



Academic Publications Bulletin

Emond Montgomery Publications Welcomes Gino Arcaro

by Jim Black

There is little doubt that Gino Arcaro has left an indelible mark on PFP/LASA education in the province of Ontario. His fifteen years at Niagara College, nine of them as Coordinator of the PFP and LASA programs, have kept him in close touch with students and have allowed him to cultivate the understandings and sensibilities needed to produce successful learning materials for this audience. Indeed, his textbooks have become the standard against which others are measured, and virtually every program has benefited from his on-the-ground, applied approach to criminal investigation and policing powers.

We are, therefore, very pleased to announce that Gino Arcaro has agreed to join forces with EMP and has become one of our stellar authors in the PFP/LASA sphere. Effective immediately, all of his current titles (formerly with Thomson Nelson) will be available from EMP. (See Dave's column for a listing of the titles.) Future editions will join up Gino's gifts for erudition and clarity with EMP's high standard of publishing excellence. It's a win-win situation for PFP and LASA. Instructors and students alike will be well served by this new relationship.

Although I've known and admired Gino for a number of years,



Gino Arcaro (left) and Paul Emond signing a publishing agreement in Welland on January 9, 2007.

CONTINUED ON PAGE 2

CONTENTS

- EMP Welcomes Gino Arcaro 1
- President's Message 1
- An Interrogation Strategy Is Essential 2
- Helping PFP/LASA Students Succeed 3
- Youth and the Law—Engaging Your Students in the Current Issues of Youth Justice..... 4
- Dave's Corner Office 5
- Order Form 8

President's Message

Ever since the inception of the Police Foundations Program back in 1998, we have worked closely with coordinators to assemble a superior set of learning materials that serve the curriculum and learning needs of PFP instructors and students. It has been a partnership that I value, and an enterprise that is especially important to me and my associates at EMP. It is in light of that long-term commitment to the PFP that I am so pleased to welcome Gino Arcaro to the EMP team. With the addition of Gino's excellent textbooks to EMP's catalogue, and the promise of new and better resources in the future, I know that we are well positioned to support the needs of PFP instructors and students.

Paul Emond

it was only recently that I asked him why he thought his textbooks were so well received. What is their defining strength? His answer: “My texts combine interpretation of an extensive body of laws and apply the analysis firmly in a real-life setting. The latter is the key: everything is anchored in reality.” Why should instructors, experienced and not so experienced, use his texts? There are three reasons, he continued: (1) “They provide an instructor with as comprehensive a set of materials as possible—especially with the police powers and criminal

investigation books—covering a wide swath of the PFP/LASA curriculum.” (2) “The structure of the texts is teacher-friendly. Instructors can easily draw up lesson plans from the clear scope and sequence of the texts. The structure makes them easy to use.” (3) “They offer access to a full range of research and legal analysis, reducing the teacher’s research time for class preparation. The case law is relevant and up to date.”

And what kind of a man lurks behind this successful legacy of writing and publishing? We know Gino has been a

man of passion throughout his 31-year professional career—policing, teaching, writing, and coaching. What drives him forward? Let him tell you: “My biggest motivation? I don’t even have to think about it. I enjoy seeing other people succeed. If you don’t like seeing other people succeed, you’re not going to be very good at any of this.” Perhaps that is the reason Gino has had such a positive influence on instructors and students alike. ■

An Interrogation Strategy Is Essential

Gino Arcaro was interviewed by Stephanie Levitz of the Canadian Press as part of her coverage of the Robert Pickton trial in Vancouver. His comments were used in her January 29, 2007 dispatch that was picked up by over 700 outlets in Canada. The excerpt below is from Ms. Levitz’s article.

When police launched the investigation into Pickton, it was with the glare of the public eye firmly on their backs.

They’d been accused of mishandling the cases of dozens of missing women from Vancouver’s Downtown Eastside and the pressure for an arrest and charge was mounting.

Botching their first interview with Pickton wasn’t an option.

When police have a suspect in a major case like this, the interrogation is crucial, says Gino Arcaro, a former police officer who is now working towards a PhD on the science behind interrogations.

