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TRAINING INMATES AS PARALEGALS AN EVALUATION

Ву

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ABSTRACT

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A program to train inmates as paralegals was established at the State Prison of Southern Michigan. Qualified inmates were randomly assigned to the training or a control condition. Both groups were administered measures assessing legal knowledge, the use of legal knowledge, attitudes concerning the criminal justice system, and self-perception before and after training.

The trainee group showed a significant increase in its amount of legal knowledge after training. It also reported a significant increase in the number of other inmates requesting aid from its members regarding legal problems. Interviews with a random sample of the inmate population confirm the increased use of the trainees as legal resources in the prison. These interviews also revealed a great deal of support for the training program within the prison. This support increased over the two interviewing periods, shortly after the initiation of the program and again nine months later, after the graduation of the trainees. The project is discussed as a means of providing legal services to inmates and within the framework of general social change.

DEDICATION

To Mary, whose assistance made this possible, and whose love made it bearable.

TABLE OF CONTENTS

Chapter	Pa	ge										
	LIST OF TABLES	v										
	LIST OF FIGURES	ix										
ı.	INTRODUCTION	1										
	Legal Needs of Inmates	1										
	Obstacles in Handling Legal Problems	5										
	Reaction of the Prison and the Courts	8										
	Attempted Solutions	12										
	The Trained Inmate Paralegal	17										
II.	METHOD	23										
	Background	23										
	· U	 23										
		24										
	-	24 25										
		27										
		29										
	Training	31										
III.	RESULTS	33										
	Paralegal Trainee Measures	33										
	•	33										
		38										
	· · · · · · · · · · · · · · · · · · ·	50 60										
		76										
IV.	DISCUSSION	83										
	The Effects of the Paralegal Training Programs on the											
		83										
		83										
		84										
		88										
	Attitude Change	00										

Chapter																													Page
	Inn Par The	a1	e٤	ga l	L 7	[ra	aiı	nir	ng						_	_													92 97 99
APPENDIX	A		•	•		•	•	•	•	•	•	•	•		•		•	•	•	•	•	•	•	•	•	•	•	•	107
APPENDIX	В		•		•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•		•	108
APPENDIX	С	•	•	•		•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	116
APPENDIX	D		•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	119
APPENDIX	E		•	•		•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	120
APPENDIX	F	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	122
APPENDIX	G	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•		•	•	•	•	•	•	•	•		•	128
APPENDIX	Н	•	•	•		•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	137
APPENDIX	I	•	•	•	•	•	•	•	•	•	•	. •	•	•			•	•	•	•		•	•	•	•	•	•	•	140
APPENDIX	J	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	142
APPENDIX	K	•	•			•	•	•	•	•	•	•	•	•	•	•	•			•	•	•	•	•	•	•		•	147
APPENDIX	L	•	•	•		•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	149
REFERENCI	ES						•		•				•				•	•	•	•		•	•	•				•	151

LIST OF TABLES

		Page
Table 1	Experimental Design - Measures Administered	27
Table 2	Legal Knowledge Test - Total Scores	35
Table 3	Legal Knowledge Subtests - Average Scores	37
Table 4	Legal Research Methods Subtest - Data Analysis	39
Table 5	Criminal Law Subtest - Data Analysis	40
Table 6	Constitutional Law Subtest - Data Analysis	41
Table 7	Civil Law Subtest - Data Analysis	42
Table 8	Michigan Law Subtest - Data Analysis	43
Table 9	Attitudes Toward Aspects of Jackson Prison - Average Scores	45
Table 10	Attitudes Toward Jackson Prison - Data Analysis	46
Table 11	Attitudes Toward Block Officers - Data Analysis	47
Table 12	Attitudes Toward Aspects of the Criminal Justice System	48
Table 13	Attitudes Toward Federal Courts - Data Analysis	49
Table 14	Attitudes Toward Supreme Court - Data Analysis	50
Table 15	Attitudes Toward Judges - Data Analysis	51
Table 16	Semantic Differential Factor Analysis	53
Table 17	Self-Perception - Average Scores	56
Table 18	Degree of Logic in Decision-Making - Data Analysis	57
Table 19	Ratings of the Paralegal Training Program and Its Teachers	59

		Page
Table 20	Percentage of Trainee and Control Group Members Asked to Aid with Legal Problems	. 61
Table 21	Number of Inmates Requesting Legal Help from Trainee and Control Group Members	. 63
Table 22	Total Number of Requests for Legal Aid - Data Analysis	. 65
Table 23	Number of Requests for Aid with Divorce - Data Analysis	. 66
Table 24	Number of Requests for Aid with Complaints Against Prison - Data Analysis	. 67
Table 25	Number of Requests for Aid with Detainers - Data Analysis	. 68
Table 26	Actions Generally Taken by Trainee and Control Group Members on Legal Problems of Other Inmates	. 69
Table 27	Result of Actions Generally Taken by Trainee and Control Group Members on Legal Problems of Other Inmates	. 70
Table 28	Legal Problems of Trainee and Control Group Members .	. 72
Table 29	Actions Taken by Trainee and Control Group Members on Personal Legal Problems	. 74
Table 30	Result of Actions Taken by Trainee and Control Group Members on Personal Legal Problems	. 74
Table 31	Actions Planned by Trainee and Control Group Members on Personal Legal Problems	. 75
Table 32	Expected Result of Actions Planned by Trainee and Control Group Members on Personal Legal Problems	. 75
Table 33	Frequency of Actual, Planned, and Hypothetical Use of Trainee and Control Group Members for Legal Aid	. 77
Table 34	Inmate Attitudes Toward the Paralegal Training Program	. 80
Table 35	General Comments Made by Three or More Inmates about the Paralegal Training Program During the Inmate Interviews	. 82

		Page
Table 36	Significant Changes in Trainees Attributed to	
	Training	95

LIST OF FIGURES

									Page
Figure	1	Legal	Knowledge	Test	Scores	 	 	 	34
									•

CHAPTER I

INTRODUCTION

In the past two decades, there has been a growing emphasis placed on human rights. Beginning with the civil rights movement of the early 1960's, society has become increasingly aware of the needs of many segments of our population, such as the aged, migrant farm workers, the mentally ill, the American Indian, and the physically handicapped. This concern has also been focused on the rights and treatment of the 280,000 people in the nation's jails and prisons. The focus of this interest has included living conditions (crowding, food, sanitation, exercise facilities, etc.), the use of force, rules regarding the nature and frequency of visitations, the delivery of mail and its privacy, possessions an inmate is allowed to keep, the use of solitary confinement, freedom of religion, disciplinary hearings, parole, the right to treatment, civil and criminal liabilities of prison officials, legal services, and medical care. The general position advocating the legal rights of prisoners and humane treatment is represented in the writings of Brand (1973), McCollum (1973), and Orland (1971).

The Legal Needs of Inmates

The legal needs of an inmate is a good example of a problem which is commonplace in our prisons and at the same time relatively unrecognized by the general public. This lack of awareness is a result of the misconception that a person's life is simply frozen in time when

he enters the prison, that he no longer has any ties with the outside world, and that the prison is too routinized and well established for legal problems to arise from within.

While in a very real sense the inmate is cut off from the outside world, he is still expected to fulfill legal obligations, a difficult task under the circumstances. Resulting civil cases cover a wide range of content areas. Half of these cases are concerned with domestic relations. A felony conviction is grounds for divorce in some states, and child custody can be legally and permanently lost in the act of being imprisoned (Palmer, 1974). Other civil matters include housing problems (tenant-landlord disputes, mortgage problems, repossession of property), insurance claims, loss of wages, debts, defense of suits, and compensation claims.

An equally frequent problem concerns the legality of the inmate's conviction. The appeal may involve the constitutionality of the conviction, sentence, or statute involved, unheard evidence, a change in law, illegal or improper court proceedings, lack of jurisdiction to sentence, or other such grounds. In most cases, the inmate has no legal resources available for such an appeal other than court appointed counsel who is often an inadequate source of legal assistance, as will be discussed later.

A related legal problem is the improper imposition and computation of sentences. These cases are concerned with either the length of sentence or the facts considered (good time, time served awaiting trial) in computing the sentence. Again, most states and prisons provide no system for the review of sentences, except for homicide cases, which often require a review.

There are two instances in which an inmate involved in parole procedures may benefit by the use of legal counsel. First, legal issues are often involved in the application for parole. While present law does not allow representation in the hearings themselves, inmates need legal assistance in preparing their applications. A second type of parole problem occurs when a parolee denies having violated a condition of parole. In 1973, the Supreme Court ruled that the parole board must appoint counsel in such cases.

One-third of all prisoners have a detainer placed on them at one time or another during their incarceration (Resource Center on Correctional Law and Legal Services, 1973). A detainer is a notice to a prison authority that another jurisdiction wants to obtain custody of an inmate on or before his release. Although these detainers are often a mere formality and are rarely acted upon, they have unpleasant repercussions on the treatment of the inmate by the prison. These inmates are frequently denied various priveleges or services because the prison acts on the unstated position that inmates who will be imprisoned elsewhere need not be rehabilitated. While an attorney or paralegal is usually able to remove such a detainer relatively easily, the inmate, who is unfamiliar with legal terminology and process, is virtually powerless on his own.

Institutional grievances and prisoners' rights cases, often a result of a lack of understanding or knowledge of institutional rules and procedures constitute another kind of legal problem for the inmate. A legal representative is needed to deal with the problems arising from illegal living conditions and treatment. The Civil Rights Act

guarantees the inmate the right to sue his keeper, but without legal help, this right is useless to the inmate.

Finally, there are legal problems arising from disciplinary hearings and other administrative actions (classification, transfer, work release eligibility, etc.). While the Supreme Court has ruled that an inmate does not have the right to representation or cross-examination in such hearings (Wolf v. McDonnell, 1974), they have stated that the inmate has the right to some minimal due process. Legal assistance, which can be considered a component of due process, could be of great help in preparing an inmate for such proceedings.

The Resource Center on Correctional Law and Legal Services (1973) has estimated an approximate ratio of the above classification of inmates' problems, based on surveys, caseload distributions of existing legal services' projects, court caseload information, and attornies familiar with the legal needs of inmates. The breakdown is as follows:

- 30% civil problems
- 20% appeals
- 13% institutional grievances and civil rights cases
- 12% parole problems
- 12% detainers
- 10% sentence problems
- 3% disciplinary problems

A survey at the State Prison of Southern Michigan (Emshoff, Conner, and Davidson, 1977) generally confirmed this breakdown, with a higher incidence of disciplinary problems (15%) and a lower incidence of parole and detainer problems (3% and 4% respectively).

Obstacles in Handling Legal Problems

It is clear that inmates have a variety of legal problems. Furthermore, the Resource Center on Correctional Law and Legal Services (1973) estimates that the average inmate has one administrative, civil, or criminal legal problem every year. A survey at the State Prison of Southern Michigan (Emshoff, et al., 1977) indicated that the average inmate had had one and one-quarter legal problems in the preceding six months. But this information in itself does not seem to indicate the need for special programs of legal assistance. Legal problems are common throughout our society and most of us are left to our own devices in dealing with them. What makes the inmate's position worthy of special attention?

An answer to this question is obtained by examining the potential resources available to the inmates. Most free people deal with legal problems by hiring a private attorney. The basic factor in prohibiting the use of a private attorney by most inmates is the cost. One-third of all inmates receive no income while incarcerated. The two-thirds who are employed receive an average wage of seventy-five cents per day. At this rate, it would take an inmate nearly two years to pay a rather minimal lawyer's fee of \$300, provided he bought nothing during this time, including personal items such as toothpaste, cigarettes, or soap.

Secondly, there is often a great geographic distance between prisons and metropolitan areas. This is no accident. Prisons, like most mental hospitals, were built where they could be out of sight (and thus out of the consideration) of the public. Consequently, Attica is four hundred miles from New York City. Lucasville, the largest prison

in Ohio, is a two-hour drive from Cleveland and a five-hour drive from Cincinnati, the two cities which are the former homes of a majority of the inmates. This geographic distance discourages a private lawyer (perhaps a family lawyer) from accepting inmate clients. If they do accept inmate clients, the geographic distance adds even more expense to the inmate. Furthermore, under these circumstances, much of the client-attorney communication takes place by mail. This reduces the ability of an inmate to influence his own case. Face-to-face contact is essential in an attorney-client relationship. This is particularly true for inmates who usually do not understand and have a hard time communicating complicated legal situations. The mail is even less effective for the many illiterate or semi-literate inmates.

Finally, there is a psychological distance between the inmate and the average private attorney. The experiences and life styles of an attorney and inmate are often so different as to seriously threaten the ability of the two to relate to each other and communicate effectively the crucial information each must provide the other.

For some types of cases, notably appeals, a court-appointed attorney is supplied to the inmate. This removes one obstacle in the inmate's way, the prohibitive expense of obtaining a lawyer's services. However, the effects of psychological and geographic distance are still active.

The problem of expense is replaced by several equally imposing difficulties when using a court-appointed attorney. They are typified by (and in some ways a result of) the court-appointed attorney's lack of interest in the case. There is little reward for an attorney in such a case. In some cases, the budget for appointed attornies is so

low that the attornies realize they can only be paid for minimal efforts. (Ironically, the low budgets are most likely to be found in poor areas, in which a greater proportion of the population must rely on appointed counsel.) The attorney's attention to his private clients supercedes the needs of his court-appointed clients. Consequently, a court-appointed attorney rarely devotes enough time to do an adequate job. An appeal is a very time-consuming case if done thoroughly. Stories of cursory performances by court-appointed attornies are plentiful and appalling (Blumberg, 1967). Furthermore, the practice of law has become a very specialized business and finding an attorney by chance who happens to have the necessary area of expertise is very unlikely.

The inaccessibility of effective legal resources has led many inmates to attempt to do their own legal work. The law is a very difficult area in which to use a do-it-yourself approach. This is especially so for the inmate population. The President's Crime Commission (1967) found that 82% of all inmates had not finished high school. Less than half had even finished eighth grade. This lack of education makes it difficult for the inmate to do his own research (if research materials are available), correspond with outside resources, and write his own documents. It may take months of research to draft a petition on an issue that a lawyer could dismiss easily and immediately. Inadequately drawn petitions are a source of inconvenience and irritation to the courts and judges who must spend much time weeding through these petitions looking for and interpreting important information. Judges have expressed a fear of missing crucial information and dismissing a legitimate petition because of the difficulty involved in

reading confusing petitions. Furthermore, if self-reliance is the method of choice, many legitimate appeals will never be filed, simply out of an inmate's ignorance of the law.

The Reactions of the Prison and the Courts

Given the presence of undeniable legal problems and a population with severe difficulties in dealing with these problems, what has been the position of the guardian of this population, the prison?

Prison administrations have further hindered the inmate in his attempt to make use of the legal system. Over the years, a number of prison regulations have restricted the inmate from access to the courts. It was once illegal for inmates to pool resources for legal assistance or for any inmate to advise or assist another inmate in any way regarding legal matters. Other common practices in many prison systems have included disciplinary action against those seeking legal remedies and confiscation of legal documents and materials (Palmer, 1974). Few prisons have provided even minimal legal services such as a notary public or law library of any quality.

Recently, the courts have become more concerned with the legal needs of the prisoner and the prison's repressive stance. The constitutional support for this concern is founded in the right of access to the courts in the due process clause of the Fourteenth Amendment. On this basis, the Supreme Court struck down the regulation allowing prison inspection of an inmate's documents before they are submitted to the court, in the 1940 case of Ex parte Hull. Despite this ruling and its support of an inmate's access to the courts, the period between

1940 and 1969 was marked by judicial indifference concerning the prison administration's rules regarding the legal process.

1969 was the year of the landmark case of Johnson v. Avery regarding the practice of "jailhouse lawyers." The presence of legal problems and the lack of legal resources had given birth to the jailhouse lawyer, an inmate who, usually through self-education, has acquired legal skills. The jailhouse lawyer offers legal advice and services to other inmates, usually for some form of payment. This practice was usually forbidden by prisons until this Supreme Court decision removed the prohibition. The Court's decision was based on the fact that inmates, many of whom were poor and uneducated, frequently had no other source of legal aid beyond what existed within the prison walls. Since the jailhouse lawyer was usually all that was available within the walls, prohibiting this practice was essentially denying access to the courts for many inmates.

This ruling has had a far-reaching effect on the prison's regulatory role regarding the legal process. However, the original ruling only referred to an illiterate's right to receive aid in preparing a writ of https://doi.org/10.1001/journal.com/ providing the prison does not provide any other legal aid with this problem. It was up to the other courts to broaden the law. However, the emphasis in Johnson v. Avery on maintaining the inmate's right to access to the courts was significant.

Lower courts have ruled that any inmate can receive assistance from a jailhouse lawyer on any legal problem, providing the prison does not provide aid for that particular problem. Thus, jailhouse lawyers can act on civil rights cases involving the prison as the defendant when prisons set up legal aid programs which prohibit this action, a

not uncommon occurrence. Other court interpretations of Johnson v. Avery have been concerned with what a reasonable alternative to jail-house lawyers consists of. For instance, in Novak v. Beto, the court ruled in 1971 that the state's provision of two attornies for 13,000 Texas inmates was insufficient. The question is still frequently addressed in the courts.

The court has also protected the use of non-professionals other than jailhouse lawyers. This has been most notable in several decisions prohibiting prisons from barring the use of law students in legal assistance programs.

The right to access to the courts has been interpretated to mean more than the permission to use jailhouse lawyers. The 1971 ruling of Younger v. Gilmore stated that:

Access to the courts...is a larger concept than that put forward by the state. It encompasses all the means a defendant or petitioner might require to get a fair hearing ...In some contexts this has been interpreted to require court-appointed counsel...in other situations the state might be obligated to privide free transcripts, process-serving facilities, and in forma pauperis filing privileges...Johnson v. Avery...makes it clear that some provision must be made to ensure that prisoners have the assistance necessary to file petitions and complaints which will in fact be fully considered by the courts.

The specific case concerned a prison law library which the court ruled as being insufficient, thus requiring the state to provide sufficient legal materials to allow a prisoner to file petitions. For the first time, the courts ruled that not only must a prison refrain from blocking access, it was required to actually provide the means to that access.

In its ruling of the above case, the court made note of the particularly difficult position that the poor prisoner finds himself in. It is the poor prisoner who particularly needs the library to provide a minimum of access to the courts. Unfortunately, the poor prisoner is also often illiterate. In Hooks v. Wainwright in 1973, the court expounded on the plight of the incarcerated indigent:

The wealthy inmate is, by reason of that wealth, assured meaningful access to the courts, for he is advantaged with the qualitative services of his retained attorney...No one doubts the right of such a wealthy inmate so to pursue post-conviction remedies and to pursue available avenues of relief for deprivations of his civil rights. On the other hand, the indigent inmate, who may be in a position to raise identical legal issues, has no attorney, scant legal resources, and probably no experience.

Because of this inequality, the court ordered the State of Florida to provide a legal services system. Courts in North Carolina and California recently issued similar orders. Such services must be complete. An institutional legal services program prohibited from handling civil rights suits was ruled to be inadequate in providing access to the courts (Bryan v. Werner, 1975).

The strongest and most authoritative ruling to date is the 1977 United States Supreme Court decision (Bounds v. Smith) in which the court held:

The fundamental constitutional right of access to the courts requires prison authorities to assist inmates in the preparation and filing of meaningful legal papers by providing prisoners with adequate law libraries or adequate assistance from persons trained in the law.

The ruling goes on to state that indigents must be provided paper, pen, notarial services, and postage for legal documents. While the need for libraries was emphasized, it was also implied that the state must supply more direct services for illiterate inmates. The ruling applies to all inmates in all correctional institutions.

In sum, the courts are in the process of completing a total about face in their position regarding the prison's relationship with an inmate's legal problems. They initially condoned the prison's repression of the inmate's attempts to use the legal system. Gradually, decisions started to prohibit the prison from actively interfering with the inmate's access to the courts, but allowed the prison and the state to take a basically passive stance. Finally, the courts recognized the fact that the prison, by its very nature (immobility, low wages, and geographic distance), was interfering with the inmate's right to the legal process. As such, they are now ordering the correctional system to provide legal resources to place the inmate in an equitable position with the rest of the population with respect to access to the courts.

Attempted Solutions

Even before the courts began to call for the provision of services to inmates, various agencies and institutions began to sponsor programs of legal services of various kinds. The most common method has been the use of law students as legal resources for inmates. The Council on Legal Education for Professional Responsibility (1973) reported that as of 1973, there were sixth-three law schools providing some kind of legal assistance. In the best of these programs, students visited the prison once a week to interview inmates requesting legal assistance. The supervising professor reviewed the interviews with the students and made assignments. Each student handled no more than fifteen-twenty cases per semester, spending approximately fifteen hours per week on the program.

In only one-third of these programs did students visit the institutions regularly. One-third of the programs involved irregular visits. The others operated by correspondence alone (Council on Legal Education for Professional Responsibility, 1973). The absence of face-to-face contact presents deficiencies detailed earlier. Another problem with such programs is that services are interrupted by exams and vacations, often at critical times. Furthermore, the scope of cases handled by these programs is usually limited. Appeals are avoided because of their time-consuming nature. Very few programs handle class action suits, civil rights cases, or other problems with the institution. Finally, the lack of continuity in handling a case and the inability of students to get involved with actual litigation severely decrease the effectiveness of the legal assistance. On the other hand, the students are usually highly motivated, and these programs can be operated for less than \$20,000 per year (Jacob and Sharma, 1970).

Another approach to the provision of legal services is the use of professional attornies who work within the institution. At least nine states have programs of this nature. The degree of service provided has ranged greatly, from the Boston Legal Services Project which employed four attornies to handle 650 inmates (all in one institution) to a program in Ohio in which three attornies were employed to handle the problems of nine thousand inmates in seven institutions.

