



Kaleidoscope

JUSTICE

Highlighting Restorative Juvenile Justice

*A publication of the Balanced and Restorative Justice Project
Funded by the Office of Juvenile Justice and Delinquency Prevention*

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“ There is a new breed of volunteer out there toiling in the trenches . . . dedicated, educated, and resourceful. They have passion for their mission and are willing to use the information age to achieve their objectives,” states Marilyn Miller in *501 (c) (3) Monthly Letter*. Many of these volunteers are toiling for restorative justice.

**Volunteers:
a passion for
restorative
justice**

S o m e serve on oversight committees and boards for agencies that provide restorative justice programs, others work in policy and education.

Many are in the trenches, providing mediation and mentoring for those caught up in the criminal justice system, and mobilization for communities seeking to provide a safe environment for all its members.

In this issue, we look at how volunteers impact the spread of restorative justice throughout the country. The importance of training is considered. The concern for clarity on the values put forth through the restorative justice model is highlighted. And one volunteer looks at the effect her work has on her community.

There is also a major report on the recent BARJ Project event that gathered volunteers from restorative justice programs around the country to share their stories and concerns.

The opening quote was found on the Energize Volunteer Management website < www.energizeinc.com > where resources abound for those whose programs depend on volunteers to make a difference. ●

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With special thanks to
Judge Thomas Edwards,
Superior Court, California
for his dedication to this country's youth,
restorative justice, and the BARJ Project.
Best of luck on your new
judicial assignment!

Balanced and Restorative Justice Project

As a model of “community justice,” BARJ seeks to involve and meet the needs of three coparticipants in the justice process—victims, offenders, and communities. In doing so, the BARJ model guides juvenile justice systems toward “balance” in meeting the sanctioning, public safety, and rehabilitative needs of communities. The aspects of the balanced approach are: values, clients, decision-making processes, performance outcomes, program priorities, and new roles for juvenile justice professionals. The BARJ project focuses on the way jurisdictions are addressing the reintegrative (competency development), sanctioning (accountability), and public safety goals of the Balanced Approach mission and restorative justice principles.





Spotlight on

For a look at the role of volunteers in restorative justice, *Kaleidoscope of Justice* talked with Kay Pranis, Restorative Justice Planner for the Minnesota Department of Corrections for the past 7 years. Her work includes teaching the principles of restorative justice and assisting those who want to establish restorative justice programs in the community. Much of her focus these days is on Circles, programs that bring community members together to be present with victims and offenders as they work through the issues that result from crime.

Passion and caring at core of volunteers' commitment to restorative justice

"The term 'volunteer' feels inadequate in the restorative justice paradigm. It brings to mind images of ancillary helpers." Kay Pranis is clear on the role of volunteers in restorative justice programs. "The direction I'd like to see is the community (volunteers) as the providers and the professionals as the supporters. The most important part of restorative justice is the work directed by community members who largely are unpaid." This meshes with her vision



of community: all individuals are connected and everyone is aware that their welfare is dependent on supporting the community as a whole.

There are a variety of roles for volunteers in restorative justice

work. Participating in the actual decision-making about a case, such as through a Circle, is perhaps the most visible role and is what most people think of first. However, volunteers are also needed in support roles such as being mentors to at-risk children and youth, or staffing hotlines for

crime victims. Policy-making also needs volunteers who will work with lawmakers and agency personnel in developing statutes that allow for restorative justice responses to crime.

Pranis finds that those who are drawn by passion and caring to volunteer in restorative justice are very effective in their roles. "They merge their positive vision of restorative justice with the energy to make a difference using skills they already possess. It is profoundly moving when volunteers make a commitment to a victim or offender and stay with that person even if they mess up, without being enabling." Pranis' experience shows that those for whom this is not a good fit do not stay long as volunteers.

Effective volunteers need training

Training is a must. We all have ingrained patterns of lecturing and advising, neither of which is helpful in restorative justice settings, according to Pranis. Good training teaches volunteers how to support and assist others, and includes the following aspects:

1) **Everyone comes to the table with gifts**, therefore no one is superior. Volunteers need to learn how to be present with one another and create a space to offer their gifts and not get in the way.

2) **Stories are gentle ways of bringing in new ideas**. Therefore, volunteers learn how to use their own stories to support others.

3) **It is important to be present emotionally and spiritually with the person**. Volunteers need to learn how to listen fully and then how to ask affective questions about the feelings expressed.

