phase, when the responses collected are evaluated,

discussed with the examinee, and a finding made as to his/her degree of truthfulness with regard to the issue under investigation.

How long does it take to administer?

It takes 1½ -3 hours to complete, depending on the complexity of the case and the outcome of the examination.

Can one be forced to take a polygraph examination?

No, the examinee must submit voluntarily, and they are at liberty to terminate the examination at any stage, if they so choose. They must give their full cooperation throughout the examination to ensure that reliable and useful results are recorded for evaluation.

If a candidate refuses to submit to a polygraph examination, they should not then automatically be presumed to be guilty merely because they have exercised their right to refuse. It is, however, deemed reasonable to request the candidates to furnish reasons for their refusal to submit to the examination.

Can anyone undergo an examination?

No, the examinee must be mentally and physically suitable, based on the same criteria that apply to witnesses being considered as competent to testify in a Court of Law.

Persons suffering any pain, hunger, mental or physical illness, fatigue, distress, or effects of alcohol, drugs, or post-traumatic stress disorder (PTSD) are not suitable to be polygraphed. Pregnant ladies and those with a serious heart or respiratory ailment are also not suitable to be tested.

Does the examinee experience any discomfort during the examination?

Yes, the examinee does experience some discomfort on their upper arm, due to the pressure from the inflated blood pressure cuff, but this only lasts for a few minutes during the in-test phase of the examination.

How accurate is the polygraph?

Accuracy varies from 85-95%, depending on the question technique used, the clarity of the case facts and the competence of the polygraphist. Polygraphy is not infallible, but can serve as a very effective and reliable investigative tool, if used properly.

Can the polygraph be beaten?

No, but the examination can be disrupted by an examinee attempting to manipulate the outcome of results. The polygraphist will immediately recognise these attempts and deal with the situation appropriately.

Can polygraph results be submitted in a South African Court of Law?

No clear legal precedent has been set by South African Courts regarding their admissibility, how such evidence is categorised, the probative value or the weight that they should carry.

Polygraph examinations are not intended to provide irrefutable probative evidence but they can be used to assist investigators to collect probative evidence and to corroborate other evidence. Suspects are eventually found guilty and convicted on other evidence that was obtained with the aid of the polygraph, rather than on the polygraph findings themselves.

Therefore, no legal or technical reason exists in South Africa to prevent the submission of polygraph results to corroborate other evidence, especially if they can assist the Court in reaching a true verdict. In fact, corroborative polygraph results are featuring with more regularity in criminal and civil cases in South Africa.

Polygraph results and the expert witnesses presenting them are subjected to the usual legal rules and technical scrutiny of the Court, in terms of the Laws of Evidence and Criminal or Civil Procedure, as is the case with any evidence presented in the Courts.

Does polygraphy comply with the Constitution and Labour Legislation?

Proper polygraph procedures do comply with the Constitution and Labour legislation. They actively promote fair labour practices, respect for human rights and the privacy of the examinee. They also afford innocent suspects an opportunity to be heard and to prove their innocence.

The profession's code of ethics and proper procedures prescribe that examinees should be treated in a dignified and respectful manner, and that no irrelevant or intrusive questions that may violate their rights to privacy, should be put to them at any time.

Do Trade Unions support its use?

Yes, Trade Unions now recognise that the polygraph is a legitimate, accurate and positive investigative tool, that can be used to eradicate crime and criminals from the workplace and exonerate innocent staff. Shop stewards are directly involved in all cases where the examinees's possible reprimand or dismissal is concerned.

Polygraph results are frequently submitted during disciplinary hearings to corroborate evidence and to assist presiding officers in such matters. Polygraph findings have been submitted and acknowledged in a number of Commission for Conciliation, Mediation and

Arbitration (CCMA) hearings over the past five years, as corroborating evidence to support other evidence or testimony.

**FEEDBACK ON THE SECOND
EUROPEAN SOCIETY OF
CRIMINOLOGY'S ANNUAL
CONFERENCE**

Jacky Saffy

The second European Society of Criminology's Annual Conference was hosted in the beautiful city of Toledo, Spain from 4 to 7 September 2002. It was aptly entitled *Sharing borders, sharing a discipline*, as the conference served as an arena for a wide range of criminological subjects and represented a diversity of people. South Africa was well represented, with delegates from the University of Pretoria as well as The Vaal Triangle Technikon in attendance.

The conference was hosted at the local university in Toledo, a World Heritage site reflecting historical European culture. The plenary sessions served as a basis for the introductory panel discussions and covered such issues as methodological quality standards and preventative intervention strategies targeting children and adolescents. The diversity and interest in the field of Criminology as a whole became apparent in the vast amount of panel sessions presented.