Like the law school programs, many of these programs have been restricted from handling cases in which the institution is the defendant, particularly in those programs being managed by the institution. A more serious problem has been the high cost involved in hiring a sufficient number of professional attornies to serve all of the legal

needs of this country's incarcerated population. The chief advantage goes hand in hand with the cost. The competence and ability to litigate and represent the inmates make such programs highly appealing.

Attempts have been made to provide programs using lawyers on a volunteer basis. Most of these have had difficulty in providing effective services. An exception to this is a project in Joliet, Illinois, which in its first six months closed 352 cases and had 354 more open files. A good part of this success was due to the fact that in addition to the twenty-seven volunteer attornies, there were a five-person full time staff, twenty law students, and seven clerical workers (Resource Center on Correctional Law and Legal Services, 1973).

The basic problem with volunteer programs has been a fluctuation in interest and participation. Prisons are often too far from urban areas to attract interested lawyers (Resource Center on Correctional Law and Legal Services, 1973). However, volunteers can be of great service in supplementing other programs.

The problem of appeals by immates is, as mentioned before, common. Some states have established appellate defender services for immates. Such programs are among the oldest legal services provided for immates. Generally, an appellate defender handles about thirty-five cases per year. These programs are usually effective in obtaining all or part of the relief requested in the appeal. The Michigan program employs fourteen attornies, handles about five hundred cases per year (about average for all such programs) and receives at least some relief on an average of 275 of these cases.

The obvious problem with these programs is the limitation of types of cases handled. While appeals are an important and frequent concern

of inmates, they represent only a fraction of the legal needs of the prisoner. Nevertheless, these programs are important in filling the gaps of the many projects that do not handle appeals due to their time-consuming nature.

A few programs have attempted to use the services of the already existing jailhouse lawyers systems. The most notable of these has been the Paraprofessional Law Clinic at Graterford, Pennsylvania (Myers, 1971). This group of fourteen jailhouse lawyers formed a union to aid other inmates with appeals, detainers, and sentence problems. The service provided was preparatory—obtaining transcripts and records, initiating proceedings, helping prepare papers and petitions. The prison has provided office space, supplies, and gave work credit to the paralegals. The program in Ohio mentioned earlier employed (in addition to the attornies) five jailhouse lawyers to do initial interviews and refer requests to the staff.

One shortcoming in relying on jailhouse lawyers has been the inconsistency of the quality of their services. Court officials and lawyers have claimed that the poor quality of petitions drawn by many jailhouse lawyers aggravates and overburdens the court system while raising false hopes in the inmates. The power structure developed by jailhouse lawyers undermines the administrations's authority in some cases. Programs using jailhouse lawyers are in danger of having special treatment administered in return for favors. Supervision is necessary but not often available. If actual representation and litigation are to be provided, attornies must also be involved. Finally, it may be difficult to recruit jailhouse lawyers into a program in which they are allowed to do less exciting work for less enticing rewards.

In recent years, the legal profession has made increasing use of trained non-professionals to assist attornies. These paralegals can deal in those areas where they can best use their training and legal abilities. The American Bar Association is one of several groups encouraging their use, adopting the following resolution at their 1968 meeting:

Recognizing that freeing a lawyer from tedious and routine detail thus conserving his time and energy for truly legal problems will enable him to render his professional services to more people, thereby making legal services more fully available to the public, the Committee recommends:

- 1. That the legal profession recognize that there are many tasks in serving a client's needs which can be performed by a trained non-lawyer assistant working under the direction and supervision of a lawyer; (and)
- 2. That the profession encourage the training and employment of such assistants;...

Some legal service projects in prisons have made use of paralegals. Among the tasks they have performed in this setting are problem identification, writ writing, research, record gathering, and library services. They have been of great assistance handling routine matters such as detainers, sentence computations, divorces, and other such cases in which the main tasks are a matter of formality. A good example of such use of paralegals is the Dixwell Rights project in Connecticut, in which, for a period of one year, they provided the only assistance to inmates on non-criminal matters (Ader, 1971).

As described earlier, the needs of the inmate population are overwhelming. Inmates have not only a high incidence, but also a wide diversity of legal problems. These problems require a great deal of time to obtain a solution, implying a high cost if professional services are used exclusively. Furthermore, the geographic and psychological distance between prisoners and attornies presents a further barrier to problem solution. The net result is that if professionals are to be the only source of legal aid available to the inmate population, the legal needs of this population will never be met. The paralegal can use his skills in the prison setting in order to maximize the efficiency and quantity of the services of the attorney. The lone attorney who must interview, research and draft papers for every case he handles finds himself unable to approach the demand for services. The attorney who has the assistance of one or more paralegals can assign some of these important and time-consuming activities, allowing the service to handle many more cases with relatively little additional expense. In effect, the caseload can be increased while the cost per case is reduced.

The Trained Inmate Paralegal

The legal services project to be evaluated in this study recognizes the great value paralegals can have in a prison setting with the supervision of a professional attorney. Paralegals can be even more useful if they are inmates themselves. An inmate paralegal can establish rapport and develop a sense of trust with the inmate needing services. These are important ingredients in an attorney-client relationship. The use of inmates in any prison project tends to lend credibility to the program. The inmate paralegal is familiar with prison jargon, structure, and procedures. This is particularly important when handling internal problems. They are also familiar with legal problems encountered by inmates, and can help in interpreting them and translating these problems from lay to legal terms. Another advantage held by

inmate paralegals in general is the fact that travel problems do not exist for them. Furthermore, these resources are inexpensive, even if the paralegals are paid ten times as much as normal prison wages.

The inmate population in general represents a tremendous potential source for the provision of services. The economic value of the inmate manpower in state and federal prisons has been estimated at six hundred million dollars per year (Singer, 1976). This resource has been largely overlooked by administrators grappling with the problem of meeting the great human service needs that exist in prisons. This project recognizes and applies this force to a problem that clearly demands manpower.

So far, such a program does not sound different from a group of recruited jailhouse lawyers used to help an attorney. The disadvantages involved in the use of jailhouse lawyers have already been enumerated. For this reason and others, the inmates chosen to help in providing legal services in the present program received an intensive eight-month educational program, teaching them the knowledge and skills of a paralegal.

The program was thorough and multi-faceted. To conduct the actual classes, volunteer attornies were recruited, each to teach his own speciality. The use of different teachers, in addition to providing specialized instruction, is more likely to enhance transfer of learned skills from the original setting (the classroom) to any other setting (the clinic or future paralegal positions) (Emshoff, Redd, and Davidson, 1976).

The content covered was broad, but classes attempted to insure a basic competence in all areas. As a complement to this classroom work

(and the corresponding homework), each inmate was assigned to assist in handling cases in the legal aid clinic operating in conjunction with the training program. The importance (in terms of amount learned) of actual practice of skills learned through instruction was shown by Paul and McInnis (1974) in a training program for mental health technicians. Since the training of inmates was an untested idea, it was efficient (in terms of information gained from this program as a model) to have this program be as intensive and yet broad in scope, as described. The classroom experience, homework, exposure to many different teachers, and actual clinic experience all complemented each other to provide a comprehensive and integrated training situation under the close supervision of a directing attorney.

The resulting paralegals gained a solid knowledge of the law, particularly in those areas in which they can be of greatest assistance to a prison project. This avoided the gaps in knowledge and inconsistent abilities held by the established jailhouse lawyers. Furthermore, such a training program did not have to be concerned with enticing jailhouse lawyers and cutting into their system. This is not to say that jailhouse lawyers were prohibited from the training program, but merely that the program was not forced to rely on those inmates who were already practicing law in some form.

An equally important benefit of such training is the skill the paralegal will leave the prison with. Since the use of paralegals is becoming more frequent, the training provided an inmate with a marketable skill to use when returning to the free world. It allows the person to make a contribution with his mind instead of returning to an unskilled labor position. Such a feeling of accomplishment and

contribution to society is invaluable in keeping a man from returning to a life of crime (President's Task Force on Prison Rehabilitation, 1967).

The methods and programs previously used to deal with inmate's legal problems have met with various degrees of success. However, the criteria used to describe the success or failure of these programs has been anything but systematic. A common measuring stick has simply been the number of cases handled. While important, this information leaves many important questions as to the actual process and results of the program unanswered. Often the evaluation of a program has consisted of a subjective (which is not to say inaccurate) perception by the director (or other staff) such as the belief that the program received too little publicity, too little administrative support, or insufficient volunteer commitment. None of the programs mentioned has included a systematic and experimental evaluation. This leaves the area of the provision of inmate legal services in an evaluative condition of anecdotal evidence, insufficient (or possibly misleading) data, subjective opinions, and no solid conclusions. In short, it is next to impossible to state with certainty what type of programs is useful in this area. Controlled research is necessary to begin to put together an understanding of the potential utility of different approaches. The present program includes such an evaluative component.

Furthermore, allocating such resources as are needed to do a complete training program indicated a strong commitment, especially in times of tightening budgets. It would be careless to extend or expand such a commitment, or expect others to do so, without a solid understanding of the effectiveness of the program, as well as the reactions of the trainees and general inmate population. Such an evaluation

could be critical in designing future programs of this nature or in altering the present program.

Since the research in this area is scarce and because the specific training of inmates as paralegals is unique, there was no existing knowledge on which to base the evaluation. It was, therefore, necessary to begin to build such a knowledge base from the ground floor, hypothesizing what effects this program might have on its participants as well as on the prison community in which it was located. The importance of assessing the effects of a social intervention on multiple levels (in this case, participants and the system they exist in) has been pointed out by Kelly (1972) and Reiff (1967). A variety of potential effects on participants should be measured (Fairweather and Tornatzky, 1977). The effects examined should include the changes that are planned as goals of the program, as well as the indirect, secondary effects which are unplanned results of the program.

The direct goal of the training was to increase the legal knowledge of the participants. It was reasonable to expect that an increase in legal knowledge might have an effect on how the trainees handle their own and others' legal problems (the frequency with which they were used as informal legal resources for other inmates, the actions they took, and their effectiveness). While attitude change was not directly anticipated, the training program could have affected the conceptions the trainees had of the legal and correctional systems, the training program itself, and their self-perceptions. Since the limited research could not determine what later effects the program had on the trainees, their predictions of their future lives served as an alternative assessment of this longer effect.

In addition to these concerns with the effect of the program on the trainees, the radiating impact of the program was considered important, especially in light of the need to assess an intervention's effects on multiple levels. Therefore, an assessment of the reactions of the remainder of the inmates in the prison became part of the evaluation plan.

The present study, therefore, sought experimentally to evaluate the program in terms of (1) the amount of legal knowledge gained, (2) the use of this legal knowledge with respect to the trainees' and others' legal problems, and (3) the effect of the program on attitudes held by the trainees. (4) The study also assessed the general inmate population's reactions to the program at two points in time.

CHAPTER III

METHOD

Background

The present program was implemented at the State Prison of Southern Michigan located in Jackson, Michigan. This maximum security prison is the largest walled prison in the world. Approximately 3700 inmates reside within the walls, sixteen hundred are outside the walls in lower-security trustee divisions, and five hundred are in the reception and guidance center awaiting classification and assignment.

The program was administered by the State Bar of Michigan. In addition to the paralegal training, the program consisted of a legal aid clinic offering free legal services to those within the walls. The large majority of the funds for the program's operation came from a grant from an American Bar Association program, Bar Association Support to Improve Correctional Services (BASICS) which, in turn, was strongly supported by a grant from the Edna McConnell Clark Foundation. BASICS was formed in 1974 to provide and improve a variety of correctional services by using the resources and support of local and state bar associations. The evaluation of the program at Jackson is financially supported by a separate grant from BASICS to do evaluations of several programs receiving grants from BASICS.

Staff

A five-person Board of Control was established in the fall of 1975 to administer and manage the program. Three of the Board members are in Michigan Bar's Young Lawyers' section. The Board members represent

different groups with an interest in the program: one is a member of a state black bar association, another a member of a local law school faculty; one represents the Director's Office of the Michigan Department of Corrections, and another is an inmate from the State Prison of Southern Michigan. One of this Board's first tasks was to hire a staff attorney who would coordinate paralegal training. This attorney was hired in November, 1975, and served as Assistant Director of the Project. In March, 1976, a second staff attorney was hired as Project Director with specific responsibility for the operation of the legal services clinic.

Subjects

In December, 1975, the staff training coordinator placed an article in the prison newspaper, The Spectator, introducing and describing the paralegal training program. An application accompanied the article. The fifty-six inmates who responded were all personally interviewed by the staff attorney and the inmate representative on the Board of Control. In addition, a writing sample (explaining the inmates' reasons for wanting to participate) and institutional records were used to help make selections. The following criteria for selection were placed in their approximate order of importance by the paralegal training coordinator:

- 1. Intellectual and verbal skills
- 2. Motivation and sincerity
- 3. Institutional stability (good disciplinary record)
- 4. Legal experience and career motivation
- 5. Formal education and training
- 6. Institutional job performance

- 7. Ability and willingness to refrain from receiving extracurricular payment
- 8. Criminal record
- 9. Department employee recommendation
- 10. Program and activity participation
- 11. Reputation

In addition, inmates had to have a minimum of two years remaining on their sentences in order to make training worthwhile for clinic placement. On the other hand, "lifers" were a low priority, as they would not get the chance to use their skills on the outside. Within all of these confines, the training coordinator also wanted a racial balance among paralegals which reflected the social composition of the prison.

Of the twenty inmates selected on the basis of the above criteria, eleven were black and nine were white. The average inmate selected was 32.6 years old, had had 12.7 years of education, and had been in Jackson for 2.7 years.

Procedures and Design

These twenty inmates were all informed that they were in the group from which the ten paralegal trainees would be selected. They were then instructed to report to the law library to complete a series of questionnaires for which they would receive five dollars in their prison accounts. At the law library, the purpose of the evaluation and its independence from the program and from the corrections system were explained. It was emphasized that the responses given to the measures would have no bearing on the eventual selection of the ten inmates for training. The fact that all information obtained would be kept confidential and used for an evaluation of the group as a whole was also

stressed. A statement of voluntary participation and release of information (Appendix A) was signed by each inmate.

Following completion of the pre-testing, a random selection of ten inmates was made from the group of twenty, using a table of random numbers. These ten inmates became the experimental paralegal trainees, while the other ten inmates became a control group. Shortly after this, the training coordinator selected two of this control group to serve as alternates to the experimental group in case any trainees dropped out. This non-random assignment and reduction of the control group was agreed to by the author because the original random selection had been a considerable concession on the training coordinator's part after much negotiation and a working relationship had to be maintained. The "alternates" (one of whom also acted as the clerk for the program) actually became full-fledged trainees in practice, but cannot be considered as such due to their non-random selection. Therefore, there resulted an experimental group of ten and a control group of eight. All of the instruments to be described were administered to both groups again with a week of the conclusion of the training. Table 1 illustrates this design.

TABLE 1
Experimental Design--Measures Administered

		T	IME
		PRE	POST
CONDITION	EXPERIMENTAL	Legal knowledge test Semantic differential Prediction scale Self-concept items Own legal problems questionnaire Others' legal problems questionnaire	All measures
CONDI	CONTROL	All measures	All measures

Instruments

The instruments administered to the trainees and control groups included a test of legal knowledge, the semantic differential (to measure attitudes towards a variety of concepts), a measure of self-perception, a questionnaire to obtain inmates' predictions about their lives after their releases from prison, and measures to assess the inmates' handling of their own and others' legal problems.

Test of legal knowledge. The test of legal knowledge (Appendix B) consisted of 130 objective questions designed by Richard Wiedmeyer, a professor in the paralegal training program at Ferris State College in Big Rapids, Michigan. His experience in paralegal training provided the content validity of the questions chosen as reflecting the knowledge needed by a paralegal. The content covered included the legal

profession, basic skills (reasoning, research, interviewing), and substantive areas (criminal law, constitutional law, and civil law). Examples include:

- 27. The citation M.S.A. 27A-305 refers to what publication?
- 53. Appeals from misdemeanor convictions are generally heard by which Michigan court?
- 95. If one wants to create a partnership or corporation in Michigan, what must one generally do?

Semantic differential. This is a frequently used instrument designed to determine the meaning a person gives to a concept (Osgood, 1957). The measure provided a series of scales (i.e., good-bad) on which concepts can be rated. Components of the meaning of the concept are obtained by summing responses to specific scales. In this case, the concepts rated were mostly components of the legal and correctional systems (Appendix C). These components included both personnel (i.e., guards, judges, defense attorneys) and organizations (i.e., trial courts, parole boards, police departments) as well as more general concepts (i.e., laws, the legal profession).

<u>Self-concept scale</u>. This series of questions was developed by the Community Psychology Action Center at the University of Illinois to assess self-reported personality change in students' acting as human services volunteers (Appendix D). The questions mostly deal with problemsolving behavior.

Future life questionnaire. The future life questionnaire (Appendix E) was designed by the author specifically for this research. It involved the inmates' perceptions of various aspects of their lives (i.e., employment, education, family life) after release, which could conceivably have been altered by participation in the program. For

example, the inmates were asked, "How much do you think you will earn per week at your first job?"

Legal problems questionnaire. These measures were also designed by the author (Appendices F and G). The first measure concerned the inmates' own problems. Ten problems (i.e., appeals, detainers) were listed and provisions made for any other problems not listed. For each problem, the inmate was asked if he had the problem (or had had it in the preceding six months), what he had done about it, what the result was, what his future plans were, and what the predicted result of these plans was.

The other legal problems questionnaire was very similar to that described above. The main difference was that the inmate was asked about problems that other inmates had requested aid for in the preceding six months. Questions on plans and predicted results were not included.

Interviews

The measures described above were all administered to the paralegal trainees and to the control group. An additional evaluative technique was the interviewing of a random sample (stratified for race and length of time since original incarceration in Michigan prisons) from the 3700 inmates inside the walls. These interviews were conducted about ten weeks after training began and again nine months later.

The interviews (Appendix H), which lasted about thirty minutes apiece, were conducted in order to assess the inmates' support and knowledge of the paralegal training program. The interviews were conducted on an individual basis by four undergraduates from Michigan State

University and the author. The undergraduates were given instructional training and practice. The first training session consisted of explanations of the research, the role of the interviews, and the procedures to be followed in conducting the interviews. The second session focused more specifically on the interview forms and their use. Each interviewer then completed at least one practice interview with an inmate to become more familiar with both the interviewing procedures and the prison setting. Inter-rater reliability was computed on a thirteen percent sample of the interviews and yielded ninety-three percent exact agreement. Test-retest reliability was computed on an interval of approximately one week with seven percent of the interviewees. Eighty-six percent of the responses showed exact agreement over this time.

At each interviewing time, a random sample of one hundred inmates was sent letters explaining the purpose of the interview and asking them to report at a specific time and location. A schedule of interviews was given to the prison staff, and the inmates involved were placed "on call." Consequently, the inmates were allowed to report to an area in the prison regularly used for interviews with clergy and attorneys. Eighty-nine of the first group and eighty-one of the second group were interviewed, although follow-up letters were often necessary. The demographic characteristics of the two groups were very similar; therefore, combined statistics will be reported. Sixty-four percent of the interviewees were black, thirty-five percent were white, and one percent was Chicano. These percentages corresponded almost exactly to the racial composition of the prison. The average age was thirty-one, and the average amount of time spent in the prison was eighteen months.

Training

The aim of the paralegal curriculum was to establish a program that would include conventional paralegal skills, but would also reflect the special needs of an inmate paralegal working in a prison setting. Inputs and resource material were solicited from the Institute of Continuing Legal Education, Washtenaw Community College; Ferris State College; the National Paralegal Institute; and Professor William Statsky of the Antioch Law School. The resulting curriculum covered the legal profession, basic skills (particularly researching, writing and interviewing), and legal theory and issues (with emphasis on criminal law, domestic relations, corrections and prisoners' rights, and constitutional law). A more complete outline of the curriculum is presented in Appendix I.

Much of the teaching was to be done by members of the Michigan Bar Association who were asked to volunteer time in conducting classes. An article was published in Inter Alia, the Michigan Young Lawyers' Section newsletter, in late 1975 with a description of the program and its curriculum. After a number of direct personal contacts by the training coordinator, thirty volunteer attorneys were recruited to teach forty-six paralegal classes. Another four classes were taught by the training coordinator. (See Appendix J for a complete list of speakers, their affiliations and class topics.) In addition, a paralegal trainee taught three classes on taxation, and an SMP jailhouse lawyer taught six classes on brief writing and research.

Classes began in early February, 1976, and ended with graduation in October. Formal classes were held approximately twice per week in the prison law library, with each class lasting about three hours. The general format of each class was a lecture for the first two-thirds of

the class followed by a general discussion. Some class sessions made use of videotapes produced by the Institute for Continuing Legal Education dealing with probate law (seven tapes), domestic relations (five) and civil litigation (three). Occasionally, the training coordinator used sound recordings of various legal seminars and meetings he had attended.

The paralegal trainees had regular assignments in the main text, An Introduction to Michigan Civil and Criminal Procedure (Holmes and George 1974) and from other sources. In addition, the trainees completed special exercises designed to provide practice in using the skills learned in the classroom and readings. Early projects involved writing legal memos on the basis of facts presented to the trainees. Later, the trainees were given copies of transcripts and asked to prepare an appellate case. This involved extensive research and brief writing, and culminated with the oral presentation of the case at a mock trial. Trainees were regularly tested on material presented in classes and readings.

The final aspect of the training was the apprenticeship the trainees completed in the prison legal aid clinic. The actual use of skills and techniques studied and discussed in and out of the classroom is an important part of the education of the paralegal trainees. Each paralegal was assigned to work on an average of ten cases while in training, beginning in the fourth month of training. The specific assignments covered a range of paralegal activities: interviewing the client, researching pertinent issues, and preparing papers and letters for the case. These activities were supervised carefully by the staff attorney in charge of the legal clinic, who met with each paralegal on a regular basis to provide feedback and further instruction.