Training for the Circles model starts with a day and a half of values training. Pranis states, "Values are at the core of human inter-relatedness. The processes need to be constructed to make it safe for the values to come out. When this happens, people will move to

As director of a runaway and homeless youth program (Project Youth) in Sheboygan County, Wisconsin for nine years, I really learned how important non-paid adult relationships are for youth.

The program has volunteer foster parents who are willing to give up to two weeks of foster care for a youth experiencing problems at home. The program works intensively with the family during the crisis.

A 14-year old girl, who was experiencing some abuse in her home with her parents, had run away and called our program. I picked her up from a friend's home and gave her a ride to the foster parents' home.

She was acting and talking like a typical teenager in crisis - somewhat critical - because of her fear. I talked with her about being respectful of the foster parents, "because they are volunteers and don't get paid. You need to treat their home with respect."

The car became quiet and I glanced over. Tears were streaming down her face. "I thought they were getting paid to take me in. Why would they want to help me - for nothing?"

This girl became good friends with the volunteer foster parents and later she stayed at their home - just for fun.

—Mary Klemme

Volunteers - Continued on Page 4

You would think that Alice Lynch had enough to keep herself busy as director of her own non-profit agency in Minneapolis, Minnesota. Several years ago, however, she became active in the Restorative Justice Advisory Council, a statewide advisory group to the Department of Corrections. Then, as the restorative justice paradigm spread to programs in local areas, Lynch volunteered to bring it to her own neighborhoods in north Minneapolis.

For the past three years, Lynch has coordinated the other volunteers of the Northside Community Justice Committee, providing Circles for African-American juvenile offenders. Every other week community members meet with youth who have been referred by the courts, seeking to get to the root cause of their problems.

Circles model used

During a recent conversation, Lynch described the model of Circles used by volunteers in her neighborhood. Working first with the juveniles and their parents, the community members hold an *Interview Circle* to determine if the youth and his/her family are a good fit for the program. If the youth is accepted into the program then a series of *Healing Circles* are held.

These Healing Circles allow the issues to be worked through as the volunteers meet with the youth and his/her parents. Anger can come out as the

issues are identified and dealt with until everyone feels comfortable with the decisions made. Social compacts are made with the offender, according to Lynch, to show the Circle members that they are on the right path. This can include keeping school grades up and earning money to pay restitution to the victim.

While this is going on, a Circle is held with the victim, helping to identify the victim's needs. A *Joint Circle* is held with the victim and the offender. At this time, the victim has the opportunity to confront the offender, expressing anger and telling of the effects the crime has had on his/her life.

The *Dispositional Circle* comes at the very end of the process which can take up to a year to complete. Lynch explains that every effort is made to have the judge attend. At this time, everything that the offender has accomplished is acknowledged and it is determined if more is needed. All the restitution that has been earned by the offender is paid to the victim. Once everyone is in agreement that all that needed to be done has been accomplished, the Circle members seek to have the charges dismissed so that the youth will not have a record.

Volunteers put in many hours

Lynch's volunteer work includes going to court with the juveniles, setting up all the necessary Circles, and

coordinating the business meetings and seeing that the office work gets done. Currently, the program uses Lynch's agency's office space in North Minneapolis. Several months ago, a grant was received to hire staff to do much of the work Lynch has done on a volunteer basis for the last three years.

Other volunteers are asked to work with one or two cases at a time and to attend all the Circles pertaining to them. Lynch explains that the involvement doesn't end there. The program includes field trips for the youth and the volunteers have contributed funds to help pay the expenses. Volunteers have even donated money to help the families of the juveniles pay phone bills. Some volunteers went the extra mile to help one of the families move to a new apartment.

Why do they put so much effort into the program? According to Lynch, the answer is simple: "I am affecting my neighborhood because I want to feel comfortable there, to feel safe. The kids involved in the program recognize the volunteers as concerned adults, adults who are around because they live in the community." Besides, she adds, "Outsiders don't know what is needed. Communities can take care of themselves if given the opportunity." Besides, should the recently received money end, the program won't - not with volunteers around who know how to run it. ●

Alice Lynch is executive director of Black, Indian, Hispanic, and Asian Women in Action, providing advocacy, information, and education around social issues that effect women and their families. She can be reached at 612-870-1193 or 612-521-2986.