Dr Linda Davis, from the University of Pretoria, presented a paper on vehicle hijacking in a session entitled "Non-lethal violence". The interest shown in the paper delivered was substantial, with researchers as far afield as Louisiana and England seeking possible solutions and ideas on the combatting of such a crime. A further paper was delivered by Dr Linda Davis and Mrs Saffy, entitled "Fear of crime in South Africa: Myth or reality?" The culture of crime within this context and its detrimental effects was clearly an issue for numerous international speakers and criminologists as the session was packed to capacity. Particularly those not familiar with the diverse crimes that are found within the South African context were clearly interested and attended these session.

The conference as a whole offered a wonderful opportunity for the building of international contacts and, indeed, the sharing of a discipline and borders. Set in the picturesque town of Toledo, high on a mountain top, this experience and international exposure could only be described as extremely worthwhile and valuable for any Criminologist.

CALL FOR PAPERS

Effective Restorative Justice

Following the success of this year's

international conference on **Effective Restorative Justice** in Leicester, the Community and Criminal Justice Division at De Montfort University has decided to make it an annual event.

Next year's conference will take place on 8 and 9 April 2003, with accommodation in city centre hotels close to the venue. Professor John Braithwaite of the Australian National University will be one of the plenary speakers. Enough time will be set aside for papers and workshop sessions in small groups. Proposals are herewith invited: please contact conference administrators Helen Douds (hdouds@dmu.ac.uk) or Gemma Lennon (glennon@dmu.ac.uk) in this regard.

If potential contributors from Southern Africa wish to seek financial assistance from the British Council to attend the conference, the experience of the first year's event suggests that applications need to be made well in advance. If any assistance is required from the conference organisers in this respect, please email Professor Brian Williams on bwilliam@dmu.ac.uk

Police and the Community

The Tenth Annual Meeting on **Police and the Community** of the International Police Executive Symposium (IPES) is to be held on 24 - 28 May 2003. It will be hosted by the

Kingdom of Bahrain with support from the State University of New York (SUNY) Plattsburgh, USA. Papers are invited on the topic, *Police and the Community*, by 10 February 2003, from police, justice practitioners and scholars for the meeting in the Kingdom of Bahrain. Contact Professor Dilip K. Das, President, IPES State University of New York Plattsburgh, NY 12901, USA. Fax: 518-564-3333; 518-564-2555 or E-mail dilipkd@aol.com or dilip.das@plattsburgh.edu

LOCAL AND INTERNATIONAL CONFERENCES
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Title: In search of security: An international conference on policing and security
Date: 19 - 22 February 2003
Location: Montreal, Quebec
E-mail: policing@lcc.gc.ca or dcooley@lcc.gc.ca

Title: Effective Restorative Justice
Date: 8 - 9 April 2003
Location: Leicester, Community and Criminal Justice Division at De Montfort University
Contact details: Conference Administrators Helen Douds (hdouds@dmu.ac.uk) or Gemma Lennon (glennon@dmu.ac.uk)

Title: Police and the Community

Date: 24 - 28 May 2003
Location: Kingdom of Bahrain
Contact details: Professor Dilip K. Das, President, IPES State University of New York Plattsburgh, NY 12901, USA.
Fax: 518-564-3333; 518-564-2555
E-mail: dilipkd@aol.com or dilip.das@plattsburgh.edu

The Eleventh International Victimology Symposium (Hosted by Technikon SA and the World Society of Victimology)
Title: New Horizons for Victimology
Location: Stellenbosch, South Africa
Date: 13-18 July 2003
Contact details: Dr Rika Snyman, Technikon South Africa
Tel: [+27] 011 471 3560
Fax: [+27] 011 471 2255
E-mail: <http://www.victimology.co.za> or rsnyman@tsa.ac.za

Thirteenth ISC World Congress organised by the International Society of Criminology
Title: Reducing crime and promoting justice: Challenges to Science, Policy and Practice
Date: 10-15 August 2003
Location: Rio de Janeiro, Brazil.
Contact details: Professor Tony Peters
E-mail: tony.peters@law.kuleuven.ac.be

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Student members: R70.00 (US\$10.00) for the financial year if the e-journal and newsletter are received (electronically) *via* Sabinet Online.

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SUNNYSIDE
0132
SOUTH AFRICA

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Code

Place of work/profession

Capacity

Work address

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Telephone code and number (w)

Cellular/mobile

Fax number

E-mail address

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Level

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Qualifications	Institution	Year
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