Properly obtained confessions have been recognized by the courts as one of the most powerful types of evidence.

“In a case as big as this one, there’s no way that interrogation wasn’t planned out,” said Arcaro, who also teaches in the police foundations program at Niagara College in Ontario.

“The goal is to get a confession within the rules of the law and in a serious case like this, they’ll work until they get one.”

Though Pickton did not confess to the crimes he’s been accused of, the incriminating statements he made have been held up by the Crown as evidence he’s responsible.

It took a full day to elicit those statements, with much of the talking done by police officers who gave lengthy monologues about their own personal lives, debated the merits of cherry versus rhubarb pie and waxed eloquent on the freight train of evidence in the case.

Often, their diatribes provoked no more than nods and grunts from Pickton,

and even after hammering at him about specific facts, they were met with flat-out denials.

But Arcaro said what was likely at play was a dance by investigators to get the information they came for and not make the single misstep that could render the whole interrogation inadmissible in court.

The crux is not to do or say anything that makes it appear that a statement by an arrested person isn’t voluntary, Arcaro said, as the law automatically excludes confessions induced by threat of violence or even promises of a deal.

The safest way to elicit an admission of guilt is to appeal to a person’s conscience, Arcaro said.

“Confessions are actually the product of the conscience’s desire to strive for stability and balance,” Arcaro said.

“You commit a crime, I don’t care what human it is, every human has some degree of conscience.”

Police use several tactics to appeal to a person’s sense of right and wrong, Arcaro said.

They’ll draw on personal experience, try to establish a relationship and use key events in a person’s life to try and help them understand—and admit

EMOND MONTGOMERY'S
APB
Academic Publications Bulletin

Publisher D. Paul Emond
Editor Jim Black
Design & layout Tara Wells
Marketing David Stokaluk
Production WordsWorth Communications

*Emond Montgomery's APB:
Academic Publications Bulletin
is published periodically by*

Emond Montgomery Publications
60 Shaftesbury Avenue
Toronto, Ontario M4T 1A3
tel. 1-888-837-0815 or 416-975-3925
fax 416-975-3924 e-mail info@emp.ca

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CONTINUED ON PAGE 3

to—why they’ve done the thing for which they’ve been charged.

Over the course of the 11 hours, officers asked Pickton to think of his late mother and what she’d want him to do in the situation.

They talked about his family farm and the impact the investigation was having on it.

And they wondered aloud if a stabbing incident in 1997 provoked him to commit more serious crimes.

Yet still, Pickton denied being connected to the murdered women.

“When you’ve tried everything, you stop focusing on did they do it and switch to the reason they might have done it,” Arcaro said, adding investiga-

tors will also use the suffering of people connected to the crimes to draw a suspect out.

Officers repeatedly asked Pickton to give closure to the families of the dead women and asked him what he’d think if it were his family that was affected.

“Shit happens,” Pickton replied. ■

Helping PFP/LASA Students Succeed

by Jim Black

One of the persistent challenges in PFP and LASA programs is the need to find ways to engage students in the learning process, helping them to gain mastery of the material and to succeed in the two-year course of study. Henri Berube, who took on the PFP Coordinator’s role at Humber College last September, is no different from any other instructor in this area of study. Teaching the first-term Public Administration course, he had already discovered that the incoming students did not possess some of the skills needed for a successful career in public service. His goal was to get them engaged in the political process by the end of the course: understanding how government works and knowing how bureaucracy affects everyone. He not only wanted them to understand the political issues of the day, he wanted them to be able to debate the pros and cons of those issues. Even though they started with little understanding of politics, they were quick to pick up on issues that were of special interest to them—for example, the high cost of car insurance.