Sharing the streets

One youth in the Northside Community Justice Committee's program had a long record of truancy so part of his Social Compact required regular school attendance. One morning as the boy was heading for the school bus he saw a woman from his Circle. She was heading somewhere else, but he thought she was checking up on him. Waving to her and calling her name, he made certain she saw him get on the bus. (It took her a while to realize who he was.)

At school, the young man got off the bus to discover another mem-

ber of his Circle standing outside the building. This man had an unrelated meeting at the school, but the juvenile didn't know this. Once again, calling out the Circle member's name, the youth made certain the man saw him as he entered the school building, per his Social Contract.

As Lynch points out, this kind of chance meeting can occur only when the Circle members are a part of the young offenders' community, sharing the same streets with them everyday.

Volunteers - Cont'd from Page 2

ward healing.” She lists respect, honesty, sharing, inclusivity, love, and forgiveness among the values that are highlighted in the training.

Using these values in Circles does not presume that caring between the victim and the offender

will develop. It acknowledges, instead, that everyone is loved by someone in the Circle. Respect must be felt by everyone in the Circle. People are held accountable, but the core being of everyone involved is accepted.



Minnesota’s restorative justice programs are heavily dependent on volunteers. Pranis points out that several Circle projects were started by volunteers from the local community, some of whom happened to be professionals. Resources to hire paid staff are necessary, however, to facilitate the use of volunteers as the projects develop and grow.

But volunteers remain essential to the programs. “It is critical for people needing support to know that people will be there for them without being paid.” Pranis finds that those below the age of 28 have little sense of community caring and involvement. The only ones who have cared for them are family or paid professionals. Their world view of people acting only from self-interest gets shattered by the persistent caring of volunteers. “This is an opportunity to create a new pro-social world view,” Pranis states. “It is important people not get paid; it is the nature of the gift that is part of the power of healing. Healing is greatly enhanced when people offer themselves with no obvious payback.” Such is the nature of the role of the volunteer. ●

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The
Balanced and
Restorative
Justice Project
presents

Introduction to Restorative Justice

March 19-23, 2001

Radisson Atlanta Northlake, Tucker, GA

This is a comprehensive introduction to restorative justice. Costs include: registration: \$20; hotel \$75/night. Topics to be covered include:

- Principles and values
- Sample practices
- Involvement of victims and the community
- System readiness for change

The trainers will be Dee Bell, Restorative Justice Trainer, Decatur, Georgia; and Cassandra Washington Adams, Restorative Justice Trainer, Jacksonville, Florida.

This training is geared toward practitioners, volunteers and/or policy makers who work in or with the juvenile or criminal justice system. Appropriate candidates are those working in prevention, corrections, probation, law enforcement, courts, community organizations, and schools. This course will meet the “Introductory Training” prerequisite for the *Training for Restorative Justice Trainers Course* to be held May 11-20, 2001. For further information, contact the BARJ Project office at 954-762-5668.

An event of the Restorative Justice Academy at the Community Justice Institute, Florida Atlantic University. Made possible by a Juvenile Accountability Incentive Block Grant from the Office of Juvenile Justice and Delinquency Prevention.



Further thoughts on training volunteers

Working with the Circles model has led Kay Pranis to think carefully about the importance of values training for those the volunteers. She finds that some training programs move towards this, but are not intentional about it. Pranis believes that there needs to be “more values training in the foundation of any training. Technique is never enough. Bad technique with a good values foundation is better than good technique without the values training.”

This is not to say that basic skills training is not important. Working as an apprentice is a good way to obtain these skills. Pranis is opposed to a rigid certification process and doesn’t believe that civil mediation training is essential to working as a facilitator in Victim Offender Mediation finding that there are many pathways to work within restorative justice model programs.

Pranis notes that the scripts used by some restorative justice programs are helpful in the beginning for new facilitators, but she hopes that they become able to move past the script. Scripts put the mediator in a controlling position because they predetermine the flow of the dialogue and do not allow the flow to emerge from the group. A good script, such as that used by Real Justice, captures some of the natural flow. As the skill level develops, Pranis hopes that the mediators will begin to be responsive to the needs of the group instead of sticking with the script. ●

Crime stats in for 1999: show continued decline in crime

by Evelyn Hanneman, Editor
Kaleidoscope of Justice

The National Crime Victimization Survey (NCVS) seeks to present a realistic picture of crime in the U.S. by interviewing individuals instead of relying on police reports of crime. Studies have shown that only half of all crimes are actually reported to the police; therefore, police statistics under-report a significant portion of criminal acts. The NCVS, however, is based on estimates drawn from the Survey samples and, thus, has issues with precision based on sample size. In 1999, 42,895 households and 77,750 people age 12 and older were interviewed.