CHAPTER III

RESULTS

The results of this experiment will be presented in two sections. First, the findings regarding the measures completed by the paralegals and control group will be given. These consist of the tests of legal knowledge, assessments of attitudes and perceptions, and measures concerning the use of legal knowledge. These will be followed by the results of the interviews of the general inmate population which concerned their attitudes toward the program and their use of trainees as legal resources.

Paralegal Trainee Measures

Legal Knowledge

Each item on the 130 item legal knowledge test was worth two points, making a potential total score of 260. A completely correct answer earned two points, a partially correct answer (many questions had two parts) was given one point, and a total incorrect answer was given no credit.

Because the measure had considerable internal consistency (Cronbach's alpha = .87 and the average item-total correlation = .49), it was reasonable to conceive of the total score as a measure of legal knowledge. Before training, the two groups were almost identical in terms of their legal knowledge. The trainees had an average score of 147.7 while the control group had an average score of 147.4. Scores ranged from 110 to 179.

After training, the trainees' average score had increased to 188.3 while the control group average score of 151.4 indicated little change in their legal knowledge since the first testing. An analysis of variance reveals that this difference over time was significant, the difference between groups was significant, and the interaction between these two variables was significant. An omega-squared test revealed that these three factors accounted for a total of fifty-five percent of the variance of all scores. A Scheffe planned comparison test confirmed the obvious. The difference between groups occurred at the second testing only and the difference over time occurred within the experimental group only. Figure 1 illustrates the means for the two groups at the two testings. Table 2 provides details of the data analysis (the analysis of variance table, means and standard deviations, the omega-squared statistics and the Scheffe test results).

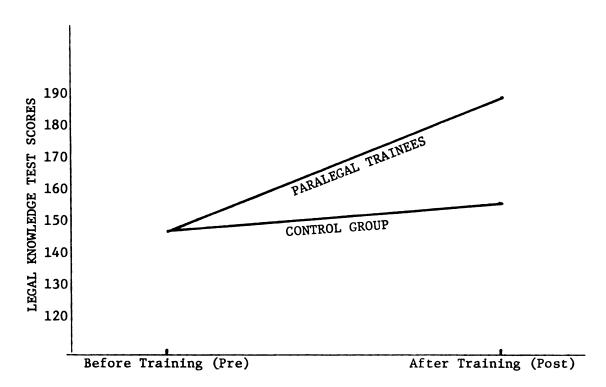


FIGURE 1: Legal Knowledge Test Scores

TABLE 2

Legal Knowledge Test - Total Scores

		TI	ME
		Before training	After training
GROUP	Trainee (n=10)	147.7 (15.7)	188.3 (6.5)
	Control (n=7)	147.4 (23.4)	151.4 (19.0)

2. Analysis of Variance Table

Source	df	SS	MS	F	P	w ²
Group	1	710.1	710.1	7.75	<.025	.127
Subjects within groups	15	1373.9	91.6			
Time	1	1385.0	1385.0	32.69	<.01	. 286
Time x Group	1	689.5	689.5	16.27	<.01	.134
Time x Subjects within groups	15	635.6	42.3			

Total 33 4794.1

Means Analyzed	F	p
Trainee Group: Before-After	48.71	<.01
Control Group: Before-After	.33	
Before: Trainee Group-Control Group	.00	
After: Trainee Group-Control Group	33.08	<.01

In addition to the fact that the trainees had relatively high scores at this second testing, they also had very little variation among scores. Seven of the ten trainees scored between 190 and 196; the other three scored 186, 182, and 173. Control group scores, on the other hand, ranged from 120 to 177. The standard deviations in Table 1 reflect this difference in the degree of variation.

Specific content areas within the larger topic of legal knowledge were examined separately. These subscales were created by using a combination of empirical and rational methods. Initially, the paralegal training coordinator grouped all of the items into specific content areas. The resulting scales were analyzed to determine their internal consistency. Items were dropped from the scales until scales were internally consistent. In some cases, items were moved to other scales with which they were rationally and empirically consistent. Only those scales containing five or more items were considered reliable enough to report. The resulting scales measured knowledge of legal research methods (eighteen items), criminal law (thirteen), constitutional law (thirteen), civil law (ten), Michigan law (five), and tenant and landlord law (five). The scale name, the Cronbach's alpha for the scale, the items, and each item's correlation with the scale total (with the item itself removed from the total) are reported in Appendix L.

Again using the Scheffe method, all of these scales, with the exception of tenant and landlord law, reflected statistically significant changes for the experimental trainee group, with no significant changes for the control group. Tenant and landlord law subscale scores did not differ for either group before or after training. The resulting scale means are presented in Table 3 and the details of the

TABLE 3

Legal Knowledge Subtests - Average Scores

Subtest	Trainee Group		Control Group		
(Total pos- sible points in parentheses)	Before After		Before	After	
Research Methods (36)	15.70	32.20**	15.86	17.14	
Criminal Law (26)	13.70	21.80**	10.43	14.57	
Constitutional Law (26)	12.60	20.70**	11.29	12.71	
Civil Law (20)	11.90	15.20*	11.57	10.00	
Michigan Law (10)	1.90	6.40**	1.57	.86	
Tenant and Land- lord Law (10)	7.80	7.80	8.00	8.30	

*Before-after comparison: p < .05

^{**}Before-after comparison: p < .01

statistical analyses for those scales that yielded significant results can be found in Tables 4 through 8.

Attitudes and Perceptions

Attitudes toward the criminal justice system. The trainee and control group members made judgments about various aspects of the prison and the general criminal justice system using the semantic differential described earlier (see Appendix C). Each of the nineteen concepts was rated on the ten dimensions. Individual judgments on these ten dimensions correlated quite highly. Consequently, the ten scores for each concept were summed to form one total score. The resulting alphas for these scales ranged from .86 to .97 with a mean alpha of .935. While this total score would rationally seem to be an overall evaluation of the concept, it is difficult to determine the meaning of the score because the dimension correlating the highest with the scale total changes from concept to concept. Furthermore, the meaning of various dimensions varies with the different concepts. For instance, the availability of the prison and a defense lawyer mean radically different things to an inmate. Appendix K presents each concept, the Cronbach's alpha for the scale resulting from the sum of all dimensions used to rate the concept, the average correlation between the individual scores and the total score (minus the dimension itself) for each concept, and the dimension correlating the highest with the total (when the dimension itself is not included in the total).

Because each dimension was rated between one and seven, the resulting sums of ten dimensions took on a potential range of ten to seventy.

A score of forty represented a neutral judgment, a score of ten

TABLE 4

Legal Research Methods Subtest - Data Analysis

TIME Before training After training Trainee 32.20 15.70 (n=10) (9.69)(2.39)GROUP Control 15.86 17.14 (n=7)(9.84)(8.71)

2. Analysis of Variance Table

Source	df	SS	MS	F	р	w ²
Group	1	457.1	457.1	4.87	<.05	. 094
Subjects within groups	15	1408.4	93.9			
Time	1	890.4	890.4	25.44	<.01	.226
Time x Group	1	476.6	476.6	13.62	<.01	.116
Time x Subjects within groups	15	525.0	35.0			

Total 33 3757.5

Means Analyzed	F	p
Trainee Group: Before-After	38.89	<.01
Control Group: Before-After	.16	
Before: Trainee Group-Control Group	.00	
After: Trainee Group-Control Group	9.94	<.01

TABLE 5
Criminal Law Subtest - Data Analysis

		TI	ME
		Before training	After training
GROUP	Trainee (n=10)	13.70 (4.74)	21.80 (2.57)
	Control (n=7)	10.43 (6.53)	14.57 (5.62)

2. Analysis of Variance Table

Source	df	SS	MS	F	P	w ²
Group	1	227.0	227.0	7.72	<.025	.146
Subjects within groups	15	441.2	29.4			
Time	1	355.9	355.9	20.08	<.01	.252
Time x Group	1	32.2	32.2	1.81		
Time x Subjects within groups	15	265.9	17.7			

Total 33 1322.2

Means Analyzed	F	р
Trainee Group: Before-After	18.53	<.01
Control Group: Before-After	3.39	
Before: Trainee Group-Control Group	1.50	
After: Trainee Group-Control Group	7.31	<.025

TABLE 6

Constitutional Law Subtest - Data Analysis

		TI	ME
		Before training	After training
GROUP	Trainee (n=10)	12.60 (4.99)	20.70 (3.16)
	Control (n=7)	11.29 (5.88)	12.71 (5.82)

2. Analysis of Variance Table

Source	df	SS	MS	F	р	w ²
Group	1	178.1	178.1	7.44	<.025	.122
Subjects within groups	15	359.0	23.9			
Time	1	243.6	243.6	9.97	<.025	.174
Time x Group	1	91.6	91.6	3.75		
Time x Subjects within groups	15	366.3	24.4			

Total 33 1238.6

Means Analyzed	F	p
Trainee Group: Before-After	13.44	<.01
Control Group: Before-After	.29	
Before: Trainee Group-Control Group	.30	
After: Trainee Group-Control Group	10.99	<.01

TABLE 7

Civil Law Subtest - Data Analysis

		TIME		
		Before training	After training	
GROUP	Trainee (n=10)	11.90 (4.53)	15.20 (2.15)	
	Control (n=7)	11.57 (4.54)	10.00 (3.65)	

2. Analysis of Variance Table

Source	df	SS	MS	F	Р	w ²
Group	1	62.9	62.9	3.27		
Subjects within groups	15	288.3	19.2			
Time	1	14.2	14.2	1.50		
Time x Group	1	48.9	48.9	5.16	<.05	.070
Time x Subjects within groups	15	141.9	9.5			

Total 33 556.2

Means Analyzed	F	p
Trainee Group: Before-After	5.73	<.05
Control Group: Before-After	.91	
Before: Trainee Group-Control Group	.02	
After: Trainee Group-Control Group	5.79	<.05

TABLE 8

Michigan Law Subtest - Data Analysis

		TI	ME
		Before training	After training
GROUP	Trainee (n=10)	1.90 (1.79)	6.40 (1.26)
	Control (n=7)	1.57 (1.81)	.86 (1.57)

2. Analysis of Variance Table

Source	df	SS	MS	F	Р	w ²
Group	1	71.0	71.0	22.22	<.01	.266
Subjects within groups	15	47.9	3.2			
Time	1	47.0	47.0	23.56	<.01	.177
Time x Group	1	56.0	56.0	28.02	<.01	.213
Time x Subjects within groups	15	30.0	2.0			

Total 33 251.9

Means Analyzed	F	p
Trainee Group: Before-After	50.62	<.01
Control Group: Before-After	.88	
Before: Trainee Group-Control Group	.14	
After: Trainee Group-Control Group	39.47	<.01

represented the most positive evaluation possible (towards the left side of the scale, whereas a score of seventy represented the most negative score possible.

Two of five concepts related to the prison showed significant changes. First, the trainees' attitude toward the prison as a whole became significantly more negative, while the control group had no significant change. Second, the control group evaluated block officers (guards) significantly more negatively at the second testing, while the trainees' opinions became slightly, but not significantly, more positive. Judgments made about aspects of the prison by both groups before and after training are presented in Table 9. Details of the analyses of the two significant changes are presented in Tables 10 and 11.

Several of the concepts related to the larger criminal justice system also showed changes over time, according to a 2 x 2 (time and condition) analysis of variance. The attitude of the control group toward federal courts became significantly more negative at the second testing while the trainees kept an approximately constant and positive attitude. Attitudes toward the Supreme Court showed a similar trend with the trainees having an attitude significantly more positive than the control group after training. This difference in attitude was not significantly present at the initial testing. The trainee group also made a more positive evaluation of judges at the time of the second testing, although this cannot be attributed to the effect of training since the difference existed at both testing periods. The means for each group at each testing for all of the criminal justice system concepts are presented in Table 12. The data analyses for the significant differences are presented in Tables 13 through 15.

TABLE 9

Attitudes toward Aspects of Jackson Prison - Average Scores

(Standard Deviations in Parentheses)

Aspect	Traine	e Group	Control Group		
-	Before	After	Before	After	
1. Jackson Prison -	48.5	53.8*	53.0	55.0	
Overall	(9.8)	(7.3)	(13.7)	(16.6)	
2. Academic School	26.2	31.6	35.3	41.7	
	(12.7)	(15.7)	(12.1)	(17.8)	
3. Treatment Programs	35.8	39.1	43.1	47.1	
	(18.3)	(13.5)	(15.0)	(15.5)	
4. Block Counselors	38.3	37.8	36.0	45.7	
	(10.9)	(8.8)	(16.7)	(19.1)	
5. Block Officers	40.3	38.8	38.3	45.9 *	
	(6.7)	(9.2)	(13.6)	(18.2)	

Note. Possible range of scores: 10 to 70. A score of 40 indicates a neutral judgment. Scores lower than 40 indicate positive judgment, while scores higher than 40 indicate negative judgments.

^{*}Before-after group difference: p < .05

TABLE 10

Attitude Toward Jackson Prison - Data Analysis

1. Means and Standard Deviations (in parentheses)

		TIME		
		Before training	After training	
GROUP	Trainee (n=10)	48.50 (9.84)	53.80 (7.32)	
	Control (n=7)	53.00 (13.68)	55.00 (16.60)	

2. Analysis of Variance Table

Source	df	SS	MS	F	Р	w ²
Group	1	66.9	66.9	.27		
Subjects within groups	15	3703.0	246.9			
Time	1	132.0	132.0	4.66	<.05	.024
Time x Group	1	22.4	22.4	.80		
Time x Subjects within groups	15	425.0	28.3			

Total 33 4349.4

Means Analyzed	F	p
Trainee Group: Before-After	4.96	<.05
Control Group: Before-After	.49	
Before: Trainee Group-Control Group	.34	
After: Trainee Group-Control Group	.02	

TABLE 11
Attitude Toward Block Officers - Data Analysis

		TI	ME
		Before training	After training
GROUP	Trainee (n=10)	40.30 (6.68)	38.80 (9.15)
	Control (n=7)	38.29 (13.65)	45.86 (18.17)

2. Analysis of Variance Table

Source	df	SS	MS	F	р	w ²
Group	1	52.4	52.4	.21		
Subjects within groups	15	3755.9	250.4			
Time	1	42.5	42.5	1.28		
Time x Group	1	169.4	169.4	5.10	<.05	.030
Time x Subjects within groups	15	498.1	33.2			

Total 33 4518.2

Means Analyzed	F	p
Trainee Group: Before-After	.34	
Control Group: Before-After	6.03	<.05
Before: Trainee Group-Control Group	.07	
After: Trainee Group-Control Group	.82	

TABLE 12

Attitudes Toward Aspects of the Criminal Justice System

Before and After the Training Program
(Standard Deviations in Parentheses)

Aspect	Traine	e Group	Contro	ontrol Group	
	Before	After	Before	After	
Policemen	31.7 (8.5)	33.4 (9.7)	38.9 (15.5)	42.6 (22.0)	
Police Departments	32.6 (10.7)	37.9 (16.3)	39.3 (18.1)	41.6 (22.8)	
Judges	28.1 ^a (8.4)	29.3 (8.7)	44.8 ^a (20.0)	46.0 (21.0)	
Trial Courts	34.3 (9.5)	31.1 (9.3)	46.3 (18.4)	46.9 (20.1)	
Appeals Courts	31.4 (11.6)	30.2 (8.4)	38.3 (12.9)	43.7 (19.4)	
Federal Courts	25.0 (9.6)	26.8 (9.5)	28.7 (15.0)	40.1*(21.2)	
Supreme Court	27.5 (10.4)	26.2 (9.8)	37.7 (14.3)	45.4*(20.8)	
Defense Lawyers	30.1 (7.1)	29.5 (8.9)	36.1 (17.1)	40.0 (16.4)	
Prosecution Lawyers	33.6 (8.6)	35.1 (8.7)	45.1 (16.1)	46.9 (17.3)	
Parole Board	38.5 (11.6)	37.7 (9.7)	44.7 (22.4)	49.3 (18.4)	
Parole	32.5 (9.1)	36.1 (9.1)	37.7 (13.5)	44.4 (16.9)	
Laws	29.1 (8.6)	27.5 (10.7)	37.7 (11.9)	42.6 (20.2)	
Legal Profession	25.4 (7.8)	26.3 (8.7)	30.3 (11.7)	30.0 (16.4)	
Bar Association	22.4 (9.5)	22.9 (8.1)	29.0 (10.8)	29.0 (6.8)	
		l	1]	

Note: Possible range of scores: 10 to 70. A score of 40 indicates a neutral judgment. Scores lower than 40 indicate positive judgments, while scores higher than 40 indicate negative judgments.

a. The average scores of the trainee and control groups before training were significantly different (p < .05).

^{*} Before-after group difference: p < .05.

TABLE 13

Attitude Toward Federal Courts - Data Analysis

		T	ME
		Before training	After training
GROUP	Trainee (n=10)	25.00 (9.62)	26.80 (9.46)
	Control (n=7)	28.71 (15.07)	40.14 (21.18)

2. Analysis of Variance Table

Source	df	SS	MS	F	P	w ²
Group	1	599.0	599.0	1.82		
Subjects within groups	15	4932.2	328.8			
Time	1	282.5	282.5	5.56	<.05	.033
Time x Group	1	190.9	190.9	3.76		
Time x Subjects within groups	15	761.7	50.8			

Total 33 6766.2

Means Analyzed	F	р
Trainee Group: Before-After	.32	
Control Group: Before-After	8.99	<.01
Before: Trainee Group-Control Group	.17	
After: Trainee Group-Control Group	2.23	

TABLE 14

Attitude Toward Supreme Court - Data Analysis

		TI	ME
		Before training	After training
GROUP	Trainee (n=10)	27.50 (10.43)	26.20 (9.78)
	Control (n=7)	37.71 (14.33)	45.43 (20.81)

2. Analysis of Variance Table

Source	df	SS	MS	F	P	w ²
Group	1	1784.8	1784.8	5.54	<.05	.183
Subjects within groups	15	4831.5	322.1			
Time	1	49.4	49.4	.88		
Time x Group	1	167.3	167.3	3.00		
Time x Subjects within groups	15	837.8	55.9			

Total 33 7670.7

Means Analyzed	F	P
Trainee Group: Before-After	.15	
Control Group: Before-After	3.72	
Before: Trainee Group-Control Group	1.33	
After: Trainee Group-Control Group	4.72	<.05

TABLE 15
Attitude Toward Judges - Data Analysis

		T	ME
		Before training	After training
GROUP	Trainee (n=10)	28.10 (8.42)	29.30 (8.41)
	Control (n=7)	44.86 (20.00)	46.00 (21.00)

2. Analysis of Variance Table

Source	df	SS	MS	F	P	w ²
Group	1	2304.6	2304.6	5.80	<.05	.210
Subjects within groups	15	5765.6	397.7			
Time	1	11.8	11.8	.44		
Time x Group	1	0	0	.00		
Time x Subjects within groups	15	400.2	26.7			

Total 33 8682.2

Means Analyzed	F	P
Trainee Group: Before-After	.27	
Control Group: Before-After	.17	
Before: Trainee Group-Control Group	2.91	
After: Trainee Group-Control Group	2.89	

Preliminary correlation analyses indicated that the separate concepts presented in the semantic differential were not independent of each other. A factor analysis was done to explore more precisely the empirical relationships among all the concepts. A combination of the skree test and rational methods was used to establish two factors. nineteen concepts related to the criminal justice and correctional systems discussed above form one factor (see Table 16 for details of the factor analysis). A total score, representing an overall attitude toward the legal system was obtained by adding all the scores for the nineteen concepts comprising this factor. The differences among means was not significant. This lack of change in factor means, which by virtue of their composition of multiple responses was more reliable than single scores, indicated that significant attitude change did not take place. While attitudes toward some specific concepts might have truly occurred, these factor results make error of measurement and chance other reasonable explanations for the apparent changes.

The three remaining concepts forming the second factor are the paralegal training program, the teachers of the paralegal training program, and the self (asking each person to rate himself). These concepts will be considered individually later. A reasonable explanation of the correlation among these concepts concerns the social desirability of these items. That is, it is socially desirable to consider oneself positively ("you would like me") and to rate the program highly, since the questionnaire was administered by a program-related person ("I like you"). The extent to which a person rated any of these three concepts positively predicted the evaluation of the other two. By this reasoning, if a person used one item to give a positive

TABLE 16
Semantic Differential Factor Analysis

	Eigen Value	Percentage of Variance			
1 2	12.9 1.7		88.1 11.9		
-	Factor 1 Loading	Factor 2 Loading	Communality		
SMP	. <u>66</u>	.30	.53		
Defense Lawyers	· <u>61</u>	.31	.47		
Block Officers	· <u>61</u>	.00	.36		
Block Counselors	· <u>68</u>	27	. 54		
Prosecuting Lawyers	. <u>88</u>	.18	.81		
Prison School	.72	.35	.63		
Police Department	.82	.12	.68		
Trial Courts	. 92	.20	.89		
Prison Treatment Program	ns . <u>75</u>	.42	.74		
Policemen	.89	.06	.80		
Supreme Court	· <u>85</u>	.26	.78		
Appeals Court	.84	.24	.76		
Parole Board	. <u>88</u>	.06	.78		
Laws	.82	.33	.78		
Parole	.82	.13	.69		
Legal Profession	· <u>65</u>	.40	.58		
Federal Courts	<u>.88</u>	.11	.79		
Judges	• <u>90</u>	.24	.88		
Bar Association	· <u>67</u>	.41	.61		
Paralegal Training Progr	am .27	· <u>84</u>	.78		
Paralegal Training Teach	ers .09	• <u>54</u>	.30		
Myself	04	. <u>68</u>	.47		

impression, he did so with all three. Differences (between groups and over time) in the factor scores, the sum of the three individual concept scores, were not significant.