At Humber, where most of the classrooms are wired, the Public Administration course is built around a WebCT LAN, with students having access to the LAN and the Internet both in and out of the classroom. The course is further supported by print learning material. It is the combination of the two modes, print and web-based, that allowed Humber’s instructors to do something about the academic indifference of PFP/LASA students, and enabled them to generate a higher level of learning and comprehension among those students. Five instructors teach sections of the course, which currently has a combined

enrolment of 257 students. Two years ago, the average mark on the final exam in three of the courses (that used the same lecture notes, textbook, and exams for the course) was 47 percent. The final exam was based in large part on the textbook readings. It was evident that students were not reading the textbook. Some were not even opening the text. Starting last year, Henri Berube and one of his colleagues introduced a schedule of weekly tests, based on questions provided by the publisher of the textbook and linked to the reading assignment for that week. Students are asked to read a chapter and then go online to complete the weekly test. The 25 questions on the chapter (issued randomly) can be answered in about 25 minutes. Collectively, the nine weekly tests make up 30 percent of the final mark for the course. The students now have a compelling reason to read the textbook: success in the course depends on it. And success has indeed followed. Last year, the course average on the final exam for the test sections was 71 percent.

Professor Berube is satisfied that the testing regimen has influenced the performance of students in the Humber PFP program. There are other variables in play: different instructors, different students, different times and days of classes, professors gaining experience, etc. Nonetheless, there is enough evidence in hand to suggest that the weekly tests, tied directly to the reading passages, did galvanize the students to carry out the assigned readings. The textbook and the online testing combined to produce the desired results. Students found a reason to crease the textbook. ■

NEW EMPLOYEE Tammy Scherer

TAMMY SCHERER recently joined Emond Montgomery Publications to work in our acquisitions and development department. We are very excited to be working with Tammy. She brings to EMP years of experi-

ence from Thomson Nelson and Pearson Education as development editor and production editor. Tammy will be handling most of the new projects for Police Foundations and LASA.

Her predecessor, Jennifer McPhee, has moved on to a position with our sister company, CLB Media. She is

pursuing her passion for writing with their weekly *Law Times* periodical. Jennifer will be missed, and we sincerely wish her the best.

Youth and the Law: Engaging Your Students in the Current Issues of Youth Justice

by Jim Black (with Jennifer McPhee and Dave Stokaluk)



Rebecca Bromwich

Rebecca Bromwich, co-author of *Youth and the Law*, 2nd Edition, works with Kathleen Chapman and Associates, practising family law and youth justice. Currently, she is on maternity leave, looking after a new baby and a two-year-old and trying to work around the sleep deprivation, law practice, and teaching assignments.

Her real interest is in the classroom—specifically, at Fanshawe College, where she teaches law for social service workers, youth justice, contemporary Canadian social issues, and political science. She also lectures on youth justice at the University of Western Ontario Faculty of Law.

Rebecca enjoys the idea of having a proactive impact on students, and is con-

fident her new book will encourage and help students to have a more compassionate perspective in this area. When in law school at the University of Calgary, she did volunteer work with different custodial facilities, serving as a youth mentor for youth in custody. During her time at Queen's University, she became a volunteer grievance officer for the St. Lawrence Youth Association, dealing with resident youth one-on-one and listening to them talk about the issues that affected them. For example, one 15-year-old girl in custody for a B&E had cut her arms and legs (an act of self-mutilation); through the counselling intervention,

CONTINUED ON PAGE 5

Comparison of Conflict and Functionalist Assumptions About the Causes of Delinquency

<i>Conflict assumptions</i>	<i>Functionalist assumptions</i>
Delinquent and non-delinquent behaviour arises from people acting in ways that suit their social class and power position in society. Delinquency is a reaction to the life conditions of a person's social class.	All societies have agreed-upon norms, values, customs, and rules that most people internalize and adopt. Delinquency arises because some people absorb norms and values that lead to delinquent behaviour.
Youth crime is concentrated in lower classes because the ruling class sees only acts that come out of lower-class life as delinquent.	Youth crime is more common among lower classes because institutions that socialize people, such as the family, schools, peer groups, and neighbourhoods, are not effective or are dysfunctional.
The lower classes are more likely to be arrested and labelled delinquents because the ruling class controls those who manage law enforcement agencies.	The lower classes are more likely to be arrested because they commit more delinquencies.
Delinquency varies from society to society depending on the political and economic structures of the society.	Delinquency is a constant feature in all societies.
Socialist societies should have much lower rates of youth crime because the less-intensive class conflict should reduce the forces leading to, and the functions of, delinquency.	Capitalist and socialist societies that are industrialized and bureaucratized should have the same levels of youth crime.