When I was working for the NCVS in the 1980's, I interviewed whoever was living in a designated house once every six months over a time span of three and a half years. I frequently

found that the person had been a victim of a crime that had not been reported. Reasons for not reporting crimes ranged from the event being considered unimportant to the event having involved a family member who the victim did not want to report.

The current NCVS report, released in August 2000, details crime information from 1999. It shows every type of personal and property crime measured by the Survey decreasing between 1993 and 1999. Violent victimization rates fell 34% for persons age 12 and older. Since 1994 there has been a consistent downward trend in violent crimes. People who experienced a violent victimization reported it to the police in 44% of the cases. Victims of violent crimes knew the perpetrator(s) in 54% of the cases.

Property crimes have been declining since the Survey began in 1974. These show a 9% decrease between 1998 and 1999. Lower rates of burglary and household theft led the decline. Only 34% of all property crimes were reported to the police with personal theft being the least frequently reported crime.

Demographics indicate that a women of a race other than white or black with an income of \$75,000 is least likely to experience a violent victimization. Those least likely to experience a property crime are whites living in a rural community with incomes between \$25,000-\$34,999. •

These figures come from the Bureau of Justice Statistics. Reports are available on the BJS website at <www.usdoj.gov/bjs> and can be downloaded at no cost. You can receive monthly BJS printed reports by calling the BJS Clearinghouse at 1-800-732-3277.

Seventh National Victim Assistance Academy Slated for June, 2001

The seventh National Victim Assistance Academy (NVAA) is scheduled for June 24 – 29, 2001 at three concurrent sites: California State University, Fresno in Fresno, CA; Medical University of South Carolina in Charleston, SC; and Washburn University in Topeka, Kansas. Sponsored by the Victims' Assistance Legal Organization (VALOR), with support from the Office for Victims of Crime within the U.S. Department of Justice, the NVAA is the nation's premiere training and education program for professionals who assist victims of crime, and who have between one to five years experience.

The rigorous, 40-hour academic-based course curriculum addresses 37 topical areas, and emphasizes foundations in victimology; victims' rights and services throughout the criminal and juvenile justice processes; and cutting-edge developments in the field of victim assistance. An interactive, skills-building course of study includes lectures, experiential exercises, working and discussion groups, faculty mentoring groups, and self-examinations, with compressed video technology utilized to link the three NVAA sites into one student body.

The NVAA faculty includes the nation's leaders in direct victim services, allied professions, and academia. Each university site will have a team of faculty-in-residence to guide the learning experience and mentor students.

The \$495 all-inclusive tuition fee includes all course materials, housing, and meals for the entire week. Academic credit at both the undergraduate and graduate levels is also available from several co-sponsoring universities.

Since 1995, over 1,300 students representing all fifty states, four American territories and six foreign countries have completed the NVAA. Graduates include system- and community-based victim service providers, criminal and juvenile justice professionals, mental health professionals, agency administrators, and allied professionals seeking to improve victims' rights and services.

Approximately 250 students will be selected to participate in the 2001 Academy. Applications for the 2001 NVAA are available from VALOR by calling toll-free (877) 748-NVAA, or (703) 748-0811 in the Washington, D.C. metropolitan area. For additional information, please contact VALOR at either of these numbers, or visit the NVAA webpage at www.nvaa.org or the VALOR webpage at www.valor-national.org.

Balanced and Restorative Justice Project Update:

Restorative justice volunteers tell their story

by David Karp

On September 8-9, 2000, the BARJ Project invited volunteers from restorative justice programs around the country to gather in Burlington, Vermont for a workshop entitled: "Citizen Justice: A National Forum on Community Justice Volunteers in Restorative Responses To Crime".