Both groups were asked one other question with respect to the criminal justice system. The question asked which of several factors would have been most important in keeping the inmate out of prison. Because of faulty instructions at the first administration of the measures, only the second group of responses (after training) can be considered. Consequently, a one-way analysis of variance was computed to note differences between groups. Eight of the ten trainees thought increased legal knowledge would have been most important, while only two of the seven controls felt this way. This difference was significant $(F_{1,15}=5.39, p.05)$. Three of the seven controls thought a fair trial would have helped the most. Since none of the trainees responded similarly, this difference was also significant $(F_{1,15}=6.6, p.025)$.

Self perception. Both groups were asked to rate themselves on the ten dimensions of the semantic differential. Inmates in both the trainee and control groups had very positive and stable self-evaluations. The average for both groups measured before the training period was about twenty (an average of two on each of the ten seven-point scales) and these figures changed less than one point by the second measurement.

Another series of six questions concerning self-perception was asked of both groups at each testing period (see Appendix D). In general, inmates in both groups reported that they made decisions efficiently, logically, and confidently, that they were persistent, frequently helped friends with problems, and were comfortable meeting

people. This was true for both groups before training, as well as after the training period. Separate analyses of variance were computed for each question. One of the changes over the course of the training program was significant according to an analysis of variance. The trainees reported that they more logically and carefully evaluated decision alternatives after training than before. The mean responses for each of these six questions are presented in Table 17, and the statistical analysis of the significant variable can be found in Table 18.

The trainee and control groups were also asked to make predictions about their lives after release from prison. The groups gave very similar judgments at the initial testing (with one exception to be discussed later) and did not change their opinions significantly on the thirteen questions. Although the training program did not affect these attitudes, the relative level of the attitudes is worth noting. trainees throught they were about a year and a half away from release, which at this date can be seen to be an overly optimistic prediction. Most thought they would have employment arranged before they were released or within a week following release. Most were quite sure they would get the kind of work they wanted and thought they would really like their new jobs. The average expected weekly salary was about \$155, and most trainees thought they would be able to establish credit. The trainees were more cautious in their assessment of the likelihood that they would get a job where they would handle large amounts of cash; the average response was "maybe."

In general the trainees said it would be very easy to relate to their families after release and a little less easy to relate to their

TABLE 17
Self Perception - Average Scores (Standard Deviations in Parentheses)

Question	Traine	e Group	Control Group		
	Before	After	Before	After	
1. Very efficient decision- maker on important matters?	5.1 (1.9)	6.4 (.7)	5.0 (1.6)	5.6 (1.7)	
Logically and carefully evaluate decision alter- natives?	5.2 (1.4)	6.2* (1.6)	5.4 (1.1)	5.7 (.5)	
3. Very confident of decisions?	5.8 (.6)	6.5 (.7)	6.3 (.8)	5.3 (2.4)	
4. Very comfortable when meeting people different from me?	5.0 (1.4)	5.0 (1.6)	5.2 (1.4)	5.2 (1.3)	
5. Very frequently help with friends' problems?	5.8 (1.1)	6.0 (1.8)	4.3 (2.3)	5.6 (1.4)	
6. Always persistent in completing frustrating task?	4.8 (1.9)	5.8 (1.8)	5.7 (1.1)	5.6 (1.7)	

Note. All ratings were made on 7-point scales. As presented here, 7 indicates maximum agreement with question, 1 maximum disagreement.

^{*}Before-after change significant (p < .025).

TABLE 18

Degree of Logic in Decision-Making - Data Analysis

		T	ME
		Before training	After training
GROUP	Trainee (n=10)	2.80 (1.40)	1.80 (1.62)
	Control (n=7)	2.57 (1.13)	2.29 (.49)

2. Analysis of Variance Table

Source	df	SS	MS	F	р	w ²
Group	1	.14	.14	.05		
Subjects within groups	15	42.63	2.84			
Time	1	4.24	4.24	8.24	<.025	.066
Time x Group	1	1.05	1.05	2.04		
Time x Subjects within groups	15	7.71	.51			

Total 33 55.76

Means Analyzed	F	p
Trainee Group: Before-After	9.80	<.01
Control Group: Before-After	.53	
Before: Trainee Group-Control Group	.08	
After: Trainee Group-Control Group	.35	

former friends. It may be partly for this reason that the inmates expexted to have "mostly different" friends after release. The trainees were unanimous in wanting more education following their releases, and most thought they would get the extra education they wanted. Finally, the trainees felt it was unlikely (but not extremely unlikely) that they would be arrested for another crime in the future.

The one difference between groups occurred only at the initial testing. At that point, the trainees said they would have fewer of the same friends when they were released than did the control group. Although neither group changed significantly over time, the difference between groups at the second testing was not significant.

Attitudes toward the paralegal training program. The inmates were asked to rate the paralegal training program and the teachers in the program using the ten dimensions on the semantic differential form. Again, the responses to the ten dimensions were summed because of the high correlation among them. The ratings are shown in Table 19. The trainee and control groups rated both the overall program and the teachers quite high at the beginning and again at the end of the training. Although there are no significant differences between the groups, it is noteworthy that the trainees gave the paralegal teachers an even more positive rating after the training.

The two groups also assessed the degree of correspondence between the publicized and real goals of the program. The ratings were made on a seven-point scale from 1 = "exactly as publicized" to 9 = "completely different from what was publicized." The trainee group average was 1.8 before training and 2.2 after; the control group average was 1.7 before training and 3.1 after. Although not statistically significant, there

TABLE 19

Ratings of the Paralegal Training Program and Its Teachers
Average Scores (Standard Deviations in Parentheses)

Aspect	Traine	e Group	Control Group		
	Before	After	Before	After	
Paralegal Training	21.7	21.4	21.9	24.3	
Program	(10.0)	(10.1)	(7.7)	(4.6)	
Paralegal Teachers	24.8	16.5	22.6	22.8	
	(13.3)	(6.5)	(6.8)	(8.1)	

Note. Range of scores: 10 to 70. A score of 10 would be a very positive rating; one of 70 a very negative rating.

was a tendency for the trainee group to rate the correspondence higher between actual and publicized goals than for the control group after training.

Use of Legal Knowledge

Action on other inmates' legal problems. Members of both the trainee and control groups were asked before and after the training program about their actions on other inmates' legal problems (see Appendix G). Table 20 shows the percentage of trainee and control group members asked to help other inmates. Before training, an average of thirty-nine percent of the inmates in both the trainee group and the control group helped with each different type of legal problem. Demand was especially great for help with appeals. Nine out of ten inmates in the trainee group and five out of seven in the control group had been asked to aid with this type of problem. After training, an average of sixty-seven percent of trainee group members had been asked to help with each different kind of legal problem, a significantly larger percentage than the thirty-two percent for the control group (z=4.26, p .01). The number of inmates asked for aid for different categories of legal problems increased in the trainee group for seven of the nine categories from the first to second measurement and remained the same for the other two categories. The number in the control group increased for three of the problem categories, remained the same for one category, and decreased for the remaining five problem categories.

It is important to understand that the trainees were instructed at the second testing to report only those requests for aid that

TABLE 20

Percentages of Trainee and Control Group Members

Asked to Aid with Legal Problems - Before and After Training

Problem	Traine	e Group	Control Group		
-	Before	After	Before	After	
Appeal of Conviction	90	90	71	86	
Inmate Complaint against Prison	40	70	14	14	
Disciplinary Notice from Prison	40	60	57	43	
Personal Property Seizure	30	70	28	43	
Divorce	60	100	28	43	
Detainer	40	80	14	28	
Debt	30	30	43	14	
Parole	20	60	43	14	
Other	20 ^a	40 ^b	28 ^c	0	
Average	41	67	36	32	
(Total Cases)	(37)	(60)	(23)	(20)	

Note. Other inmates had made these requests within the prior six months.

^aTaxes, civil suit.

b_{Taxes}, will, civil tort, insurance suit.

CHousing, employment.

occurred outside of the clinic setting. In other words, these were only the informal requests for aid that might occur in the yard or at a meal. Because of their formal roles as paralegals in the clinic, the inclusion of these requests would inflate the group and time differences even further, but this would not be as valid a comparison.

In addition to considering the number of trainee and control group members asked for aid, it is also interesting to examine the total number of requests made on particular problems. Table 21 shows the number of inmates requesting aid of each group. Before training, the trainee group members received a total of 146 requests (14.6 requests per group member), with requests for help with appeals being particularly large (thirty-six percent of the total). The comparison group received a total of ninety-two requests before training (13.1 requests per group member), with appeal requests also being particularly large (fortyeight percent of the total). At the second measurement at the end of training, requests of trainee group members had more than quadrupled to 664 (or 66.4 requests per group member). These were only requests made in the preceding six months, so they do not include requests reported at the first testing. In contrast, requests of control group members stayed at about the same level (17.4 requests per member). An analysis of variance showed that the trainee group change in requests per group member was significant. In addition, for every specific legal problem examined at the time of the second testing, the trainees were asked for aid more often than the control group, and more often than the trainees themselves before training. Some of these differences between means were dramatic, although few were statistically significant, due to the high variances even within a single group at a given point in time.

TABLE 21

Number of Inmates Requesting Legal Help from Trainees
and Control Group Members - Before and After Training

PROBLEM	GROUP				
	Train		Conti		
	Before	After	Before	After	
Appeal of Conviction	53	187	44	84	
Inmate Complaint Against Prison	13	73*	1	2	
Disciplinary Notice from Prison	19	54	16	8	
Personal Property Seizure	6	15	6	10	
Divorce	12	162**	3	5	
Detainer	5	48*	2	2	
Debt	19	30	4	2	
Parole	5	76	5	9	
Other	14	19	11	0	
TOTAL	146	664*	92	122	
Average Number of Requests to Each Group Member	14.6	66.4	13.1	17.4	

*Before-after group change: p<.05
**Before-after group change: p<.01

The number of times the trainees were asked for aid in dealing with a divorce increased significantly over time and was significantly higher than the control group at the second testing. The same was true for aid requested for a complaint against the prison. Aid requests of the trainees for help with a detainer also increased significantly over time while they did not for the control group. Tables 22 through 25 provide details of the statistical analyses of these significant variables.

Trainee and control group members also reported generally what they had done in response to these inmate requests and what the result of their actions had been. Although group members reported on individual legal problems, the actions and results have been summed across problems because of the small sample sizes for some individual problems. Table 26 shows the actions generally taken by group members. Whereas members of the trainee group were most likely to undertake legal action before training, they changed their behavior after training, referring seventy-five percent of the inmates to the legal aid clinic (as they were instructed to do as participants in the training program) and taking legal action in only fifteen percent of the cases. The control group members, on the other hand, were much more likely than trainees to undertake legal action after the training program period (eighty percent) and referred no one to the legal clinic.

The results of these actions taken by trainee and control group members are shown in Table 27. Before training, a majority of the trainee group (about sixty-five percent) and nearly a majority of the control group (about forty-eight percent) believed that the problems had been solved or had at least improved. After training, these

TABLE 22

Total Number of Requests for Legal Aid - Data Analysis

1. Means and Standard Deviations (in parentheses)

		TI	ME
		Before training	After training
GROUP	Trainee (n=10)	14.60 (12.17)	66.40 (73.47)
	Control (n=7)	13.14 (17.83)	17.43 (17.50)

2. Analysis of Variance Table

Source	df	SS	MS	F	Р	w ²
Group	1	5235.7	5235.7	2.723		
Subjects within groups	15	28838.9	1922.6			
Time	1	8832.5	8832.5	5.337	<.05	.097
Time x Group	1	4648.0	4648.0	2.808		
Time x Subjects within groups	15	24826.5	1655.1			

Total 33 72381.5

Means Analyzed	F	р
Trainee Group: Before-After	8.11	<.025
Control Group: Before-After	.04	
Before: Trainee Group-Control Group	.00	
After: Trainee Group-Control Group	5.34	<.05

TABLE 23

Number of Requests for Aid with Divorce - Data Analysis

1. Means and Standard Deviations (in parentheses)

		Ti	LME
		Before training	After training
GROUP	Trainee (n=10)	1.20 (1.23)	16.20 (14.56)
	Control (n=7)	.43 (.79)	.71 (1.11)

2. Analysis of Variance Table

Source	df	SS	MS	F	р	w ²
Group	1	544.1	544.1	8.36	<.025	.31
Subjects within groups	15	976.6	65.1			
Time	1	679.5	679.5	10.66	<.01	.168
Time x Group	1	445.8	445.8	7.00	<.025	.131
Time x Subjects within groups	15	955.7	63.7			

Total 33 3601.8

Means Analyzed	F	p
Trainee Group: Before-After	47.07	<.01
Control Group: Before-After	.00	
Before: Trainee Group-Control Group	.04	
After: Trainee Group-Control Group	15.50	<.01

TABLE 24

Number of Requests for Aid with Complaints Against Prison--Data Analysis

1. Means and Standard Deviations (in parentheses)

		TI	ME
		Before training	After training
GROUP	Trainee (n=10)	1.30 (2.50)	7.30 (9.93)
	Control (n=7)	.14 (.50)	.29 (.76)

2. Analysis of Variance Table

Source	df	SS	MS	F	Р	w ²
Group	1	137.5	137.5	4.68	<.05	.08
Subjects within groups	15	441.1	29.4			
Time	1	109.4	109.4	3.24		
Time x Group	1	70.6	70.6	2.09		
Time x Subjects within groups	15	507.4	33.8			

Total 33 1266.0

Means Analyzed	F	p
Trainee Group: Before-After	5.33	<.05
Control Group: Before-After	.00	
Before: Trainee Group-Control Group	.19	
After: Trainee Group-Control Group	6.87	<.025

TABLE 25

Number of Requests for Aid with Detainers - Data Analysis

1. Means and Standard Deviations (in parentheses)

		T]	IME .
		Before training	After training
GROUP	Trainee (n=10)	.50 (.71)	4.80 (6.20)
	Control (n=7)	.29 (.76)	.29 (.49)

2. Analysis of Variance Table

Source	df	SS	MS	F	р	w ²
Group	1	46.0	46.0	3.54		.066
Subjects within groups	15	194.9	13.0			
Time	1	54.4	54.4	5.10	<.05	.087
Time x Group	1	38.1	38.1	3.57		.054
Time x Subjects within groups	15	160.0	10.7			

Total 33 493.4

Means Analyzed	F	p
Trainee Group: Before-After	8.64	<.025
Control Group: Before-After	.00	
Before: Trainee Group-Control Group	.18	
After: Trainee Group-Control Group	6.44	<.05

TABLE 26

Actions Generally Taken by Trainee and Control

Group Members on Legal Problems of Other Inmates
Group Percentages Before and After Training

ACTION	GROUP			
	Tra	inee	Con	trol
	Before	After	Before	After
Took legal action	46.0	15.0	26.1	80.0
Talked with concerned parties	29.7	1.7	17.4	0.0
Wrote letters	0.0	5.0	26.1	0.0
Did research	18.9	3.3	8.7	5.0
Referred to Legal Aid Clinic	0.0	75.0	0.0	0.0
No specific action or advice	5.4	0.0	21.7	15.0
TOTAL PERCENTAGE	100.0	100.0	100.0	100.0
(TOTAL CASES)	(37)	(60)	(23)	(20)

TABLE 27

Result of Actions Generally Taken by Trainee and

Control Group Members on Legal Problems of Other Inmates
Group Percentages Before and After Training

RESULT	GROUP				
	Trainee		Con	trol	
	Before	After	Before	After	
Problem became worse	0.0	1.7	0.0	0.0	
Problem stayed the same	2.7	8.3	8.7	10.0	
Can't tell yet	32.4	46.7	43.5	20.0	
Problem improved somewhat	18.9	23.3	8.7	40.0	
Problem solved	16.0	20.0	39.1	30.0	
TOTAL PERCENTAGE	100.0	100.0	100.0	100.0	_
(TOTAL CASES)	(37)	(60)	(23)	(20)	

optimistic assessments dropped off somewhat in the trainee group and increased in the control group (seventy percent).

For the purpose of analysis, the various responses possible to this question of results were given scores. "Problem became worse" was given a score of one. "Problem stayed the same" was given a two. "Can't tell yet," "problem improved somewhat," and "problem solved" were given scores of three, four, and five, respectively. Using these scores, a two-way analysis of variance (groups and time) was computed on the results of advice given by the two groups to other inmates. There were no significant results.

Action on personal legal problems. The trainee and control groups reported on their own legal problems, the action they had taken on them, the result of the action, and their plans for the future (see Appendix F). The groups were similar in both the number and types of problems they had had in the preceding six months. At the first testing, the trainees reported 2.8 problems per person, while the control group reported 3.0 problems per person. At the time of the second testing, both groups reported 2.1 problems per person. This difference over time was not significant. At both times, appeals were the most frequently reported problem, followed by complaints against the prison. Table 28 presents the problems reported by each group at each time, along with the percentage of the total number of problems for the combined (trainees and controls) groups since the two were similar.

Before the paralegal training program, both the trainee and control groups were likely to take legal action on a problem (trainees-fifty-eight percent, controls-forty-five percent), and after training both groups were even more likely to take legal action (trainees-

TABLE 28

Legal Problems of Trainee and Control Group Members -

Before and After the Training Period - Frequencies

PROBLEM	BEF	BEFORE TRAINING	.NG	AFT	AFTER TRAINING	(G
	Trainee	Control	(Percentage)	Trainee	Control	(Percentage)
Appeal of conviction	∞	7	30.6	œ	2	36.1
Inmate complaint against prison	7	7	16.3	ဧ	н	11.1
Disciplinary notice from prison	ဧ	7	10.2	П	н	5.6
Personal property seizure	က	2	10.2	н	က	11.1
Divorce	٣	2	10.2	3	н	11.1
Detainer	7	ч	6.1	П	0	2.8
Debt	7	н	6.1	2	н	8.3
Parole	1	0	2.1	7	0	5.6
Other	2a	2b	8.2	0	3c	8.3
TOTAL	28	21	100.0	21	15	100.0

Taxes (2)
Taxes, Social Security
Social Security, Insurance Claim, Civil Suit

eighty percent, control--seventy-eight percent). Table 29 presents further details on action taken.

The results of these actions taken, both legal and non-legal, were generally unsatisfactory (see Table 30). For the trainee group, ninety-two percent reported before training that their problem became worse, stayed at the same level, or they were unable to judge. Following training, the figure dropped to seventy percent (a non-significant change). For the control group, sixty percent reported before training that their problem became worse, stayed at the same level or they were unable to judge. The figure increased to seventy-eight percent following training. Using the scoring system described earlier, an analysis of variance revealed no significant differences.

Most of the groups' members planned to continue action on their legal problems (see Table 31). Both before and after training, legal action was the preferred course for future action. This was especially true following training. All thirteen of the instances of trainees' planning future action and seven of the nine instances of the controls' planning future action were planning to take legal action. Before training, a majority of both groups expected the outcome of their future action to be positive; about seventy percent of both the trainee and control groups expected the problem to be solved or at least improve. Following training, the trainees were still optimistic (seventy-five percent for the same response categories), but a minority of control group members (forty-four percent) expected positive results. The differences in predictions were not statistically significant. Table 32 illustrates these predictions.

TABLE 29

Actions Taken by Trainee and Control Group

Members on Personal Legal Problems - Before and After Training

Action	Trainee Group		Control Group	
-	Before	After	Before	After
Took legal action	14	16	9	11
Talked with concerned parties	7	2	3	1
Wrote letters	2	1	2	0
Did research	1	1	1	2
No specific action	0	0	5	0
Total	24	20	20	14

TABLE 30

Result of Actions Taken by Trainee and Control Group

Members on Personal Legal Problems - Before and After Training

Result	Trainee Group		Control Group	
	Before	After	Before	After
Problem became worse	1	1	7	0
Problem stayed the same	4	5	3	1
Can't tell yet	18	8	2	10
Problem improved somewhat	0	3	3	1
Problem solved	2	3	5	2
Total	25	20	20	14

TABLE 31

Actions Planned by Trainee and Control Group

Members on Personal Legal Problems - Before and After Training

Action Planned	Trainee Group		Control Group	
-	Before	After	Before	After
Take legal action	13	13	7	7
Talk with concerned parties	3	0	0	2
Write letters	0	0	0	0
Do research	1	0	1	0
No specific action	3	0	4	0
Total	20	13	12	9

TABLE 32

Expected Result of Actions Planned by Trainee and Control Group

Members on Personal Legal Problems - Before and After Training

Expected Result	Trainee Group		Control Group	
	Before	After	Before	After
Problem will become worse	1	1	1	2
Problem will stay the same	5	3	2	3
Can't tell yet	0	0	0	0
Problem will improve somewhat	8	4	7	3
Problem will be solved	6	5	2	1
Total	20	13	12	9

Summarizing the findings from these measures administered to both groups before and after training, it was found that the direct goal of training, an increase in legal knowledge, was clearly accomplished.

Measures concerning the use of this knowledge showed some significant changes. Variables hypothesized to be indirectly affected by training (attitudes and perceptions) showed little change.

Interviews of the General Inmate Population

Thus far the results have indicated the impact of the paralegal training program on the trainees, using measures completed by the trainees themselves. In addition to these changes, it is important to consider some of the reactions of the prison population as a whole to the paralegal program.

As reported above, the trainees reported increased use of themselves as legal resources for other inmates' legal problems. As a check of the validity of this measure, a random sample of the inmate population was asked which other inmates they had used for their legal problems. This took place in the context of the interviews described earlier. The inmate was also asked to give the name of any inmate he planned to use for help with any legal problem in the future. If no inmate was named, the interviewer asked for the name of the inmate he would ask for help if he were to use another inmate.

