

A SURVEY AND ANALYSIS OF THE EDUCATIONAL PROGRAM OF THE
ACADEMIC SCHOOL OF THE STATE PRISON OF SOUTHERN MICHIGAN,
JACKSON, MICHIGAN, AND ITS IMPLICATIONS FOR THE REHABILITATION
OF RELEASED INMATES

THESIS FOR THE DEGREE OF PHD

MICHIGAN STATE UNIVERSITY

JAMES S. BEADLE

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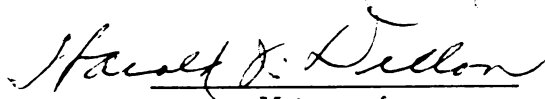
A Survey and Analysis of the Educational Program of the
Academic School of the State Prison of Southern Michigan,
Jackson, Michigan and its implications for the Rehabilitation
of Released Inmates

presented by

James S. Beadle

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of the requirements for

Ph.D. degree in Education


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ABSTRACT

A SURVEY AND ANALYSIS OF THE EDUCATIONAL PROGRAM OF THE ACADEMIC SCHOOL OF THE STATE PRISON OF SOUTHERN MICHIGAN, JACKSON, MICHIGAN, AND ITS IMPLICATIONS FOR THE REHABILITATION OF RELEASED INMATES

by James S. Beadle

The purpose of this study was to make a survey and analysis of the reactions of a selected sample of those inmates released to society from the State Prison of Southern Michigan at Jackson who had participated in the educational program of the institution during their period of incarceration and to determine their feelings concerning the program. It was hoped this survey and analysis would provide some measure of the aid that had been provided to the participants for their rehabilitation to society.

A personal interview was determined to be the preferred method of contacting a sample of this nature and of a potential of fifty-four respondents, thirty-nine were interviewed. The sample was restricted to those residing within the geographic limits of the City of Detroit, Michigan, with the hope of achieving a more homogeneous sample.

Among the findings of the study were (1) There is little characteristic difference between the sample and the total population in terms of employment, wages, job satisfaction, religious participation, and residential movement. (2) There is a sensitivity, generally, to the position in which other members of their group, and people as a whole, find themselves. (3) There is general acceptance of the educational program, as such, with some feeling for expansion directed toward vocational ends. (4) 92% stated that the program of education at the institution

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should be continued and expanded. (5) Employment rates upon release were considerably higher than those prior to incarceration. (6) Most respondents felt they were motivated to participate in the program through their own initiative rather than an external stimulus. (This was not upheld when the records were checked.)

On the basis of these findings the writer feels that the Educational Program of the State Prison of Southern Michigan is a worthwhile program and does provide some measure of assistance in the rehabilitation of released inmates after their incarceration. However, one must note that the degree of aid is largely dependent upon the individual inmate. It is incongruous to believe that such a program could help someone who did not want the help. The responses received by the writer during the interviews were indicative of a 'change' of feeling on the part of those that had been released. There seemed to be greater acceptance of the responsibilities they must shoulder for others than that possessed by the newly incarcerated. The major contribution of the Educational Program was not so much the knowledge imparted as the change in attitude that appeared to have been created in the reactions of the participants. The fact that there was concern expressed for those still incarcerated speaks well for the program as the feeling expressed by those newly incarcerated was completely polar to this.

In light of the feelings expressed by the participants the writer senses some justifiable faith in their suggestions for further expansion of the program into the vocational areas while at the same time striving for a "new look" at the period of incarceration not as one of punishment but of treatment. This would provide a better effect on both the 'giver'

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James S. Beadle

and the 'receiver' of the treatment.

This approach along with continuous updating of the aims and objectives by the Corrections Authorities in conjunction with Legislative cooperation would do much to ease our existing corrections problems.