What happens when you gather fifty restorative justice volunteers from around the country to share their work, triumphs and struggles? They speak from the heart. They ponder out loud the meaning of terms widely used in this movement:

- Reconciliation
- Empowerment
- Generosity
- Role-Modeling
- Accountability
- Trust
- Compassion
- Love
- Patience
- Listening
- Community
- Recognition
- Respect
- Commitment
- Understanding
- Service
- Empathy
- Healing
- Opportunity
- Support
- Inclusion

These are not the words we expect to hear from those involved in criminal justice work. Conspicuously absent was the standard conservative terminology of criminal justice: punishment, retribution, control, and war on crime. Nor did we hear the standard liberal terminology: rehabilitation, treatment, and individual rights. The terms listed above suggest an alternative approach to resolving crime problems. An approach with new language and new vision. Also absent in this forum was the cynicism and hopelessness so often expressed by the drones of assembly line courtrooms and prison warehouses. This approach seems to take personal relationships seriously, accepting inefficiencies that might exist when time is taken to address each individual's needs in the justice process and treating each stakeholder with respect and dignity.

Finally, what was absent was the divisiveness of adversarial justice, the standard bifurcations of innocence vs. guilt; us vs. them; good vs. evil; white vs. black. This group meeting was characterized by hope, dedication, and vision, and by a desire to seek common ground between victims, offenders, and diverse communities. This conference, funded by the Robert Wood Johnson Foundation, the Office of Juvenile Justice and Delinquency Prevention, and the Balanced and Restorative Justice Project at Florida Atlantic University, was the first national conference for restorative justice volunteers.

Why They Volunteer

These national volunteers were drawn to their work for a variety of reasons. Many were crime victims who had not been well-served by our contemporary justice system. They participate in restorative justice initiatives as a form of self-healing, and feel compelled to change the system so that it may better serve others in the future. Some work with troubled youth, and have found restorative practices to be a powerful means to teach them about social responsibility. Some are motivated by their own commitment to community, and see restorative justice as one way to make their community a better place to live. Some were drawn to restorative justice because its message is consistent with their religious faith. Some were drawn to volunteer because their communities are disadvantaged by poverty or prejudice or the challenges of assimilation and restorative justice offers their community a way to become better integrated in the larger society.

In one session, break-out groups were asked to draw a picture that describes their motivation to participate. One group draw a devastating portrait of contemporary justice. The picture was of an offender, standing alone, holding a gun, yet ambivalent about his destructive behavior. Thus, his other hand reaches back toward the community in a gesture of need, desperation, and dependency. But, instead of aid, what is given to him by the community is a ball and chain. It is this woefully inadequate response that this group is dedicated to change.

While these volunteers are motivated by their commitment to community, many of them pointed out the benefits they receive from their volunteering. They spoke of spiritual growth, self empowerment, life-long learning, deeper personal connections, and community identity.

What Volunteers Add

One of the central questions posed to this forum was to articulate what volunteers can contribute to the justice process that is unique. Are they really needed, or can the jus-

tice system simply be maintained by the professionals. Here are three compelling reasons offered.

- 1 Volunteers are members of a local community often in day-to-day interaction with victims, offenders, and neighbors affected by particular crime problems. At the local level, volunteers can provide on-going support and supervision and oversight for the stakeholders in the process adding continuity to an otherwise ephemeral justice process.
- 2 Volunteers can offer a flexibility and creativity to the decision-making process that enable restoration of real problems and concerns to occur. Part of this has to do with the time volunteers take to identify what really happened, and part of this comes from the power that volunteers have in bridging the gap between the worlds of victims and offenders.
- 3 Volunteers role model good citizenship for offenders. Their participation is a demonstration of a community of care, of social responsibility, and of the meaningful expression of community membership. In the same vein, volunteering in restorative justice is empowering for the volunteering by offering a volunteer experience that builds personal relationships and reinforces moral beliefs.

The Markers of Success

Achieving justice for victims, offenders, and communities is an enormous challenge. This group was not naïve about the difficulties, and in their work, often experience set-backs. They recognize that even when they create a just process, success may not always follow. One volunteer put it this way: “All the crime may not be gone tomorrow, but we sure love how we handled it today.” Yet these volunteers know success when they see it. They know it when the community has participated broadly and deeply, especially when the decision-making included offenders and victims. They know it when the harm of the crime has been identified, when offenders understand that harm, and concrete strategies of repair have been pursued. They know it when they feel safer in their communities. They know it when the community has responded to the crime in a timely manner, unencumbered by bureaucracy. They know it when new relationships have been built in the community. One volunteer called this spiritual bond of community, “koinania.”