These results somewhat substantiated the reports of the trainees themselves (see Table 33). Actual use of trainees and planned use of trainees increased over time while the use (actual or planned) of inmates in the control group remained about the same. However, there was already a difference between the use of trainees and the control group

TABLE 33

Frequency of Actual, Planned and Hypothetical Use of

Trainee and Control Group Members for Legal Aid

(Data from Inmate Interviews)

GROUP

	Trainee		Control		
TYPE OF USE	April, '76	January, '77	April, '76	January, '77	
Actual	4	10	1	2	
Planned	7	11	1	2	
Hypothetical	4	4	0	0	

by the time of the initial interviews, about ten weeks after the start of the paralegal training and three weeks after the opening of the legal aid clinic. The inmates' report of actual use of trainee and control group members following the training program was not as great as the trainees or control group members themselves report (cf. Table 21). Based on proportions derived from the data in Table 21, about 457 inmates would have asked paralegals for help (whereas the paralegals reported 664 requests), and about ninety-one inmates would have asked control group members for help (whereas control group members reported one hundred twelve requests).

The primary reason for conducting the interviews was to assess the reaction of the prison population to the training program by obtaining a measurement of inmate attitudes toward the program. The questions used to measure these opinions are presented in Appendix H.

A substantially greater number of inmates (ninety percent) had heard of the paralegal training program at the time of the second interviews than at the time of the first interviews (fifty-three percent). At both times, the prison newspaper was the main source of initial awareness of the training program, followed by word from other inmates. A greater percentage of the inmates who had heard of the program could correctly identify its purpose at the second interview (sixty-four percent) than at the first interview (fifty percent).

Part of the increased awareness of the program came from the fact that while twenty-seven percent of those in the first group knew one or more of the trainees in the program, fifty-nine percent of the second group could identify one or more. At both times, those who knew a trainee reported that the trainee liked the program very much (6.5 and 6.6 on a seven-point scale).

Accompanying the increased awareness of the paralegal training program was a generally more favorable opinion of the program among those questioned. The interviewees had generally positive attitudes at the first interviews and three opinions were significantly more positive at the second interviews (see Table 34). At the first interview. inmates gave a slightly positive response (4.4) to the question of whether the program was doing what it was supposed to do. By the time of the second interviews, the average inmate's response (5.4) was significantly more positive (z=2.85, p .01). Similar significant positive changes occurred for judgments about whether the program was good (z=1.92, p .05) and whether it was valuable (z=3.67, p .001). In both of these cases, the average judgment was very close to the most positive evaluation possible. Inmates also rated the program higher on the fair-unfair dimension at the second interviews, although the trend was not statistically significant. At both interview periods, inmates rated the paralegal training as quite useful to trainees but only moderatly useful to themselves. In addition, inmates at both interview sessions made slightly positive judgments of the program's availability. There were no negative judgments at either session.

The inmates have control of a fund collected from various sources (e.g., candy machines) called the Inmate General Benefit Fund. The interviewees were asked if money should be donated from the fund to the program. At the first interview, seventy percent said "yes," and this figure increased to eighty-two percent at the second interview. The amount of money that inmates thought should go to the paralegal

TABLE 34

Inmate Attitudes Toward the Paralegal Training Program
Average Ratings (Standard Deviations Are in Parentheses)

QUESTIONS	INTERVIE	INTERVIEW PERIOD			
	April, 1976	January, 1977			
Is the Program:					
<pre>- doing what it's supposed to?</pre>	4.4 (1.9)	5.4 (1.6) ^a			
- useful to trainees?	6.2 (1.2)	6.3 (1.3)			
- useful to you?	4.0 (2.6)	3.9 (2.5)			
- good?	5.4 (2.1)	6.7 (1.4) ^b			
- available?	4.6 (2.3)	4.2 (2.1)			
- valuable?	5.0 (2.5)	6.5 (1.2) ^c			
- fair?	4.9 (2.3)	5.4 (1.9)			

NOTE: Ratings for all the questions were made on seven-point scales, with the most negative judgment equal to one, a neutral judgment equal to four, and the most positive judgment equal to seven.

- a. Significant increase in positive judgment (z = 2.85; p<.01).
- b. Significant increase in positive judgment (z = 1.92; p<.05).
- c. Significant increase in positive judgment (z = 3.67; p<.001).

training program was similar at both sessions (thirty-four cents per dollar at the first, thirty-seven cents at the second).

As a further measure of the inmates' support for the program, they were asked if they would be willing to pay to get in the program. Of the first group interviewed, eighty percent were willing to do so compared to seventy-six percent of the second group. However, the second group said they would be willing to pay more for the training. Of those who said they would pay, the first group group averaged \$47.28 while the second averaged \$126.72. Both of these figures were inflated by a few people who responded with very high amounts, up to \$3000. More meaningful figures are the two medians, \$17.50 for the first group and \$30.00 for the second. The difference in the two groups' responses was not significant.

Finally, the inmates at both interview sessions were asked to give us any general comments they had about the paralegal training program. The responses given by three or more inmates are listed in Table 35.

Sixteen percent of the first group and fourteen percent of the second offered one or more positive comments in response. Thirty-nine percent of the first group and fifty-eight percent of the second group made one or more negative comments. However, the "negative" comments were really complaints generated by a successful program. For instance, seventy-five percent of all the negative comments made concerned the fact that so few inmates were trained or the criticism that there was too little information of the program and how to apply for it.

In summary, the inmates had a great deal of support for the program. This support was present shortly after the project was initiated and increased for several of the variables as the program progressed.

TABLE 35

General Comments Made by Three or More Inmates about the
Paralegal Training Program During the Inmate Interviews

POSITIVE COMMENTS

April, '76 (Total: 8) January, '77 (Total: 9)

Valuable, beneficial to inmates (8) Valuable, beneficial to inmates (8)

NEGATIVE COMMENTS

April, '76 (Total: 19)

Need more publicity (10)

Need to expand the program (30)

Need to expand the program (4)

Need more publicity (14)

Note: Numbers in parentheses indicate the frequency of comments.

CHAPTER IV

DISCUSSION

The discussion will first focus on the results, offering some interpretations and possible explanations. This will be followed by some implications from these results, as well as a discussion of the process of the program and its evaluation.

The Effects of the Paralegal Training Program on the Trainees

Legal Knowledge

Again, it is useful to divide the variables used to evaluate the paralegal training program into those directly related to the purpose of the program and those which might be indirectly related to the pro-The main purpose of the training was to impart legal knowledge, and the findings clearly show that the program was successful in doing this. Trainees' scores on the legal knowledge test increased by an average of forty points, whereas scores of the control group did not change. This improvement in scores for the trainees was true not only for legal knowledge as a whole, but for every content subscore made up of items from the test (research methods, constitutional law, criminal law, civil law, and Michigan law) with the exception of tenant and landlord law. This exception strengthens the findings since tenant and landlord law was not taught until the few classes that were held after the second testing. It also acts as a validation of the test since the test relfected changes where they were expected, but did not show changes in areas which would not be predicted.

Usually the magnitude of test scores is all that is considered intervaluating achievement in a situation such as this. Although the magnitude of these score changes is important information in support of the success of this program, the variance of scores is also of interest. While the trainees' scores had a considerable range before training (about seventy points), they were very close together after training (ten points). Regardless of initial level of knowledge, the effect of training was to bring all trainees to a similar level. This implies that the training had a certain fixed amount to offer, that all trainees learned what the program offered, and that items missed were missed because the information was not included in the training. The director of the training confirmed this hypothesis and conjectured that if the test was designed more specifically with the content of the training in mind (rather than by an independent source), the trainees' scores would have been even higher.

Action on Legal Problems

Other tests administered to the paralegal trainees were designed to measure secondary effects of the program which were not specifically intended but which might have occurred indirectly as a result of participation. These included measures of the trainees' attitudes toward the criminal justice system, the paralegal training program, and themselves. In addition, the trainees' actions on their own and on other inmates' legal problems were analyzed.

Within these secondary measures, there is variation in how closely related the measures are to the training itself. The measurement that seems the most closely related to acquisition of legal knowledge is the

analysis of requests for legal aid. One would expect that the trainees would become identified as legal resources if they gained legal knowledge, since this knowledge is an extremely valuable commodity within the prison. The results provided by the trainees' reports confirm these expectations. The number of trainees asked for aid by other inmates increased and the total number of times they were asked for aid increased four hundred percent to an average of sixty-six requests per trainee by the end of the program. The wide variation in numbers of requests for aid with specific problems, coupled with the small number of inmates in the analysis, prevented most of the specific problem comparisons from being statistically significant. However, requests for aid with divorce, detainers, and complaints against the institution all significantly increased. It should be emphasized that these requests for aid all occurred outside the clinic setting. If requests made of the trainees inside the clinic were included, the difference would be even greater.

Data from the general interviews of the inmate population confirm the increased use of paralegals as legal resources. These data indicate similar but still substantial increase in paralegal use (i.e., a three-fold, rather than four-fold increase). Although this <u>increase</u> can be attributed to training, it should be noted that there is a considerable difference between the paralegal and control groups even at the time of first interviews. The most reasonable explanation for this initial difference is that the first interviews were completed approximately ten weeks after the beginning of the paralegal training. It is entirely possible that by this time the trainees had already been identified as legal resources. Again, legal knowledge is valuable in the

prison, and ten weeks is not too short a time to expect this information to be transmitted through the inmate population. While a three hundred percent increase is noteworthy, it might have been even higher had the interviews actually been done before training began. Another factor which would tend to minimize differences at the second interview was that most of the trainees who were asked for aid referred the inmates to the clinic. It is likely that some of these inmates would not have nominated a trainee who did so as someone who helped him with a legal problem, since he only referred him elsewhere. This would also tend to reduce the number of inmates who plan to use a paralegal trainee in the future, since he received no direct aid from his previous request.

The question of "Who would you use if you did use an inmate?"
which was asked only if no inmate had been used or was planned to be
used appears to provide meaningless information. The number of paralegals nominated in response to this question is low at both interviews.

It seems that if an inmate had not or did not plan to use an inmate, he
simply did not know inmates who had knowledge concerning that problem.

This hypothesis is supported by the relatively low number of jailhouse
lawyers (four) nominated in these responses compared to the fifteen
mentioned for actual use.

Seventy-five percent of the time that paralegals were asked for aid, they referred the inmates to the clinic. This rule was made in order to prevent the program from being used to the trainees' advantage at the expense of the inmate population. Furthermore, it was felt that these trainees should not represent the program without the supervision of an attorney. However, if the advice given was minimal or obvious

(for example, if the inmate clearly had no hope of success) as opposed to conducting extensive research and preparation for a fee, the spirit of the rule was not violated. This was not uncommon or considered unethical, according to the clinic director. It was this type of advice that constituted most of the twenty-five percent no-compliance reasons.

There is no evidence that the paralegals became more effective in getting positive results for other inmates' problems. However, much of this is accounted for by the fact that most trainees could not specify an outcome, usually because they had referred the inmate to the clinic. In addition, the large number of requests, increased demands on their time by the training, and the prohibition against giving aid outside the clinic reduced the amount of time the trainees could give to others' problems. A meaningful comparison of pre and post effectiveness cannot be made.

Another measure that is secondarily related to the acquisition of legal knowledge is the type and result of trainees' actions on their own legal problems. The trainees had more legal problems (or at least were aware of more) than the general inmate population (2.5 problems for the trainees compared to 1.3 for the general population (Emshoff, Conner, and Davidson, 1977)). Following training, the trainees were very likely to take legal action on these problems, but this was also true of the control group. Consequently, we cannot conclude that the paralegal training made trainees more likely to take legal action. Likewise, the training program does not appear greatly to affect the result of trainees' actions, at least over the limited period of time considered. This is somewhat surprising, since the solution of legal problems would seem to be a behavioral result directly related to the

increase of legal knowledge, as the frequency of aid requested was. Although a few more trainees were successful in improving their problems following training, the large majority of trainees still reported little change in the status of the problems. This is typical of the experience of the inmate population in general (Emshoff, et al., 1977). It appears that knowledge alone does not solve legal problems. An incarcerated individual still faces significant barriers in fighting legal battles.

This lack of progress did not dampen the trainees' desire to continue legal action, nor did it affect their assessment of future success in solving their problems. A large majority of the trainees planning future action were optimistic about success, but only a minority in the control group shared this optimism. The training program appears to have strengthened the trainees' belief in the efficacy of legal action. This implication is further supported by the fact that after training, eighty percent of the trainees but only twenty-nine percent of the control group nominated increased legal knowledge as the major circumstance which could have kept them out of prison.

Attitude Change

The last secondary effects assessed were changes in trainees' attitudes and perceptions as a result of the paralegal training program. This was the area of measurement most removed from the design and purpose of the training program, although it seemed possible that attitudes toward the criminal justice system, the prison, and themselves could be altered by participation in the training program. In general, this was not the case; there were few attitude changes. However, the exceptions to this generalization are interesting.

Attitudes toward the federal and Supreme Courts showed similar trends. In each case, the control group became significantly more negative toward the court over time, while the trainees stayed at about the same level. This same tendency is statistically significant with respect to block officers and is present (although not significant) with block counselors, parole board, police, defense attornies, appeals courts, and laws. In addition, both groups become more negative (although not significantly) toward the prison's academic school, the prison's treatment programs, parole, police departments, and prosecuting attornies. In only one case did the control group become more positive toward a component of the legal and correctional system, and there was extremely small change in this case.

This suggests that among inmates there is a general decline in attitude toward the legal and correctional systems that increases with time spent in the prison. It is not difficult to imagine that the frustrations and hardships imposed by these systems would only grow stronger over time in the prison (Goffman, 1961; McCollum, 1973), although most evaluations made were fairly neutral. However, in some cases (notable federal courts, the Supreme Court, and block officers), this negative trend has been halted in the trainees, at least temporarily. While the trainees' attitudes do not improve dramatically, something appears to happen to balance the negative factors that naturally accompany time in prison, resulting in no net change. In the case of block officers, the positive factor may be a combination of two components. First, several of the trainees were transferred to "honor block" after training began (partially because of their participation in the program), where treatment by the block officers is somewhat more

relaxed. Second, according to the project attorneys, the block officers are aware of who the trainees are, and may be more hesitant to discipline them, since the trainees have the knowledge, ability, and resources to challenge legally any unfair discipline. In the case of the courts, the off-setting factor could simply be the increased knowledge of the courts, their structure, and operations, and the context in which they work.

It is in situations such as those just described that the importance of a control group is dramatically illustrated. If there had been no control group, one would look only at the trainees' scores before and after training, see no changes, and conclude that the training had no effect (Davidson and Kushler, 1977). Only with the increased knowledge available with a control group can there be any hope of understanding the complex effects of a program such as this. Even with a measure with apparently clear cut results such as the legal knowledge test, one could have argued that the increases were due to the effect of having already taken the test were it not for the fact that the control group makes no such improvements. However, the lack of experimental and control groups who did not take the pre-test opens the results to the interpretation that the pre-test made the trainees sensitive to the information on the test while participating in the training.

The evaluations made by the inmates of the prison provide a different situation to interpret. In this case, the trainees became significantly more negative over time, while the control group changed little. One explanation is that the increased knowledge of the legal system led the trainees to evaluate the prison more negatively as an effective method of treatment. A related effect could be of increased sensitization to institutional problems on the part of the trainees. This is consistent with research (Gruver, 1971; Rappaport and Chinsky, 1971; Cowen, 1973) which shows that paraprofessionals become more negative toward the institution in which they work. Another ingredient could have been the increased contact the inmates had with the outside world through the staff and visiting teachers. This contact would make the trainees more aware of the differences between life on the inside and the outside. The trainees may also have become more dissatisfied with their confinement because they now possessed a skill they could use outside the prison.

The difference between the two groups with respect to judges is present at both times and must be attributed to random chance. Such chance differences could occur five percent of the time, so it is not surprising to have a small number of such differences given the large number of variables examined in this study.

While there were no significant changes in trainees' attitudes toward the paralegal training program and its teachers, it should be noted that their opinions were very favorable. The trainees' average rating of the program before training was 2.17 (on a seven-point scale with a one representing the most favorable rating), and the trainees' average rating of the teachers was 2.48. These ratings were actually optimistic predictions of what the program and its teachers would be like. The ratings after the program were 2.14 and 1.65 for the program and teachers respectively. Even though these are not significant changes, they are in a positive direction. The maintenance of such high opinions over the course of the training program is a noteworthy

finding. Furthermore, the trainees reported a high correspondence between the publicized and real goals of the program.

The trainees made very high self-evaluations using the semantic differential. They also viewed themselves as efficient, logical and confident decision-makers. There was one significant change in trainee self-perceptions. Following the program, trainees increased the assessment of their degree of logic and care in evaluating decision alternatives. Since this can be considered a component of legal reasoning, it is among the assessed self-perceptions most closely related to the goals of the training program.

The lack of any significant changes in the trainees' predictions about their lives after release from prison is somewhat surprising. The acquisition of marketable skills and knowledge would seem to have favorable implications for some aspects of their future. On the contrary, the trainees predicted a (not significantly) lower first salary after training than before. One explanation is that the project director repeatedly tried to keep the trainees aware of the realities of the situation in order to avoid false expectations. Furthermore, the predictions made before the training began were optimistic, leaving little room for change in a positive direction.

Inmate Reactions

The interviews revealed that the inmate population as a whole had a favorable opinion of the program. Furthermore, the attitudes were more positive at the second interviews than at the first. There were significant increases in judgments that the program was doing what it was supposed to do, that it was good and that it was valuable. This

is impressive since most service programs usually evoke a favorable response during planning and early operation when ideas and promises are numerous, but this judgment is likely to drop as expectations are not completely met.

Particularly surprising are the results regarding the availability of the program and its usefulness to the interviewees, as opposed to the trainees. These responses averaged about the midpoint of the seven-point scale. Given the low number of people in the program itself, it was expected that inmates would give negative responses to these questions. Perhaps the interviewees recognized that the trainees could be of service to them later and were, therefore, responding to this indirect usefulness of the program.

The willingness to support the program with Inmate Benefit Fund money is significant considering its other potential uses. In the past, this money has gone for such things as recreation equipment and entertainment. Inmates were willing to use thirty-five percent of this money for the paralegal training program.

In addition, the inmates were willing to pay money to get into the program. The mean amount the second interviewees were willing to pay represented four months' wages for the average prison job. This finding supports the inmates' positive assessment of the program and further indicates the high value placed on legal knowledge within a prison.

The inmates' positive opinion of the program was also apparent in the suggestions made to improve the program. Rather than suggesting changes in the program's goals, content, or procedures, the inmates said the program needed more publicity and needed to be expanded.

These two comments combined to account for seventy-four percent of the "negative" comments of the first group and seventy-five percent of the second group's "negative" comments. The relative contribution of each of these comments at the two points in time is interesting. During the first interviews, requests for more information made up about one-half of all negative comments while suggestions for expansion made up about one-fourth. At the second interviews, these two percentages were reversed. Initially, inmates wanted more information. After awareness increased, more people asked for expansion. This parallels the trends in results from other interview questions. Many more people were aware of the program in the second group and opinion was also more favorable.

The first inmate suggestion, more publicity, no longer seems to be necessary. The second request, for expansion, must be considered with some reservation. Since most paralegals complete their training and work in the legal aid clinic, there is a limit to the number of paralegals the clinic can use. The paralegals can only aid the clinic director, the only lawyer working in the clinic, who already has more cases than he can handle. Unless more paralegals are released from prison to paralegal jobs outside the clinic, the number of new paralegals must be kept to a minimum. Ideally, more full time staff could be employed in the clinic, permitting the utilization of larger number of paralegals.

Table 36 summarizes the significant findings of this research. In summarizing the results of this study, there is one clear message which should not be lost in the jumble of numbers, tables, and conjectural interpretations. The program clearly met its goal of

TABLE 36

Significant Changes in Trainees Attributed to Training

- I. Legal knowledge
 - A. Total score
 - B. Scale scores
 - 1. Research
 - 2. Criminal law
 - 3. Constitutional law
 - 4. Civil law
 - 5. Michigan law
- II. Use of legal knowledge
 - A. Total requests for aid with legal problems
 - B. Specific requests for aid with divorce, detainers, complaints against the prison

III. Attitudes

- A. Towards system (federal courts, Supreme Court, block officers)
- B. Towards self more logical decision-making

Significant Changes in Inmate Reaction to the Program

Inmates at second interviews (as compared to first interviewees) gave more positive response to (on seven-point scale):

- A. Is program doing what it is supposed to do?
- B. Is it valuable?
- C. Is it good?

increasing the legal knowledge of the inmates in the training program. Even though this goal was never stated in terms of any specific criteria, the results in this area are unequivocal. The training program coordinator's subjective evaluation of the trainees' degree of learning substantiates this achievement, as he felt the test results underestimate the degree of learning due to the imperfect parallel between the content of the test and the content of the training.

The behaviors assessed (requests by other inmates for aid, advice given, results, action on personal legal problems) were not as directly related to the program's goals as was the acquisition of legal knowledge. Nor were the results in this area as dramatic. Attitudes were even further removed from the program and this area of measurement showed the least change. All of these results can be included in the principle that the amount of change is proportional to the degree of relatedness between the change variables and the goal and implementation of the program. The project's specific effects were strong. more general, indirect, unplanned, radiating, or secondary effects got increasingly weaker as they moved away from the goals and implementation of the program. This is consistent with behavioral research showing that the effects of training are specific to that training (Bandura, 1969; Wahler, 1969; Emshoff, Redd, and Davidson, 1976). This principle sounds simple and logical, but it is not uncommon for the impact of a program to be in some other direction from what the objectives might imply. The objectives might not be met and/or other unplanned results (not necessarily negative or positive) might be stronger than the most desired results. Certainly this study did not exhaust the possibilities of potential changes, but it has examined

the most likely (legal knowledge, some uses of legal knowledge, and a variety of attitudes and perceptions).