Source: Laurence M. Olivo, Ralph Cotter, and Rebecca Bromwich, *Youth and the Law: New Approaches to Criminal Justice and Child Protection*, 2nd ed. (Toronto: Emond Montgomery, 2007), 35.

DAVE'S CORNER OFFICE

by Dave Stokaluk

2007 promises to be a very exciting year for us at EMP. We are developing and acquiring new products, and improving on existing ones with new editions and instructor's resources. In this column, I want to update you on some recent items of interest, and on new and forthcoming EMP publications.

You may have noticed that many of the new product e-mails you have been receiving from me are in colour and include graphics. Although this HTML e-mail format is attractive and free of attachments, it may not be 100 percent compatible with your e-mail program. As a precautionary measure, I am also

sending these along in plain text for those of you with older operating systems. If you have any difficulty reading these communications, please let me know.

Another change we have made is to provide instructor's guides through our website. Our purpose is to make it easier and more convenient for you to gain access to instructional support. The material is available for download through a secure portal on our site, and may be accessed with a password and username. Drop me a line and I will provide you with the appropriate link, username, and password for the book you are using in the classroom. If this format is not suitable to

your needs, please let me know and I will send you hard copy of the material.

Our new website went live on September 1, 2006, to provide you and your students with better utility, more information about our publications, and up-to-date news items. I served on the committee that helped structure and shape the new site. The upgrade process was more arduous than any of us had anticipated, but the hard work is reflected in a much improved site. If you have any suggestions about how we can enhance the functionality of the website, or find better ways to deliver information, please let me know. I would be especially

CONTINUED ON PAGE 6

YOUTH AND THE LAW, CONTINUED FROM PAGE 4

Rebecca learned more about her background and found out that the girl had been repeatedly abused in foster care.

Professor Bromwich noted that public opinion on youth justice often seems to be manipulated by politicians and the media. The media like stories that attract readers and viewers, and will underscore the horrors of youth justice and crime in order to do that. Some politicians use youth justice as a metaphor: "If there is something wrong with our kids, there is something wrong with moms"—working moms, single-family households, etc.

In assembling the material for the second edition of *Youth and the Law*, Rebecca's chief task was to narrow down the vast body of information that has accrued since the proclamation of the *Youth Criminal Justice Act*. The Department of Justice has a lot of information online—case law, uniform crime reporting statistics, backgrounders from different provinces, and training material for professionals working in the field. Canvassing a wide range of other online sources and media reports has allowed the author to gain a clear sense of the public outcry about youth issues and to compare that sentiment with the more official sources of information.

Needless to say, the most important changes to the second edition of *Youth and the Law* capture what has happened since the implementation of the YCJA. The new edition deals extensively with the changing landscape of youth justice—computer and cybercrime, girls and young women, gangs and guns, cultural and diversity issues, and terrorism.

The use of extrajudicial sanctions and extrajudicial measures represents a huge part of the changes to the new Act. Rebecca asks: "Are police and Crown prosecutors actually making use of these?" The drop in custody rates is very significant, showing what was the intention of those provisions and confirming what is the most substantive change under the Act.

Professor Bromwich observed that students seem to think something more

should be done to help young offenders. Police Foundations students sometimes have a glamorous law-and-order preconception based on what they see on TV. It is helpful for them to start to see themselves as having a social service role to play in the community—helping youth rather than just locking them up. Rebecca tries to keep an open mind in the classroom and encourages critical thinking by engaging students in discussions and writing assignments on controversial issues—for example, capital punishment.

Supported by a full instructor's guide, including a test bank, the second edition of *Youth and the Law* promises to be an up-to-date and educationally sound resource to use in Police Foundations and other programs. ■

CUSTOM TEXTS

If you have a publishing idea or suggestion, please let us know. Remember that we offer a custom text option as well. Give me a shout

and I'll explain the process in greater detail. I am available to assist you throughout the school year. Please do not hesitate to contact me either by e-mail (stokaluk@emp.ca) or by telephone (416-975-3925 x235 or toll-free 1-888-837-0815.)