Another referred to the need we have to be citizens making decisions about community life. Thus democracy society is enhanced and strengthened. They know it when the media, politicians, and criminal justice professionals accurately describe their work and public awareness of it grows. They know it when victims and offenders can give voice to their needs, and express how restorative justice has

helped them heal or grow. They know it when offenders and victims have been embraced by the community and not stigmatized and outcast. They know it when the ranks of volunteers grow and when they volunteer roles change, evolve, and diversify. They know it when, in the words of one participant, “the sun shines brighter in the sky.”

Collaboration with Government

Volunteers are faced with the problem of having no organizational structure that provides resources and authority. They depend on their association with community groups and government agencies. How can they enjoy an equal partnership with those who have traditionally controlled criminal justice practices? These volunteers recommended that first and foremost, the community must clarify and articulate a coherent vision of community justice. They must work together to define who they are, and seek to include marginalized members of the community. They must be willing and able to provide leadership and take responsibility for their part in the justice process.

Then they must invite key players from both sides to come together in a circle for ongoing meetings and open dialogue. Such meetings should occur in neutral settings, emphasize egalitarian relationships, and respect for the various roles that all play. This collaborative work invests all parties in the proposal for change and enables them to carefully delineate roles and responsibilities. It also helps identify what resources are needed and where they can be obtained. Excellent training in restorative practices are essential for delivering a quality process, and community and justice system participants should be trained together. Then new programs must be promoted through public education campaigns and accurate media coverage.

Building the Future

After the dialogue and debate, this group was energized to implement new ideas and reinforce their practices. Many lessons were taken to heart. Practitioners, policymakers, bureaucrats, systems people, need to be invited into the community—to meet with victims and offenders, to

Stories - Continued on Page 8

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Stories - Continued from Page 7

participate in restorative processes, to speak with the locals and learn about their needs and concerns. Local programs need to host social events that bring all parties together—they might also work together on community service days.

Local programs need to have good resources and training in the recruitment of volunteers and victims. They need to know how to develop local resources for offenders—for community service, for competency development, for social support. They need to know how to acquire funds for their programs.

Restorative processes need to focus on building and maintaining support for those in need. Offenders, for example, need to be offered sufficient supervision and encouragement—a nearly continuous process until they have fulfilled the conditions of their restorative contracts. They need mentoring. And then their accomplishments should be celebrated to facilitate their full reintegration back into the community. Their successes, and all the successes of restorative justice programming, should be publicized so that the public can learn about justice occurring in their communities and feel reassured that restorative justice is a viable alternative to traditional justice.

The volunteers learned a lot in this forum, but clearly wanted more. They wanted to keep in touch with one another through the creation of a listserv. They wanted to learn more about restorative justice through readings and trainings. They want to meet again, and with others, in annual national conferences for volunteers. They want to reflect on how their own participation is empowering and uplifting, and draw on this in their recruitment of others to join the cause. Clearly, this is just the beginning. Margaret Mead once wrote, “Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it’s the only thing that ever has.” Meeting with this group certainly dispelled mine. ●

David Karp is an assistant professor of sociology at Skidmore College in Saratoga Springs, New York, where he teaches courses in criminology, deviance, and social issues. He conducts research on community-oriented responses to crime. Currently, he is engaged in a qualitative research study examining Vermont’s community reparative probation boards. He is the author of *Community Justice: An Emerging Field and The Community Justice Ideal* (with Todd Clear).

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Address Correction Requested

Upcoming Events

To have your event listed, send information to:
Kaleidoscope, 718 Peranna Place, Charlotte, NC 28211
or e-mail - evelynhrj@carolina.rr.com

Introduction to Restorative Justice - March 19-23;
An event of the Restorative Justice Academy at the Community Justice Institute, Florida Atlantic University. See article on page 4 for more information.

Summer Peacebuilding Institute - May 7-June 29;
Eastern Mennonite University, Harrisonburg, VA. Offers 17 intensive 5 to 10-day courses for professional training or credit. Concentrations include: Restorative Justice, Mediation and Facilitation, Conflict Transformation and Peacebuilding and much more. For information call 540-432-4490; email < ctprogram@emu.edu > ; website: www.emu.edu/ctp.

16th National Conference on Preventing Crime in the Black Community - May 30-June 2; Tampa Marriott Waterside Hotel, Tampa, FL. A collaborative effort to address issues relating to the disproportionate number of African-Americans who become involved in the criminal justice system. It will showcase successful programs and promote a positive exchange of ideas on the subject. For information visit: <http://victims.firn.edu/conference>.

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