The inequities in the degree of change between the variables in this study provide more data on a subject of perpetual concern in psychology, the relationships among knowledge, behavior, and attitudes. In this case, there is a general lack of attitude change accompanying increased knowledge and changed behavior. Although several potential explanations of this lack of correspondence have been discussed, this area certainly invites further study.

Paralegal Training as Providing Access to the Courts

The results of this study as presented are favorable with respect to the effects of the program on the trainees and in terms of the reactions of the general inmate population. The significance of the program must also be considered in light of the legal needs of inmates as described in the introduction. The crucial social and legal consideration and the primary rationale for establishing legal services is to provide inmates with access to the courts. The training of paralegals to aid attorneys in this process is certainly a step towards the realization of this goal. For the 360 inmates served by the paralegals and attorney in the clinic during the first year (half of whose cases were still in progress at the end of the year), the program has provided access to the courts and, in many cases, a significant improvement in their legal situations (Emshoff, Conner, and Davidson, 1977). In terms of answering the legal needs of the prison as a whole, the program as it exists can only be compared to bailing with a thimble. There are many indications of this. Within six months of opening, the clinic

had a one year waiting list. The number of legal problems per inmate multiplied by the population of the prison eligible for services equals approximately 4500 problems per year for one attorney and ten paralegals to handle them (Emshoff, et al., 1977). By comparison, an attorney for the Michigan State Appellate Defenders Office handles approximately thirty-five appeals in a year. The Resource Center on Correctional Law and Legal Services (1973) reports that an attorney in a prison can handle about two hundred civil cases per year, providing seventy-five to one hundred are divorces. Interviews conducted at the time of the clinic's initiation and nine months later assessing the inmate population's legal problems, resources use, and results revealed that the clinic did not change the overall complexion of legal needs and behaviors. Outside lawyers, other inmates, and self-advocacy remained the prime legal resources used and the rate of success with any of these resources was remarkably consistent and low (Emshoff, et al., 1977). Consequently, the program as a whole cannot be considered as providing access to the courts for the entire population, although in comparative terms, Jackson must be considered progressive in providing legal resources.

While the rationale of providing paralegals is to increase the number of cases an attorney can handle, there is a critical point at which increasing paralegal assistance is of no use since the attorney's abilities and capacities become the rate determining factor. The eight remaining paralegal graduates will be joined by ten new trainees shortly. Certainly, this number of paralegals will be at or above the maximum one attorney can use and supervise. The obvious answer is to hire at least one more attorney, but this is impossible under present funding

and space constraints. Another possibility is for the training director to shift his responsibility to providing legal services in the clinic until more trainees can be accommodated.

The Project as Social Change

Beyond the examination of these specific evaluative results, it is worthwhile to look at this project and research as a general instance of the process of social change. The project began as an idea. The people who had the idea also had the organizational support and knowledge to apply for a planning grant. The awarded grant allowed further development of the idea into a feasible plan, and a project grant proposal. The grant was awarded, and the project was implemented. This evaluation was planned as the program itself was in its preparation, and executed during the first year of the project. The project has gradually gone through the process of legitimazation and institutionalization. Plans for legislative funding and the dissemination of the project throughout the state are now being formulated by the project staff. It is the step between the implementation and institutionalization of the program which is particularly interesting and most relevant to the evaluation. How did this solidification of an innovation take place?

The program can be conceptualized as a circle; the inmate population can be placed inside the circle, and the rest of society can be placed outside of the circle. The relevant parts of the outside of the circle include corrections officials, the legal profession, the general public, and relevant funding agencies. The program, as a circle, has contact with both the inside and outside of the circle, sometimes

acting as a boundary between the two. One important factor in the solidification of the program's existence is that the program had a radiating impact both inwards and outwards from the circle (Kelly, 1972).

Because this impact was primarily positive, it was reflected back in the form of support.

The positive reaction of the inmates towards the program has been documented in the results of the inmate interviews. This support is further substantiated by several awards and contributions given to the program and its staff by inmate organizations. The SMP Jaycees gave its Community Service Award to the program, its Boss of the Year Award to the project director, and its Outstanding Young Man Award to the training program coordinator. The Jaycees also contributed approximately \$1200 towards paralegal salaries. In addition, the prison newspaper gave considerable space to the project throughout the year.

From the other direction, the project generally received the support of the prison administration and the Department of Corrections, despite some conflicts, especially early in the life of the program. The project also became well known in the Michigan legal community, initially through its sponsorship of the program, and then through its involvement in the actual training process. Forty-six classes were taught by lawyers from throughout the state. The Michigan Trial Lawyers' Association donated \$500 in office equipment. The Michigan Association of Legal Assistants waived its initiation fee and dues for the graduates of the program. The Institute for Continuing Legal Education offered free use of videotapes and technical assistance with the project. Finally, the American Bar Association gave the project its Single Project Award.

The general public has also been made aware of the program. Jackson, Grand Rapids, Lansing, Detroit, and at least six out-of-state newspapers have published articles about the program. National Public Radio, the Lansing public television station, and the ABC television affiliate in Detroit have all broadcast documentaries on the program.

All of this indicates a great deal of awareness and support for the program, both inside and outside of the prison. This network of support is crucial to the political (in the broadest sense of the word) strength of the program. While the importance of the reaction of the outside social and political institutions is obvious when considering the development and future of the program, the inmate support does not immediately seem as crucial. Certainly, there is no history of society's reacting to the desires and interests of the incarcerated when these interests are at odds with society's. On the other hand, if the inmate community had reacted negatively or shown no interest in the program, its continuation would have been in danger, if for no other reason than the staff's probable resulting lack of interest.

The evaluation itself also served to help firmly establish the program. The design and results clearly document the program's worth. Some of these results were quoted in later applications for funding. Client satisfaction is becoming increasingly considered in assessing a social program's effectiveness (Caplan, Nelson, and Goodwin, 1973) and the present study demonstrates the degree of inmate support for the project. The design and extent as well as the results of the evaluation added credibility to the project in its further proposals. An approximate replication of the evaluation was used to describe further planned evaluation efforts. The evaluation was also important for

internal considerations. For instance, the legal knowledge scale scores indicated which content areas required increased emphasis in future classes. Some of the suggestions made by the inmates during interviews (more publicity, more flexible clinic hours) were considered valuable by the project staff.

This pairing of the program and the research serves as an example of the union of social innovation or reforms with experiments described by Fairweather (1977) and Campbell (1969). Given the need for various legal services in our prisons and the uniqueness of the present approach, this program can certainly be viewed as a social innovation. At the same time, the research was integrated with the program from the point of planning and served not only as a piece of scientific or academic research, but as feedback to those interested in furthering the reform. The evaluation might have had even more policy implications if the board and staff had participated more in the planning of the evaluation, as they were encouraged to do. Unfortunately, there are more experimentalists interested in reform (although their numbers are not staggering) than there are reformists interested in experimentation. Similarly, the use of evaluation results by policy makers is still minimal, although this can be attributed as much to the quality of most evaluation research as the priorities of policy makers.

The common conflicts of interest between program administrators and evaluators were initially troublesome in this case. An important cause of this was the fact that the evaluation was completely externally funded and administrated. The program itself had little initial interest in an evaluation and was willing to invest or compromise very

little for this reason. This made negotiations for the use of random assignment a complex but eventually successful process.

As the program developed, the evaluator and the attorneys at the prison developed a very cooperative and mutually beneficial relation—ship, although relations with the project board improved very little. This story has a happy ending. The training coordinator, who original—ly had the greatest reluctance to use random assignment, eventually recognized the benefits of its use and under his own initiative used random assignment to trainee and control groups the following year. This shows how the coupling of reform and experiment can serve to diffuse the use and rationale of evaluative research methodology.

The discussion of the results has included much conjectural interpretation as to the meaning of certain results. The interpretations are all plausible and rational, and in some cases there is some crossvalidation of some of the implications. However, these interpretations are still only conjectures and are open to alternative explanations. It is beyond the scope of this research to explore all of the variables measured to the depth necessary to speak of "truth." There are several reasons for this. First, since this was the initial research on a unique program, the strategy was to take a look at a broad range of variables. The research attempted to scan for change along a wide horizon of likely change areas. Looking at so many variables made it impossible to probe in depth in each area, given the resources available for the research. Furthermore, even if the resources were available, it would have been inefficient to do so without this preliminary exploration. Oil companies don't build pipilines until they've found the oil.

This exploratory design leading to multiple potential interpretations is more often than not the case in the evaluation of social programs and in community research in general, although results are often misleadingly portrayed as something more absolute. The reasons for these qualifications include those mentioned above, as well as others. Research in many generally related areas is relatively young and developing. The lack of established knowledge as a basis requires a start from the ground floor. Taking the present study as an example, the lack of research of legal service programs in prisons would prevent the foresight to say, "We know that legal training of inmates affects attitudes towards guards. Let's learn more by interviewing guards before, during, and after the training to assess attitudes and behaviors towards specific inmates."

Secondly, the variables present in such research are so numerous, complex, and in many cases uncontrolled, that it is extremely difficult to conduct an internally valid study with generalizable results. Program goals, settings, structures, durations, procedures, staffings, and numerous organizational variables vary and interact in frustratingly (to the seeker of truth) complex fashion, making comparisons tenuous.

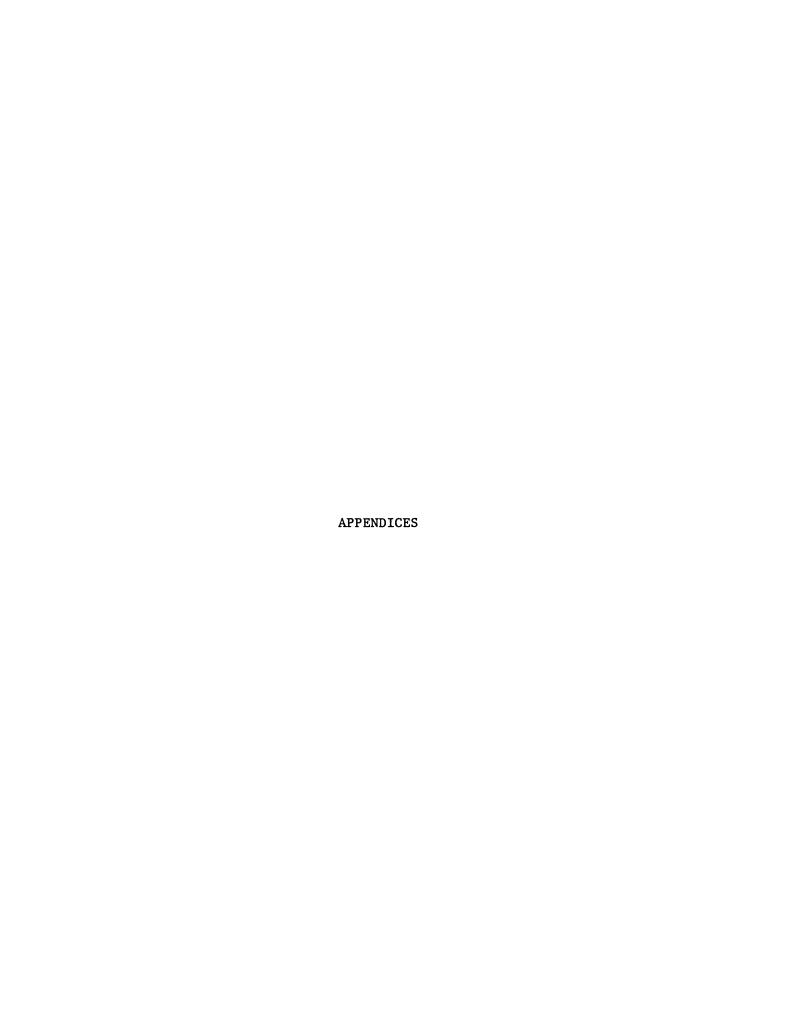
Third, such studies are usually a one-shot event, <u>an</u> evaluation of a program at <u>a</u> given point in time. These evaluations are usually funded for a limited and specified purpose. Little comparison of programs occurs. Nor is there an abundance of longitudinal research. Most evaluations are more like snapshots, trying to freeze the program into a single, still shot. Furthermore, these studies are often (as in this case) done in the first year to help decide about subsequent

funding (a decision which must begin to be made long before a meaningful evaluation can be completed). This is an unrealistic goal, as a
young program spends its first year trying to establish itself and must
go through a turbulent process of changing, revising, improvising,
modifying, negotiating, experimenting, rearranging, internally evaluating, and interacting with its social and political environment until
it finds a tenable position, hopefully floating right side up. The
first-year snapshot evaluation records all of this motion and the picture comes out a blur which is often mistaken as the truth of the program. While a series of snapshots over an extended period of time
would be ideal, a one-year, one picture evaluation should at least wait
until the second year to allow some of this stabilization, resulting in
a somewhat more meaningful examination of what a program is and does.

All of this is to say there is more to learn. Even if the program remained relatively stable and became a model for others (as it may throughout the state), any of the present study's findings could be examined in more depth to identify some of the operating dynamics (the usefulness of specific training techniques and content and how they relate to learning, the interactions between trainees and other inmates, the relationship between the program and the prison system, etc.) that led to the present study's findings. A replication of this study in another setting (if the program is disseminated) would be of interest. Beyond a more careful look at the findings of this study, there are many more variables to examine. Most important of these are the long term effects of the training on the trainees. What differences in life situations exist between the trainees and controls after release? The immediate and simplest questions is, "Are the trainees employed as

paralegals?" To date, two graduates have left the prison and received paralegal positions. It is also important to establish which components of the training program are crucial to its success. The present program is a very potent model, with frequent classes, small enrollment, specialized training by many different teachers, individual supervision, and much practical exercise. Which of these factors are critical is another matter of conjecture.

While the above considerations are important, they don't detract from the significance of this study. The significance lies not only in the specific results obtained, but in the fact that in an area of growing concern and trial programs, an evaluation can be more than an addendum to a grant proposal. As a program evaluation, it was successfully completed, integrated with and of practical value to this program and to those considering similar programs. As a piece of scientific research, it may serve as a stepping stone for those interested in further defining the "truth" of the effects of such programs on its participants and on the system in which it is imbedded.



APPENDIX A

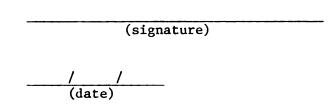
STATEMENT OF VOLUNTARY PARTICIPATION AND RELEASE OF INFORMATION

APPENDIX A

The paralegal training program at Southern Michigan Prison is being run by the State Bar of Michigan with funds from the American Bar Association. The American Bar Association is conducting an evaluation of this program, in order to find out how it works, its strong points and its weak points. To do a good evaluation, it is important to get the inmates' feelings about it and related questions. In exchange for your cooperation and time, you will be paid \$5.00. In about six months, we will be asking you to help us again, for another \$5.00.

I am willingly completing these questionnaires, with the understanding that all of the information that I give will be kept confidential. My name will not be associated with the information I will give and will not be included in any of the evaluation's findings. Any information included in the evaluation report will be information about the group as a whole, not that of any individual. In no way can any information I give be held against me.

I give my permission for the evaluation to examine my prison records, with the understanding that the same confidentiality as mentioned above will apply with respect to my records.



APPENDIX B

LEGAL KNOWLEDGE EXAM

APPENDIX B

LEGAL KNOWLEDGE EXAM

Jackson Prison - Paralegal Training Program

- T F 1. "Federalism" is a political system in which political authority is held exclusively by a central government.
- T F 2. The United States Government is divided into three branches.
- T F 3. An attorney must devulge all matters discussed with his client if a court so orders.
- T F 4. Any graduate of an A.B.A. approved law school may automatically practice law in Michigan.
- T F 5. A paralegal may practice law in Michigan.
- T F 6. Paralegals do not have to be certified in Michigan.
- T F 7. A prosecutor who maintains a private law practice may not represent clients in criminal cases in the court where he serves as prosecutor.
- T F 8. A famous criminal lawyer may advertise his legal speciality.
- T F 9. Attorneys in Michigan need not adhere to fee schedules approved by local bar associations.
- T F 10. "Stare decisis" refers to a process by which the law develops.
- T F 11. All law is made by the courts.
- T F 12. One must wait to bring a legal action until the statute of limitations has run.
- T F 13. "Substantive law" defines the procedures that one must follow in bringing a legal action.
- T F 14. "Equity" generally allows more flexible remedies than "law."

- T F 15. Clients generally do not tell the whole truth during the first interview.
- T F 16. Eyewitness testimony is always the most difficult evidence to overcome.
- T F 17. It is important to get full information about the client's background.
- T F 18. It is helpful to develop a checklist for client interview in various legal areas.
- T F 19. It is best to discuss legal fees after one has been successful in representing a client.
- T F 20. One should approach an interview with a criminal client with a theory in mind.
- T F 21. Alibi witnesses generally provide a foolproof case for the defense in a criminal case.
- T F 22. Specific intent may be shown by methods other than the expert testimony of a psychiatrist.
- T F 23. It is unprofessional for an attorney to regularly contact a client and bring him up to date on the case.
- T F 24. Ultimately the goal of any interview is to get the facts as completely as possible.

The following questions refer to basic sources in a law library (25-43):

- 25. and 26. Reports of Michigan Supreme Court cases may be found in what two publications?
 - 1.
 - 2.
 - 27. The citation M.S.A. 27A-305 refers to what publication?
 - 28. What other publication covers essentially the same material as M.S.A.?
 - 29. If one wants to determine if a leading case has been overruled, where would one first look?
 - 30. If one wants to determine the contents of a complaint in Michigan, where would one look?
 - 31. The citation 36 U.S.C. 25 refers to what source?

- 32. If one wants to determine if an earlier case has been used as authority in later cases, where would one look?
- 33. Annotations generally refer to what?
- 34. How would one cite a Michigan District court case?
- 35. Where would one look for U. S. Court of Appeals cases?
- 36. The following citation refers to what court? (318 Mich. 478)
- 37. If the Michigan legislator passed a statute in the last month, where specifically is one apt to find it?
- 38. Name the authoritative publication dealing exclusively with Michigan criminal law.
- 39. The following citation refers to what court? 15 Mich. Ap. 421.
- 40. C.J.S. refers to what publication?
- 41. The following citation refers to what court? 76 L. Ed. 1711
- 42. Name one law dictionary.
- 43. If one is to do research in a set of annotated statutes, where does he look first?
- T F 44. Organization and proper use of the English language are not important in a good legal memorandum.
 - 45. Misdemeanor cases are tried in which Michigan Court?
 - 46. Preliminary exams for felonies are heard in which Michigan Court?
 - 47. Felony convictions are generally appealed to which Michigan Court?
 - 48. What is the court of ultimate jurisdiction for criminal matters in Michigan?
 - 49. Appellate procedure is spelled out in what authoritative source?
 - 50. A common law writ by which a court commands a public official to do a specific act is called what?
 - 51. A common law writ which is issued by a higher court, to a lower court, commanding the lower court to send a case to the higher court for review purposes, is called what?

- 52. A common law writ used to obtain the release of a person unlawfully imprisoned is called what?
- 53. Appeals from misdemeanor convictions are generally heard by which Michigan court?
- 54. In Michigan, may the prosecution appeal a jury verdict for acquittal?
- T F 55. An individual may generally represent himself in a criminal case.
- T F 56. Administrative hearings are subject to the same "due process" requirements as court trials.
- T F 57. The vast majority of criminal cases are not brought to trial.
- T F 58. The main reason for plea bargaining cited by prosecutors is economics.
- T F 59. Any plea bargained must have the approval of a judge.
- T F 60. A paralegal must be a licensed private investigator to investigate cases in Michigan.
- T F 61. Most people are gullible about answering questions.
- T F 62. One can check his neighbor's property taxes at the County Treasurer's office.
- T F 63. One can often determine the price paid for real estate by going to the Register of Deeds' office.
 - 64. What legal process is used to require the presentation of documents in court?
 - 65. What legal process is used to compel a witness to appear in court?
 - 66. Crimes are generally divided into two categories. What are they?

1.

2.

- 67. Define a felony.
- 68. (Is the following an accurate statement?) Michigan has a well organized criminal code.

- 69. If one wants to challenge the constitutionality of a state criminal statute, how many constitutions could be involved?
- 70. How many "due process" clauses are there in the U. S. Constitution?
- 71. Where does one find a "due process" clause or clauses in the U. S. Constitution?
- 72. What section of the U. S. Constitution deals with search and seizure?
- 73. What is the leading case dealing with custodial interrogation?
- 74 and 75. What rights must be read to a criminal suspect prior to interrogation?
- 76. In Michigan, the commonly used method of charging a criminal defendant is by ______.
- 77. The commonly used method of charging a criminal defendant in a Federal prosecution is by ______.
- 78. What must exist before a search warrant will be issued?
- 79. Generally, a defendant first pleads at what stage in a criminal proceeding in Michigan?
- T F 80. Bail may be excessive if the circumstances are extraordinary.
- T F 81. Searches and seizures without a warrant are never valid.
- T F 82. A criminal defendant is guaranteed the right to a speedy trial.
- T F 83. Bail need not be set for certain criminal offenses.
- T F 84. There are no statutes of limitations for crimes in Michigan.
- T F 85. A defendant in a criminal case must be proven guilty by a preponderance of the evidence in order to be convicted.
- T F 86. The "judicial article" of the U. S. Constitution is Article 3.
- T F 87. The "congressional article" of the U. S. Constitution is Article 1.
- T F 88. The key constitutional provision dealing with "state action" is the 14th Amendment.

- T F 89. Freedom of religion is guaranteed in Article 2 of the U. S. Constitution.
- T F 90. Involuntary servitude is prohibited by the 20th Amendment.
- T F 91. Freedom of speech is guaranteed by the 1st Amendment.
- T F 92. Under recent U. S. Supreme Court holdings, abortion is legal under any circumstances.
 - 93. Name two advantages of a partnership over a corporation.

1.

2.

- 94. Name two advantages of a corporation over a partnership.
 - 1.

2.