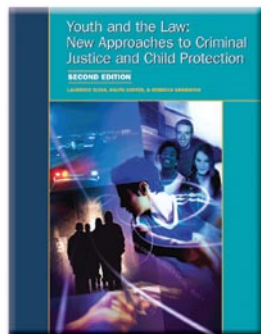
interested to know if students use it, and whether they find it friendly and accessible.

You have no doubt noticed the feature article in this issue, about our acquisition of some established and highly regarded publications by Gino Arcaro. We are excited about these best-selling learning resources, and we are honoured to have Mr. Arcaro join us as an EMP author. In our ongoing commitment to serving the PFP/LASA programs, we now have a catalogue of titles that lines up with virtually every course in these programs. We look forward to working with Mr. Arcaro, and continuing to support your programs with top-drawer learning resources. You will be hearing from me in the coming days about the availability dates of these books. The publications we have acquired are:

- *Principles of Law Enforcement Report Writing*, 2nd Edition
- *Basic Police Powers*, 3rd Edition
- *Criminal Investigation: Forming Reasonable Grounds*, 4th Edition
- *Impaired Driving Investigations*, 4th Edition
- *Highway Traffic Act Investigations*
- *Basic Private Police Procedures*

Youth and the Law: New Approaches to Criminal Justice and Child Protection 2nd Edition

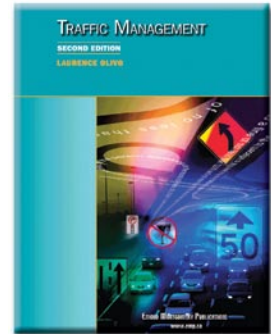
Youth and the Law: New Approaches to Criminal Justice and Child Protection, 2nd Edition was published at the beginning of 2007, just in time for winter term courses. When the *Youth Criminal Justice Act* was passed in 2001, we were the first publisher out of the gate with a book that matched up with the Youth in Conflict with the Law course. We have now had an opportunity to reflect on ways to improve the first edition and have brought the coverage up to date by examining recent statistics, reports from the field, and program studies introduced under the new Act. As well, we connected with instructors teaching the course, asking for their feedback as to how we could improve and update the book. Many of you expressed the need for a text with more emphasis on urban gun crime, gangs, cybercrime, rehabilitation, and restorative justice. The new edition meets all of these demands. The book is also supported by a comprehensive set of instructor's resources. They include an answer guide, test



bank, and PowerPoint presentation. If you are teaching the course, please contact me to receive your complimentary desk copy and instructor's resources.

Traffic Management 2nd Edition

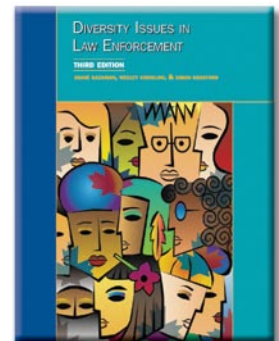
We will be publishing *Traffic Management*, 2nd Edition this winter, thanks to the tenacity of our former acquisitions editor Jennifer McPhee and the combined efforts of author Laurence Olivo and his advisory team. As you may know, it's been a long and bumpy road. The most heartbreaking setback occurred last year with the passing of Peter Parise. After spending many years as an in-service trainer at C.O. Bick, Peter embraced retirement and the idea of doing a little writing in his area of expertise—traffic management. Unfortunately, he could not see this project to its conclusion, but his legacy lives on. With experienced author Larry Olivo at the helm, aided by an advisory group of instructors of the Traffic Management course, we have produced a book that will be very effective in the classroom. The text has been reorganized and refocused—for example, it omits the extraneous material on accident reconstruction from the first edition—and provides a more streamlined approach to the subject. We are nearly there. You will be hearing more from me about this important text in the coming weeks.