- 95. If one wants to create a partnership or corporation in Michigan, what must one generally do?
- T F 96. A sixteen year old may be tried as an adult in Michigan.
- T F 97. One who dies without a will is referred to as "intestate."
- T F 98. The property of one who dies with a will goes by descent and distribution.
- T F 99. The best way to avoid taxes and estate expenses is not to make a will.
- T F 100. A tenant who fails to pay his rent on time may be immediately evicted under Michigan law.
- T F 101. Under Michigan law, a landlord may demand $1\frac{1}{2}$ times the monthly rent as a security deposit.
- T F 102. A security deposit is considered the landlord's money under Michigan law.
- T F 103. A landlord must generally sue to collect a security deposit under Michigan law.
- T F 104. A tenant must fill out a damage checklist to protect his interests under Michigan law.
- T F 105. Leases over one year in duration must be in writing to be enforceable.

- T F 106. A tenant who moves out before his lease expires and refuses to pay further rent may be liable for the remaining rent under the lease.
- T F 107. Michigan law recognizes "community property."
- T F 108. Michigan does not recognize common law marriages.
- T F 109. Women have full rights to contract in Michigan.
- T F 110. Michigan recognizes "dower rights."
- T F 111. A wife is never liable for the individual debts of a husband.
- T F 112. Adultery is a ground for divorce in Michigan.
- T F 113. A party who moves to Michigan from Ohio must be a resident of Michigan for 30 days before he may file for divorce in a Michigan court.
- T F 114. A husband is never liable for the individual debts of a wife.
- T F 115. A husband and wife in Michigan generally take title to real estate as tenanta by the entireties.
- T F 116. Child custody in Michigan is based upon the "best interests of the family" concept.
 - 117. An employer in Michigan may not raise an employee's _____ as a defense to a workman's compensation claim.
 - 118. The personal exemption for an individual under the Internal Revenue Code is ${}^{\circ}$.
 - 119. A gift to an individual is taxable under the Federal Gift Tax if it exceeds
 - 120. Social Security (1) is (2) is not technically considered part of the Federal welfare system.
 - 121. An unmarried mother of 17 children would probably apply for aid under what Federal welfare program?
 - 122. The chief qualification to a recipient of welfare funds is
 - 123. The most significant type of aid given by the Federal Government to state governments comes from what type of program?

- 124. What is the major condition attached to most Federal programs?
- T F 125. An adjudication of bankruptcy removes all of the bankrupt's debts.
- T F 126. If creditors believe an insolvent debtor is favoring other creditors, they file a voluntary bankruptcy petition.
- T F 127. If a creditor seeks to collect a judgment against a debtor, he may garnish the real property of the debtor.
- T F 128. Recent Federal legislation in the consumer credit field does not generally protect the consumer who ignores the terms of his loan.
 - 129. If a seller of real property tries to back out of his agreement to sell, the purchaser may enforce the agreement by the equitable remedy of:
 - 130. If one seeks an equitable remedy in Michigan, one brings his action in what court?

APPENDIX C

RATING CONCEPTS

APPENDIX C

Name
The purpose of this test is to measure the meanings of certain things to you, by having you judge them against a series of descriptive scales. In taking this test, please make your judgments on the basis of what these things mean to you. On each page you will find a different concept to be rated and beneath it a set of scales. You are to rate the concept on each of these scales in order. Here is how you are to use these scales:
If you feel that the concept at the top of the page is <u>very closely related</u> to one end of the scale, you should place your check mark as follows:
FAIR _X : : : : : : UNFAIR
OR FAIR::::: X UNFAIR
If you feel that the concept is <u>quite closely related</u> to one or the other end of the scale (but not extremely), you should place your check mark as follows:
STRONG : _ X _ : : : : : : WEAK
OR STRONG : : : : : WEAK
If the concept seems <u>only slightly related</u> to one side as opposed to the other side (but is not really neutral), then you should place your check as follows:
HONEST : : _X : : : : DISHONEST
OR HONEST : : : _X : : DISHONEST
The direction toward which you check, of course, depends on which of the two ends of the scale seems most characteristic of the thing you're judging.

If you consider the concept to be neutral on the scale, both sides of the scale <u>equally associated</u> with the concept, or if the scale is <u>completely irrelevant</u>, unrelated to the concept, then you should place your check mark in the middle space:

CLEAN		::		: <u>X</u>	- :		:		:	DIRTY
IMPORTANT:	(1)	Place you on the bo			in	the mi	iddle	of	spaces,	not
			THIS	•	•	NOT	THIS			

- (2) Be sure you check every scale for every concept do not omit any.
- (3) Never put more than one check mark on a single scale.

Sometimes you may feel as though you've had the same item before on the test. This will not be the case, so don't look back and forth through the items. Do not try to remember how you checked similar items earlier in the test. Make each item a separate and independent judgment. Do not worry or puzzle over individual items. It is your first impressions, the immediate feelings about the item, that we want. On the other hand, please do not be careless, because we want your true impressions.

Items begin on the next page.

POLICEMEN

Good:::	:: Bad
Friendly : : :	::: Unfriendly
Consistent : : :	::: Inconsistent
Available : : :	::: Unavailable
Effective : : :	::: Ineffective
Valuable : : :	:: Worthless
Clean : : :	:: Dirty
Honest : : :	::: Dishonest
Strong : : :	: : Weak
Fair : : :	::: Unfair
Judgments on these same ten scales additional items:	were also made for each of these
Police department	SMP Academic School
Judges	Defense lawyers
Courts-Trial	Prosecution lawyers
Courts-Appeals	Bar Association
State Supreme Court	Treatment programs
Federal Courts	Block counselors
Laws	Block officers
Parole	Paralegal Training Program
Legal profession	Teachers in the Paralegal Training
SMP (Jackson	Program
Parole Board	Myself

APPENDIX D

SELF-CONCEPT SCALE

APPENDIX D

				Name					
Cir	cle the appropriate n	umbe	er fo	or ea	ch (quest	ion	,	
1.	When it comes to mak I behave	ing	deci	ision	S O 1	n imp	orta	ant ma	atters, I believe
	Very inefficiently	1	2	3	4	5	6	7	Very efficiently
2.	In arriving at decis	ions	s, I						
	Logically and carefully evaluate the alternatives	1	2	3	4	5	6	7	Intuitively and impulsively evaluate the alternatives
3.	When making most dec	isio	ons,	I fe	el				
	Not at all confident	1	2	3	4	5	6	7	Very confident
4.	When first meeting p	eop:	le wh	no ar	e d:	iffer	ent	than	I, I feel
	Very comfortable	1	2	3	4	5	6	7	Very uncomfortable
5.	I find myself acting	as	a he	elper	in	deal	ing	with	friends' problems
	Very frequently	1	2	3	4	5	6	7	Very infrequently
6.	In completing frustr	atin	ng ta	ısks,	I	am			
	Never persistent	1	2	3	4	5	6	7	Always persistent

APPENDIX E

FUTURE LIFE QUESTIONNAIRE

APPENDIX E

	Name
will	following is a series of questions about what you think your life be like after you get released from prison. Sometimes it will be to guess, but do the best you can.
I be	lieve I will be getting out of prison in,
	(month) (year)
1.	When do you think you will get your first job (circle the letter of your answer)
	A. I will have one lined up before I get out. B. I will get one within a week after I get out. C. I will get one within a month. D. I will get one within six months. E. I will get one after six months or never.
2.	How much do you think you will earn per week at your first job?
3.	How much do you think you will enjoy your first job (circle your answer)?
	1 2 3 4 5 like it a lot like it OK (neutral) dislike it hate it
4.	What kind of work do you want to get?
5.	How likely is it that you will get the kind of work that you want?
	1 2 3 4 5 almost for sure likely maybe unlikely almost impossible
6.	How likely is it that you will be able to get a job where you have to handle large amounts of cash?
	1 2 3 4 5 almost for sure likely maybe unlikely almost impossible

7.	How likely is it that you will be able to establish credit?
	1 2 3 4 5 almost for sure likely maybe unlikely almost impossible
8.	Will you have the same friends when you get out as you did before you were imprisoned?
	1 2 3 4 5 almost none mostly about half most the almost all the same different the same same the same
9.	Do you think it will be difficult to relate to your immediate family when you get out? (circle the appropriate number)
	extremely difficult 1 2 3 4 5 6 7 extremely easy
10.	Do you think it will be difficult to relate to your friends when you get out?
	extremely difficult 1 2 3 4 5 6 7 extremely easy
11.	Do you want to get more education after you get out? yesno If you said yes, what more education would you like to get?
12.	How likely is it that you will get more education after you get released?
	1 2 3 4 5 almost for sure likely maybe unlikely extremely unlikely
13.	How likely is it that you will be arrested for a crime you commit after you release?
	1 2 3 4 5 almost for sure likely maybe unlikely extremely unlikely

APPENDIX F

ACTIVITIES ON OTHER INMATES' LEGAL PROBLEMS

APPENDIX F

ACTIVITIES ON OTHER INMATES' LEGAL PROBLEMS

The following pages list different legal problems that other inmates may have asked your advice about recently. If an inmate has asked your advice about the type of problem listed in the past six months, check "yes" and answer the questions after it concerning what you did about it. If you haven't been asked about the problem in the past six months, check "no" and continue to the next problem.

DEBTS AND REPOSSESSION OF PROPERTY

hay any	ned in the past six months? How many different people re asked? What advice did you give (or usually give),
	you gave advice, what was the result (how did the problem tale)? (Circle your answer.)
A. B.	The problem got worse No result, the problem stayed the same, or the inmate didn take your advice
C. D. E.	The problem got somewhat better, but not completely The problem was completely solved Can't tell yet
	DIVORCE AND CHILD CUSTODY
	ve other inmates asked your advice about this problem? If
per	on to the next problem. If yes, how many times has this hand in the past six months? How many different people we asked? What advice did you give (or usually give),
per hav	ned in the past six months? How many different people ye asked? What advice did you give (or usually give),
If out	you gave advice, what was the result (how did the problem to)? (Circle your answer.) The problem got worse No result, the problem stayed the same, or the inmate didnetake your advice
If out	you gave advice, what was the result (how did the problem to)? (Circle your answer.) The problem got worse No result, the problem stayed the same, or the inmate didnatake your advice The problem got somewhat better, but not completely The problem was completely solved
If out	you gave advice, what was the result (how did the problem to)? The problem got worse No result, the problem stayed the same, or the inmate didnatake your advice The problem got somewhat better, but not completely The problem was completely solved

If you gave advice, what was the result (how did the problem turn out)? (Circle your answer.)

- A. The problem got worse
- B. No result, the problem stayed the same, or the inmate didn't take your advice
- C. The problem got somewhat better, but not completely
- D. The problem was completely solved
- E. Can't tell yet

	HOUSING (TENANT-LANDLORD, CAN'T PAY MORTGAGE, ETC.)
4.	Have other inmates asked your advice about this problem? If no, go on to the next problem. If yes, how many times has this happened in the past six months? How many different people have asked? What advice did you give (or usually give), if any?
	If you gave advice, what was the result (how did the problem turn out)? (Circle your answer.)
	A. The problem got worseB. No result, the problem stayed the same, or the inmate didn't take your advice
	C. The problem got somewhat better, but not completely
	D. The problem was completely solved
	E. Can't tell yet
	APPEALING YOUR CONVICTION
5.	Have other inmates asked your advice about this problem? If no, go on to the next problem. If yes, how many times has this happened in the past six months? How many different people have asked? What advice did you give (or usually give), if

If you gave advice, what was the result (how did the problem turn out)? (Circle your answer.)

- A. The problem got worse
- B. No result, the problem stayed the same, or the inmate didn't take your advice
- C. The problem got somewhat better, but not completely
- D. The problem was completely solved
- E. Can't tell yet

any?

DISCIPLINARY TICKETS

pen	e other inmates asked your advice about this problem? If no on to the next problem. If yes, how many times has this haped in the past six months? How many different people e asked? What advice did you give (or usually give), :?
	you gave advice, what was the result (how did the problem turn)? (Circle your answer.)
A. B. C. D.	The problem got worse No result, the problem stayed the same, or the inmate didn'take your advice The problem got somewhat better, but not completely The problem was completely solved
E.	Can't tell yet
	TAXES
	e other inmates asked your advice about this problem? If no
pen	on to the next problem. If yes, how many times has this hap ed in the past six months? How many different people e asked? What advice did you give (or usually give),
pen hav any ———————————————————————————————————	on to the next problem. If yes, how many times has this hap ed in the past six months? How many different people e asked? What advice did you give (or usually give),? you gave advice, what was the result (how did the problem tu
pen hav any If out	on to the next problem. If yes, how many times has this haped in the past six months? How many different people e asked? What advice did you give (or usually give),? you gave advice, what was the result (how did the problem turn)? (Circle your answer.)
pen hav any ———————————————————————————————————	on to the next problem. If yes, how many times has this hap ed in the past six months? How many different people e asked? What advice did you give (or usually give),? you gave advice, what was the result (how did the problem tu)? (Circle your answer.) The problem got worse No result, the problem stayed the same, or the inmate didn'take your advice
If out	on to the next problem. If yes, how many times has this hap ed in the past six months? How many different people e asked? What advice did you give (or usually give),? you gave advice, what was the result (how did the problem tu)? (Circle your answer.) The problem got worse No result, the problem stayed the same, or the inmate didn'take your advice
If out	on to the next problem. If yes, how many times has this hap ed in the past six months? How many different people e asked? What advice did you give (or usually give),?

If you gave advice, what was the result (how did the problem turn out)? (Circle your answer.)

- A. The problem got worse
- B. No result, the problem stayed the same, or the inmate didn't take your advice
- C. The problem got somewhat better, but not completely
- D. The problem was completely solved

D. The problem was completely solved

E. Can't tell yet

E. Can't tell yet

PAROLE VIOLATIONS

9.	Have other inmates asked your advice about this problem? If no, go on to the next problem. If yes, how many times has this happened in the past six months? How many different people have asked? What advice did you give (or usually give), if any?
	If you gave advice, what was the result (how did the problem turn out)? (Circle your answer.)
	 A. The problem got worse B. No result, the problem stayed the same, or the inmate didn't take your advice C. The problem got somewhat better, but not completely D. The problem was completely solved E. Can't tell yet
	VIOLATIONS OF CIVIL RIGHTS IN INSTITUTION
10.	Have other inmates asked your advice about this problem? If no, go on to the next problem. If yes, how many times has this happened in the past six months? How many different people have asked? What advice did you give (or usually give), if any?
	If you gave advice, what was the result (how did the problem turn out)? (Circle your answer.)
	 A. The problem got worse B. No result, the problem stayed the same, or the inmate didn't take your advice C. The problem got somewhat better, but not completely

OTHER?

1.	Have other inmates asked your advice about this problem? If no, go on to the next problem. If yes, how many times has this happened in the past six months? How many different people have asked? What advice did you give (or usually give), if
	any?
	If you care advice what was the wesult (here did the muchlem turns

If you gave advice, what was the result (how did the problem turn out)? (Circle your answer.)

- A. The problem got worse
- B. No result, the problem stayed the same, or the inmate didn't take your advice
- C. The problem got somewhat better, but not completely
- D. The problem was completely solved
- E. Can't tell yet

APPENDIX G

ACTIVITIES ON OWN LEGAL PROBLEMS

APPENDIX G

ACTIVITIES ON OWN LEGAL PROBLEMS

The following is a list of legal problems that inmates often have. Put a check mark by every problem that you have right now, or have had in the past six months. If you have that problem, then answer the questions following that problem about what you have done or plan to do about the problem. After the list of problems, there is a place where you can describe any other legal problems not already asked about.

DEBTS AND REPOSSESSION OF PROPERTY

Have you done anything about the problem? Yes No If so, breifly describe what you have done
If you have done something about the problem, what was the result (Circle the letter of your answer.)
A. Can't tell yet B. The problem got worse C. No result, the problem stayed the same D. The problem got somewhat better E. The problem was completely solved
Do you think you will do anything about this problem in the next six months? Yes No If so, briefly describe what you plan to do
How do you think this problem will change in the next six months? (Circle the letter of your answer.)

A. The problem will get worse

1.

- B. The problem will get better, but not completely
- C. The problem will be completely gone
- D. The problem will stay the same

DIVORCE AND CHILD CUSTODY

	ve you done anything about the problem? YesNo If so lefly describe what you have done
	you have done something about the problem, what was the resulting the letter of your answer.)
A. B. C. D. E.	No result, the problem stayed the same
six	you think you will do anything about this problem in the next months? Yes No If so, briefly describe what you plado
A. B. C. D.	The problem will get worse The problem will get better, but not completely The problem will be completely gone The problem will stay the same
	PROPERTY SEIZED BY POLICE AND NOT RETURNED S No (If you checked no, go on to the next problem.) s, briefly describe the problem
	ve you done anything about the problem? Yes No If so,

E.	The problem was completely solved
si	you think you will do anything about this problem in the nex months? Yes No If so, briefly describe what you pl
	w do you think this problem will change in the next six mont ircle the letter of your answer.)
Α.	The problem will get worse
В. С.	;,,
D.	The problem will stay the same
]	HOUSING (TENANT-LANDLORD, CAN'T PAY MORTGAGE, ETC.)
۔ مم	s No (If you checked no, go on to the next problem.)
	s, briefly describe the problem
	ve you done anything about the problem? Yes No If so eifly describe what you have done
	you have done something about the problem, what was the resircle the letter of your answer.)
Α.	Can't tell yet
В. С.	The problem got worse No result, the problem stayed the same
D.	The problem got somewhat better
E.	The problem was completely solved
	you think you will do anything about this problem in the ne months? Yes No If so, briefly describe what you pl
	i months. Its no it so, bitcity describe what you pr

How do you think this problem will change in the next six months? (Circle the letter of your answer.)

- The problem will get worse Α.
- B. The problem will get better, but not completely
- C. The problem will be completely gone
- D. The problem will stay the same

YesNo (If you checked no, gon on to the next problem.) I yes, briefly describe the problem Have you done anything abut the problem? Yes No If so, briefly describe what you have done If you have done something about the problem, what was the result (Circle the letter of your answer.) A. Can't tell yet B. The problem got worse C. No result, the problem stayed the same D. The problem was completely solved Do you think you will do anything about this problem in the next six months? Yes No If so, briefly describe what you plan to do How do you think this problem will change in the next six months? (Circle the letter of your answer.) A. The problem will get worse B. The problem will get better, but not completely C. The problem will stay the same	APPEA	ALING YOUR CONVICTION	
If you have done something about the problem, what was the result (Circle the letter of your answer.) A. Can't tell yet B. The problem got worse C. No result, the problem stayed the same D. The problem got somewhat better E. The problem was completely solved Do you think you will do anything about this problem in the next six months? Yes No If so, briefly describe what you plan to do How do you think this problem will change in the next six months? (Circle the letter of your answer.) A. The problem will get worse B. The problem will get better, but not completely C. The problem will be completely gone			n.) If
If you have done something about the problem, what was the result (Circle the letter of your answer.) A. Can't tell yet B. The problem got worse C. No result, the problem stayed the same D. The problem got somewhat better E. The problem was completely solved Do you think you will do anything about this problem in the next six months? Yes No If so, briefly describe what you plan to do How do you think this problem will change in the next six months? (Circle the letter of your answer.) A. The problem will get worse B. The problem will get better, but not completely C. The problem will be completely gone			
A. Can't tell yet B. The problem got worse C. No result, the problem stayed the same D. The problem got somewhat better E. The problem was completely solved Do you think you will do anything about this problem in the next six months? Yes No If so, briefly describe what you plan to do How do you think this problem will change in the next six months? (Circle the letter of your answer.) A. The problem will get worse B. The problem will get better, but not completely C. The problem will be completely gone			so ,
A. Can't tell yet B. The problem got worse C. No result, the problem stayed the same D. The problem got somewhat better E. The problem was completely solved Do you think you will do anything about this problem in the next six months? Yes No If so, briefly describe what you plan to do How do you think this problem will change in the next six months? (Circle the letter of your answer.) A. The problem will get worse B. The problem will get better, but not completely C. The problem will be completely gone			
B. The problem got worse C. No result, the problem stayed the same D. The problem got somewhat better E. The problem was completely solved Do you think you will do anything about this problem in the next six months? Yes No If so, briefly describe what you plan to do How do you think this problem will change in the next six months? (Circle the letter of your answer.) A. The problem will get worse B. The problem will get better, but not completely C. The problem will be completely gone			result?
C. No result, the problem stayed the same D. The problem got somewhat better E. The problem was completely solved Do you think you will do anything about this problem in the next six months? Yes No If so, briefly describe what you plan to do How do you think this problem will change in the next six months? (Circle the letter of your answer.) A. The problem will get worse B. The problem will get better, but not completely C. The problem will be completely gone		Worse	
E. The problem was completely solved Do you think you will do anything about this problem in the next six months? Yes No If so, briefly describe what you plan to do How do you think this problem will change in the next six months? (Circle the letter of your answer.) A. The problem will get worse B. The problem will get better, but not completely C. The problem will be completely gone	C. No result, the p	problem stayed the same	
How do you think this problem will change in the next six months? (Circle the letter of your answer.) A. The problem will get worse B. The problem will get better, but not completely C. The problem will be completely gone			
How do you think this problem will change in the next six months? (Circle the letter of your answer.) A. The problem will get worse B. The problem will get better, but not completely C. The problem will be completely gone	Do you think you wil	11 do anything about this problem in the	next
How do you think this problem will change in the next six months? (Circle the letter of your answer.) A. The problem will get worse B. The problem will get better, but not completely C. The problem will be completely gone	six months? Yes	No If so, briefly describe what you	
(Circle the letter of your answer.) A. The problem will get worse B. The problem will get better, but not completely C. The problem will be completely gone			
(Circle the letter of your answer.) A. The problem will get worse B. The problem will get better, but not completely C. The problem will be completely gone			
(Circle the letter of your answer.) A. The problem will get worse B. The problem will get better, but not completely C. The problem will be completely gone	low do you think the	is problem will shapes in the part six m	ntha?
3. The problem will get better, but not completely C. The problem will be completely gone			onens:
C. The problem will be completely gone	A. The problem will	1 get worse	
DISCIPLINARY TICKETS	DIS	SCIPLINARY TICKETS	
Yes No (If you checked <u>no</u> , go on to the next problem.) If yes, briefly describe the problem			