I want to clear up a little bit of confusion about some of our texts that address diversity and First Nations issues. *Diversity Issues in Law Enforcement*, 3rd Edition and *Diversity and First Nations Issues in Canada* are soon to be published. Although the two books have similar titles, they differ both in substance and approach, and address two distinct courses, each with its own set of learning outcomes.

Diversity Issues in Law Enforcement 3rd Edition

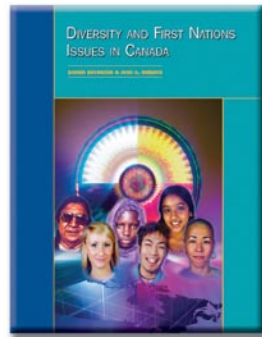
Diversity Issues in Law Enforcement has been one of our bestselling books for a number of years. The third edition provides updated information on multicultural, community-based issues involving race, gender, ethnicity, class, and sexual orientation. The book supports Police Foundations programs that offer a discrete one-semester course on diversity issues. For the First Nations course, EMP's *First Nations Peoples*, 2nd Edition is the ideal text.



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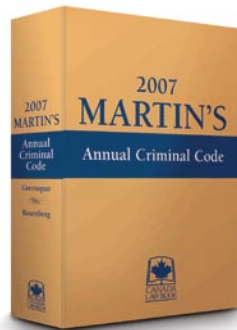
Diversity and First Nations Issues in Canada

Many programs have combined the diversity and First Nations courses into a compressed one-semester course. To support those learning outcomes, our forthcoming *Diversity and First Nations Issues in Canada* addresses the two subjects in a single text. The new book offers a cost-effective way for instructors to cover both subjects with a single, streamlined text. I will keep you informed about these two important publications in the coming weeks.



Martin's Annual Criminal Code Student Edition, 2007

We did something slightly unprecedented this summer. We lowered the price on one of our bestselling books—*Martin's Annual Criminal Code, Student Edition, 2007*—from \$54 to \$50, no strings attached! The book is still hardbound and provides expert annotations on decisions from all court levels, and includes all the related acts to the *Criminal Code*. We also offer the Police Legal Access System as a complimentary gift for



Other new books we plan on publishing in 2007 include:

- *Canadian Legal Structure and Legislation for Correctional Service Workers*
- *Canadian Political Structure and Public Administration*, 3rd Edition
- *Contemporary Canadian Social Issues*, 2nd Edition
- *Customs Law and Process*
- *Ethical Reasoning in Law Enforcement*, 3rd Edition
- *Fitness and Lifestyle Management in Law Enforcement*, 3rd Edition
- *Provincial Offences: Essential Tools for Law Enforcement*, 2nd Edition

**PUBLISH
WHAT
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Do you teach from your own original material? If you think that this material may be transformed into a published text, and that other instructors and students may benefit from it, give us a call. We are always looking for new authors for our college publications program.

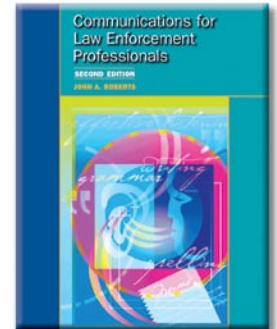
To discuss a specific proposal or to contribute a feature article to this newsletter, contact us at 416-975-3925 or 1-888-837-0815. Thanks.

Paul Emond
President
Emond Montgomery Publications Limited

your *Martin's* order. Many of you have told me how useful it is to have a digital and searchable copy of *Martin's* on a computer in your department.

Communications for Law Enforcement 2nd Edition

Communications for Law Enforcement, 2nd Edition is one of the first college communications texts designed specifically for law enforcement courses. For years now, professors have relied on expensive, generic 101 communications texts to teach this course. They have told us that Police Foundations and Law and Security Administration students need a text that provides a combination of writing, listening, and spelling and grammar exercises with law enforcement terminology and examples that emphasizes memo book and report-writing examples. This book accomplishes all of that and much more. You might wish to consider Gino Arcaro's *Principles of Law Enforcement Report Writing*, 2nd Edition for your second year or applied degree course. Please contact me about receiving an examination copy of either book.