	e you done anything about the problem? Yes No If so, efly describe what you have done
	you have done something about the problem, what was the resurcle the letter of your answer.)
A. B. C. D. E.	Can't tell yet The problem got worse No result, the problem stayed the same The problem got somewhat better The problem was completely solved
	you think you will do anything about this problem in the nex months? Yes No If so, briefly describe what you pladed
	do you think this problem will change in the next six month rcle the letter of your answer.) The problem will get worse The problem will get better, but not completely The problem will be completely gone The problem will stay the same
	TAXES
Yes yes	No (If you checked <u>no</u> , go on to the next problem.) briefly describe the problem
	e you done anything about the problem? Yes No If so, efly describe what you have done
	you have done something about the problem, what was the resurcle the letter of your answer.)
A. B. C. D.	Can't tell yet The problem got worse No result, the problem stayed the same The problem got somewhat better The problem was completely solved

	do

	do you think this problem will change in the next six mon rcle the letter of your answer.)
A. B. C. D.	The problem will get worse The problem will get better, but not completely The problem will be completely gone The problem will stay the same
RI	TAINERS IN OTHER STATES AND CRIMES NOT YET CHARGED
Yes yes	No (If you checked <u>no</u> , go on to the next problem.) https://doi.org/10.1003/10.0000000000000000000000000000
	efly describe what you have done
	you have done something about the problem, what was the re-
If (Ci	you have done something about the problem, what was the recreie the letter of your answer.) Can't tell yet The problem got worse
If (Ci	you have done something about the problem, what was the recrete the letter of your answer.) Can't tell yet The problem got worse No result, the problem stayed the same
If (Ci	you have done something about the problem, what was the recreie the letter of your answer.) Can't tell yet The problem got worse
If (Ci	you have done something about the problem, what was the recrete the letter of your answer.) Can't tell yet The problem got worse No result, the problem stayed the same The problem got somewhat better The problem was completely solved you think you will do anything about this problem in the next months? YesNo If so, briefly describe what you property solved
If (Ci	you have done something about the problem, what was the recrete the letter of your answer.) Can't tell yet The problem got worse No result, the problem stayed the same The problem got somewhat better The problem was completely solved you think you will do anything about this problem in the new
If (Ci	you have done something about the problem, what was the recrete the letter of your answer.) Can't tell yet The problem got worse No result, the problem stayed the same The problem got somewhat better The problem was completely solved you think you will do anything about this problem in the next months? YesNo If so, briefly describe what you property solved
If (Ci	you have done something about the problem, what was the recrete the letter of your answer.) Can't tell yet The problem got worse No result, the problem stayed the same The problem got somewhat better The problem was completely solved you think you will do anything about this problem in the next months? YesNo If so, briefly describe what you property solved
If (C:	you have done something about the problem, what was the recrete the letter of your answer.) Can't tell yet The problem got worse No result, the problem stayed the same The problem got somewhat better The problem was completely solved you think you will do anything about this problem in the name months? Yes No If so, briefly describe what you problem will change in the next six months the letter of your answer.) The problem will get worse
If (C:	you have done something about the problem, what was the rescrete the letter of your answer.) Can't tell yet The problem got worse No result, the problem stayed the same The problem got somewhat better The problem was completely solved you think you will do anything about this problem in the next months? YesNo If so, briefly describe what you problem will change in the next six months and you think this problem will change in the next six months.

PAROLE VIOLATIONS

	Have you done anything about the problem? YesNoIf so, briefly describe what you have done			
	you have done something about the problem, what was the res			
Α.	Can't tell yet			
В.	The problem got worse			
C.	The second secon			
D. E.	The problem got somewhat better The problem was completely solved			
	you think you will do anything about this problem in the no months? Yes No If so, briefly describe what you pl			
	do			
	do you think this problem will change in the next six mon			
(Ci	rcle the letter of your answer.)			
(Ci	rcle the letter of your answer.) The problem will get worse			
A. B.	The problem will get worse The problem will get better, but not completely			
A. B. C.	The problem will get worse The problem will get better, but not completely The problem will be completely gone			
A. B. C.	The problem will get worse The problem will get better, but not completely			
A. B. C.	The problem will get worse The problem will get better, but not completely The problem will be completely gone			
A. B. C. D.	The problem will get worse The problem will get better, but not completely The problem will be completely gone The problem will stay the same			
A. B. C. D. Yes	The problem will get worse The problem will get better, but not completely The problem will be completely gone The problem will stay the same VIOLATIONS OF CIVIL RIGHTS IN INSTITUTION No (If you checked no, go on to the next problem.) , briefly describe the problem			
A. B. C. D. Yes	The problem will get worse The problem will get better, but not completely The problem will be completely gone The problem will stay the same VIOLATIONS OF CIVIL RIGHTS IN INSTITUTION No (If you checked no, go on to the next problem.)			

	A. Can't tell yet B. The problem got worse C. No result, the problem stayed the same D. The problem got somewhat better E. The problem was completely solved Do you think you will do anything about this problem in the next six months? Yes No If so, briefly describe what you plan to do				
	How do you think this problem will change in the next six months (Circle the letter of your answer.)				
	A. The problem will get worse B. The problem will get better, but not completely C. The problem will be completely gone D. The problem will stay the same				
	OTHER?				
	Yes No (If you checked no, go on to the next problem.) If yes, briefly describe the problem				
	Have you done anything about the problem? Yes No If so, briefly describe what you have done				
	If you have done something about the problem, what was the result (Circle the letter of your answer.)				
	A. Can't tell yet B. The problem got worse C. No result, the problem stayed the same D. The problem got somewhat better E. The problem was completely solved				
	Do you think you will do anything about this problem in the next six months? YesNo If so, briefly describe what you plan				

How do you think this problem will change in the next six months? (Circle the letter of your answer.)

- A. The problem will get worse
- B. The problem will get better, but not completely
- C. The problem will be completely goneD. The problem will stay the same

APPENDIX H

SURVEY OF INMATE ATTITUDES ABOUT THE PROJECT

APPENDIX H

SURVEY OF INMATE ATTITUDES ABOUT THE PROJECT

The first three pages were completed for opinions about the para-NOTE: legal training program, then repeated for opinions about the legal aid clinic. CODE #_____ INTERVIEWER Legal Aid Clinic Paralegal Training Program 1. Have you heard of the program? Yes____ No___ IF NO. STOP 2. Where did you first hear about it? ____ Newspaper Inmates ____ Prison staff _____ Letter you received about this interview Other: describe IF #4. STOP 3. What is the service supposed to do? Is it doing what it is supposed to do? (7 point scale; 1 = not at all, 7 = exactly) ____ How useful is it for those inmates getting the service or 5. training? (1 = completely useless, 7 = extremely useful) ____ Is the service (or program) of use to you? (1 = completely useless, 7 = extremely useful) 7. How would you rate the program on a one to seven scale, if 1 = bad and 7 = good?8. 1 = unavailable, 7 = available

9.	1 = valuable, 7 = worthless
10.	1 = unfair, 7 = fair
11.	Do you think any of the inmates' general benefit fund should be used to support this program? Yes No How much do you think should be taken out of every \$1.00 of the fund to give to the program?
12.	Would you pay to use this service (get into the program)? Yes No How much?
	13-16 FOR PARALEGAL TRAINING ONLY
13.	Do you know anyone in the paralegal training program? Yes No Who?
	IF NO, SKIP #14.
14.	How does he (do they) feel about the program on a one to seven scale, where 1 = completely dissatisfied and 7 = completely satisfied?
15.	Did you try to get into the program? Yes No
	<pre>If NO, why not? 1 Didn't know about it 2 Didn't think I'd get in 3 Wasn't interested 4 Didn't think I would be able to do the work 5 Didn't think it was worthwhile 6 Other; describe</pre>
16.	Do you plan to try to get in the next training session if there is one? Yes No
	13-19 FOR LEGAL AID CLINIC ONLY
13.	Do you know anyone who has used the clinic? Yes No
14.	How did he (they) feel about the service he received? (1 to 7 scale; 1 = completely dissatisfied, 7 = completely satisfied)
15.	Have you used the service? Yes No
16.	If YES, what did you feel about the service you received? (same 1 to 7 scale as above)
	What other comments do you have about the service you received?

17.	If NO to #15, why not? 1 Haven't needed any service 2 Didn't know about the service 3 Don't think they'd help much 4 Other; describe
18.	If you had a legal aid problem, would you use the service? Yes No
19.	If NO, why not? Don't think they'd help Other; describe
20.	What other comments do you have about the program (service)? How could it be improved?

APPENDIX I

CURRICULUM OUTLINE

APPENDIX I

CURRICULUM OUTLINE

I. THE LEGAL PROFESSION

Overview of the Law/the Process of Government
Role of the Attorney and the Paralegal
Professional Responsibility
Ethics/Unauthorized Practice of Law
Law Office Organization
The law office, legal services, public defender and prosecutor, government agency, law office personnel, law office files/case control systems

II. BASIC SKILLS

Legal Reasoning and Analysis/Legal Terminology
Interviewing/Factual Analysis, Client Relations
Research and Writing
Methodology of Collateral Attacks on:
 Criminal Convictions
 Appellate Procedure
 Writs
Lay Advocacy
 Administrative Hearings
 Negotiation
 Arbitration
Investigation
Field Work-Service of Process/Filing Papers

III. LEGAL THEORY AND ISSUES

Constitutional Aspects of Criminal Law/Criminal Procedure
Constitutional Law
Business Organization
Probate
Trusts, Wills
Juvenile
Landlord and Tenant
Domestic Relations
Divorce/Property Settlements
Child Custody
Corrections/Prisoners' Rights
Workmen's Compensation
Taxation
Welfare

State and Federal Programs
Consumer Law
Bankruptcy
Debtor and Creditor
Consumer Law
Remedies/Equity

IV. ATTORNEY ADVISORS

APPENDIX J

COURSE LECTURERS AND TOPICS

APPENDIX J

COURSE LECTURERS AND TOPICS

	LECTURER	AFFILIATION	TOPIC
1.	Austin Anderson 2/10/76	Institute of Con- tinuing Legal Edu- cation of Ann Arbor, MI	Paralegal, Ethics, Unauthorized Prac- tice, Court Organi- zation
2.	Ed Trudeau 2/11/76	Doherty & Thomas Law Firm of Royal Oak, MI (Legal Asst.)	The Inmate and Ex- Offender as a Para- legal
3.	Jim Neuhard 2/13/76	State Appellate Defend. Office in Detroit, MI	Introduction to Criminal Proce- dures
4.	Robert Baer 2/17/76	Bar Project Train- ing Coordinator	Principles and De- finitions
5.	LaSalle Washington 2/18-20/76	Inmate Paralegal Trainee, Jackson Prison	Taxation
6.	Joe Kelly 2/27/76	State Appellate Defend. Office in Detroit, MI	Investigation
7.	Kim Fawcett 3/1/76	State Appellate Defend. Office of Detroit, MI	Criminal Procedure (Police Power)
8.	Robert Baer 3/3/76	Bar Project Train- ing Coordinator	Legal and Persua- sive Authorities
9.	Larry Esquina 3/5/76	State Appellate Defend. Office of Detroit, MI	Criminal Procedure (Search and Sei- zure)
10.	Robert Baer 3/8/76	Bar Project Train- ing Coordinator	Legal Analysis, Research and Writing
11.	Art Tarnow 3/9/76	Attorney at Law Detroit, MI	Federal Habeas Corpus

	<u>LECTURER</u>	<u>AFFILIATION</u>	TOPIC
12.	Jane Platt 3/10/76	State Appellate Defend. Office of Detroit, MI	Criminal Procedure (Exclusionary Rule)
13.	Peter Yelorda Betty Magee 3/11/76	Washtenaw County Pre-Trial Diver- sion and Investi- gation Unit	Pre-Trial Diversion and Ex-Offender Job Placement
14.	Don MacIntyre 3/15/76	Gregory, MacIntyre, and Strickland of Detroit, MI	Criminal Procedure (Confessions)
15.	Ramsey Gregory 3/17/76	Gregory, MacIntyre, and Strickland of Detroit, MI	Evidence-Direct and Cross Examination
16.	James Geary 3/22/76	Howard and Howard Law Firm of Kala- mazoo, MI	Criminal Procedure (Right to Counsel)
17.	Ramsey Gregory 3/24/76	Gregory, MacIntyre, and Strickland of Detroit, MI	Evidence-Redirect and Recross Exami- nation
18.	Sharon Sloan 3/25/76	Center for Urban Law and Housing of Detroit, MI	Criminal Procedure (Eye-Witness I.D.)
19.	Phillip Schaefer 3/26/76	Bauckham, Reed, Lang and Schaefer of Kalamazoo, MI	Introduction to Domestic Relations
20.	Ramsey Gregory 3/31/76	Gregory, MacIntyre, and Strickland of Detroit, MI	Evidence-Impeach- ment
21.	Kim Fawcett 4/1/76	State Appellate Defend. Office of Detroit, MI	Criminal Procedure (Preliminary Exam)
22.	Joe Filip 4/6/76	Filip, Engle, and Grant Law Firm of Jackson, MI	Criminal Procedure (Speedy Trial)
23.	Joe Kelley 4/8/76	State Appellate Defend. Office of Detroit, MI	Scientific Evidence (Latent Prints)
24.	John Minock 4/12/76	Juvenile Defender of Detroit, MI	Juvenile Law

25.	Steven Brown 4/13/76	Attorney at Law, Lansing, MI	Pre-Trial Diversion
26.	Joe Kelly 4/20/76	State Appellate Defend. Office of Detroit, MI	Scientific Evidence (Ballistics)
27.	Phillip Schaefer 4/21/76	Bauckham, Reed, Lang and Schaefer of Kalamazoo, MI	Domestic Relations (Complaint and Judgment)
28.	Barbara Betsey 4/27/76	State Appellate Defend. Office of Detroit, MI	Criminal Procedure (Double Jeopardy)
29.	Ramsey Gregory 4/28/76	Gregory, MacIntyre, and Strickland of Detroit, MI	Evidence-Witness Competency
30.	Robert Baer 5/3/76	Bar Project Train- ing Coordinator	Commencing Civil Action
31.	George James 5/4/76	Inmate-Jackson Prison Jailhouse Lawyer	Brief Writing in the Area of Habeas Corpus
32.	Ramsey Gregory 5/6/76	Gregory, MacIntyre, and Strickland of Detroit, MI	Evidence-Judicial Notice
33.	Steven Moulton 5/8/76	Kalamazoo County Friend of the Court	Friend of the Court Procedure
33.	5/8/76	-	
	5/8/76 Frank Zerbot	Friend of the Court State Appellate Defend. Office of	Procedure Criminal Procedure
34.	5/8/76 Frank Zerbot 5/11/76 Ramsey Gregory	Friend of the Court State Appellate Defend. Office of Detroit, MI Gregory, MacIntyre, and Stricklsnad of	Procedure Criminal Procedure (Special Defenses)
34.	5/8/76 Frank Zerbot 5/11/76 Ramsey Gregory 5/13/76 Norris Thomas	Friend of the Court State Appellate Defend. Office of Detroit, MI Gregory, MacIntyre, and Stricklsnad of Detroit, MI State Appellate Defend. Office of	Procedure Criminal Procedure (Special Defenses) Evidence-Scientific

39.	Kathleen Cummins 5/26/76	State Appellate Defend Office of Detroit MI	Criminal Procedure	
40.	Jim Jackson 5/27/76	Jackson Legal Aid	Consumer Protection	
41.	Barbara Levine 6/3/76	State Appellate Defend Office of Detroit, MI	Criminal Procedure: Defense	
42.	Bruce Barton 6/4/67	Jackson County Prosecuting Attorney	Prosecution	
43.	Carlos Falcon 6/5/76	Eastern Michigan University	Career Development and Planning	
44.	Phil Prygoski 6/10/76	Michigan Superior Court	Probate Proceedings	
45.	Ramsey Gregory 6/15/76	Gregory, MacIntyre, and Strickland of Detroit, MI	Evidence	
46.	Don MacIntyre 6/17/76	Gregory, MacIntyre, and Strickland of Detroit, MI	Prisoners' Rights	
47.	Fulton Eaglin 6/22/76	Attorney at Law	Small Business Organization	
48.	Ron Jordon 7/2/76	Inmate-Jackson Prison, Jailhouse Lawyer	Brief Writing and Research	
49.	Ron Jordan 7/7/76	Inmate-Jackson Prison, Jailhouse Lawyer	Appellate Practices	
50.	Don MacIntyre 7/12/76	Gregory, MacIntyre, and Strickland of Detroit, MI	Prisoners' Rights	
51.	Ron Jordan 7/22/76	Inmate-Jackson Prison, Jailhouse Lawyer	Research	
52.	James Neuhard 7/28/76	State Appellate Defend. Office of Detroit, MI	Brief Reading	

53.	Ron Jordan 7/29/76	Inmate-Jackson Prison, Jailhouse Lawyer	Brief Writing
54.	Don MacIntyre 8/2/76	Gregory, MacIntyre, and Strickland of Detroit, MI	Prisoners' Rights
55.	Ron Jordan 8/6/76	Inmate-Jackson Prison, Jailhouse Lawyer	Brief Writing
56.	Don MacIntyre 8/12/76	Gregory, MacIntyre, and Strickland of Detroit, MI	Prisoners' Rights
57.	E. Rittiman 8/26/76	Clerk, Federal Court First District	Operation of Clerk's Office

APPENDIX K

INTERNAL CONSISTENCY OF SEMANTIC DIFFERENTIAL CONCEPT SCALES

APPENDIX K

INTERNAL CONSISTENCY OF SEMANTIC DIFFERENTIAL CONCEPT SCALES

	Cronb Al PRE	ach's pha POST	High	est Corrected It	em-Total	Correlation POST
SMP	.88	.90	(.89)	Fair-Unfair	(.93)	Fair-Unfair
Defense Lawyer	.91	.94	(.81)	*	(.93)	Fair-Unfair
Block Officers	.85	.95	(.83)	Good-Bad	(.92)	Good-Bad Fair-Unfair Good-Bad
Block Counselors	.92	.96	(.91)	Consistent- Inconsistent	(.89)	Consistent- Inconsistent
Prosecuting Lawyer	.90	.92	(.79)	Valuable- Worthless	(.90)	Valuable Worthless
Bar Asso- ciation	.93	.88	(.84)	Good-Bad	(.74)	Friendly- Unfriendly
Academic School	.92	.96	(.88)	Honest- Dishonest	(.93)	Good-Bad Valuable- Worthless
Police Departments	.95	.97	(.89)	Good-Bad	(.92)	Effective- Ineffective Strong-Weak
Supreme Court	.95	.97	(.89)	Good-Bad	(.96)	Fair-Unfair
Appeals Court	.93	.95	(.84)	Fair-Unfair	(.90)	Valuable- Worthless
Parole Board	.96	.94	(.93)	Friendly- Unfriendly	(.91)	Good-Bad
Laws	.92	.97	(.88)	Honest-Dishones Strong-Weak	t (.91)	Valuable- Worthless
Parole	.91	.94	(.82)	Good-Bad	(.83)	Available- Unavailable

	Cronbach's Alpha PRE POST		High	Highest Corrected Item-Total PRE		
Legal		.95	(83)	Honest-Dishone	est (.92)	POST Fair-Unfair
Profession	• 72	• , ,	(.03)	nonest Disnon	(.,2)	rair omair
Federal Courts	.93	.98	(.92)	Weak-Strong Honest-Dishone		Fair-Unfair
Teachers	.95	.89	(.88)	Good-Bad	(.87)	Fair-Unfair
Self	.89	.89	(.79)	Clean-Dirty	(.81)	Valuable- Worthless
Training Programs	.86	.87	(.72)	Fair-Unfair	(.82)	Honest- Dishonest
Judges	.96	.96	(.93)	Good-Bad	(.92)	Strong-Weak

^{*} Fair-Unfair, Honest-Dishonest, and Valuable-Worthless all at .81.

APPENDIX L

INTERNAL CONSISTENCY OF LEGAL KNOWLEDGE SUBSCALES

APPENDIX L

INTERNAL CONSISTENCY OF LEGAL KNOWLEDGE SUBSCALES

RESEARCH METHODS ALPHA = .92		CRIMINAL LAW ALPHA = .83		CONSITUTIONAL LAW ALPHA = .79	
	tem-Total	Item-Total			Item-Total
	Correla-		Correla-	_	Correla-
Item	tion	Item	tion	Item	tion
25	.66	8	.44	70	.42
26	.76	21	.47	71	.42
27	.74	47	.36	72	. 54
28	.79	53	.36	73	.39
31	.65	67	.51	75	.43
32	.69	72	.62	83	.34
33	.44	73	.44	86	.38
35	.53	74	.47	87	.36
36	.63	75	.50	88	.66
37	.35	76	.46	89	.33
38	.33	77	.62	90	.38
39	.40	79	.59	91	.55
40	.64				
42	.52				
49	.47				
50	.77				
60	.49				

CIVII ALPHA			MICHIGAN LAW ALPHA = .72		
_	Total		Item-Total		
Item	Correla- tion	Item	Correla- tion		
92	.49	6	.67		
97	.36	54	29		
106	.38	112	.44		
108	.48	113	.55		
109	.36	.30	.47		
113	.28				
115	.39				
116	.44				
129	.24				
130	.32				



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