We have also completed instructor's guides for two of our classic law enforcement texts—*Interviewing and Investigation and Sociology and Canadian Society*, 2nd Edition. Please contact me to receive the new guides.

You will be hearing from me in the weeks ahead with more details about our new publications for this year and next. I also want to remind you that I am here to help you in any way I can with your classroom text needs. Feel free to contact me. The door to my office is always open. And, again, thank you for your business this year.

Best regards,

A handwritten signature in black ink, appearing to read 'D. Stokaluk'.

Dave

David Stokaluk
Director of Marketing
stokaluk@emp.ca

**2007
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New titles

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- Basic Private Police Procedures Arcaro
- Criminal Investigation: Forming Reasonable Grounds, 4th Edition Arcaro
- Highway Traffic Investigations Arcaro
- Impaired Driving Investigations, 4th Edition Arcaro
- Martin's Annual Criminal Code, 2007, Student Edition Greenspan, Rosenberg
- Martin's Pocket Criminal Code, 2007 Greenspan, Rosenberg
- Principles of Law Enforcement Report Writing, 2nd Edition Arcaro
- Traffic Management, 2nd Edition Olivo
- Youth and the Law: New Approaches to Criminal Justice, 2nd Edition Olivo, Cotter, Bromwich

Forthcoming titles

- Canadian Legal Structure and Legislation for Correctional Services Workers Pisapio, DeMerchant
- Canadian Political Structure and Public Administration, 3rd Edition Booth
- Contemporary Canadian Social Issues, 2nd Edition Niessen, Bromwich
- Customs Law and Process Canadian Society of Custom Brokers, Mastro
- Diversity and First Nations Issues Canada Roberts, Boyington
- Diversity Issues in Law Enforcement, 3rd Edition Kazarian, Crichlow, Bradford
- Ethical Reasoning in Law Enforcement, 3rd Edition Evans, MacMillan
- Fitness and Lifestyle Management for Law Enforcement, 3rd Edition Wagner Wisotzki
- Provincial Offences: Essential Tools for Law Enforcement, 2nd Edition Gilbert, Maher

Current titles

- Canadian Political Structure and Public Administration, 2nd Edition Booth
- Canadian Private Investigator's Manual, 2nd Edition Hawkins, Konstan
- Communications for Law Enforcement Professionals, 2nd Edition Roberts
- Community Policing Hodgson
- Community Policing: Exploring Issues in Contemporary Policing Sutton
- Conflict Management in Law Enforcement, 2nd Edition Pardy
- Conflict Resolution: An Introductory Text Ellis, Anderson
- Contemporary Canadian Social Issues Niessen
- Diversity Issues in Law Enforcement, 2nd Edition Kazarian
- Effective Communication for a Career in Law Enforcement Collins, Olson
- Enforcing Federal Statutes Rock
- Ethical Reasoning in Policing, Corrections, and Security, 2nd Edition Evans, MacMillan
- First Nations Peoples, 2nd Edition Williamson, Roberts
- Fitness and Lifestyle Management for Law Enforcement, 2nd Edition Wagner Wisotzki
- Foundations of Criminal and Civil Law, 2nd Edition Rock, Hoag
- Fundamentals of Law and Security Administration Rohlehr
- Guide to Martin's Criminal Code Haw
- Interpersonal and Group Dynamics in Law Enforcement, 2nd Edition Bjorkquist
- Interviewing and Investigation Euale, Turtle
- Introduction to Canadian Law, 2nd Edition Sworden
- Introduction to Psychology for Law Enforcement Kazarian
- Police Leadership and Labour Relations Drennan
- Police Powers and Procedures Walma, West
- Principles of Evidence for Policing Euale, Martin, Rock, Sadek
- Provincial Offences: Essential Tools for Law Enforcement Gilbert, Maher
- Security Professionals: A Practical Guide to the Law Ray
- Sociology and Canadian Society, 2nd Edition Johnstone, Bauer

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60 Shaftesbury Avenue, Toronto, Ontario M4T 1A3

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