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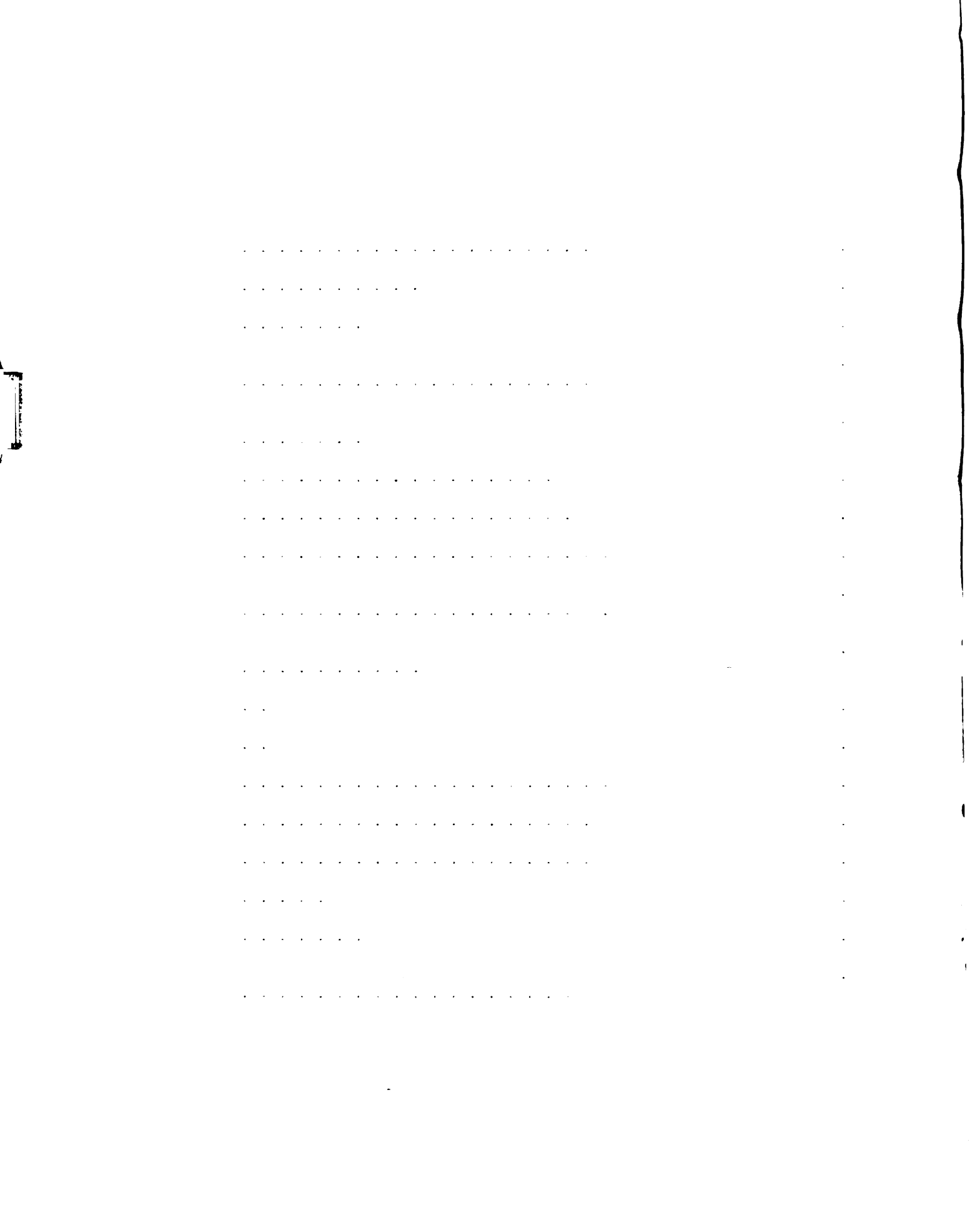
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Chapter I

INTRODUCTION

America today is a worried nation. Her fears are reflected in the increasing rates of delinquency and crime. Ominous threats to her security are presented by racial tensions, communism, and the dread of atomic war. Many are the explanations offered on behalf of these fears and insecurities which we Americans have but the heart of the problem lies in social change so rapid that it outstrips most men's ability to understand and adjust to it. This change concept includes so many facets they cannot all be identified.

The change we are experiencing permits no one to take for granted any past culture and makes extremely difficult the finding of any firm anchoring or safe sanctuary. The existence of such rapid change shakes our faith in all things, forces choices we fear to make, saps our confidence in ourselves, and puts in question our own worth and the basic dignity of man. Many are able to adjust, Some learn to expect the unexpected - but there are limits to our overall adaptability.¹

It is into this setting we must place the functions of the educational programs of our nation. The unique feeling of confidence that American people place in education has much to do with its operational role. Most Americans view education as a necessary fore-runner to success. With this expression of faith it is easy to see that a statement

¹McCreary, Eugene. "Schools for Fearlessness and Freedom." Phi Delta Kappan, Vol. XLVI. February, 1965.

of the late Pope John ~~XXI~~II, "Every human has the right to education," has been a statement which might well have directed the educational programs in America.

This confidence the American public places in education would seem to indicate that it is capable of creating citizens that possess the potential of adapting to rapid change, making choices which are best for society, increasing their self-confidence, and emphasizing the basic dignity of man. Caution is expressed in the following statement:

A mechanized education system, failing to detect even an urgent need for emotional relationships and a sense of belonging, and placing its emphasis on learning instead of living, can produce adults who are totally unequipped to meet the problems of life, who are themselves only half alive and completely incapable of meeting the challenges of reality. Such men and women do not make good democratic citizens.²

It is with some of these last mentioned, the "not good" democratic citizens that this study is concerned.

The concern here is with those who have been unable to maintain the pace and stay abreast of the rapid change in society and have been forced into a choice, or choices, not acceptable to society at large. As a result they have been incarcerated in a correctional institution of one kind or another. The responsibilities of correction are:

1. punishment of the offender for the crime committed;
2. deter potential offenders through severity of punishment; and
3. reform those that have been incarcerated.

²McCreary, Eugene. "Schools for Fearlessness and Freedom." Phi Delta Kappan, Vol. XLVI. February, 1965. p. 261.

It is to the credit of the penologists that the emphasis is on the salvaging of those committed to their institutions. The responsibilities and purposes of correctional institutions are:

1. the safekeeping of inmates until released to society by due process;
2. provide care in terms of adequate food, shelter, clothing, medical care, and orderly environment;
3. engage the inmate in useful work beneficial to him and the state;
4. protect the inmates from each other in terms of physical safety and emotional well-being; and
5. engage in reformation of the inmate through varied forms of education and individual therapy.

Prime concern will be directed to the fifth step of this program throughout this study.³

At one time the common explanation of crime was "education", or its lack. Our prisons can make no claim they are attempting to utilize, for broad educational ends, the opportunity provided by the large amount of unoccupied time without our prisons.⁴ In view of this there is concern as to why? Why the vast periods of unoccupied time? Obviously, there must be a problem. One expression of the difficulty is, "... it is not so much the skills - it is the attitude toward work. They must learn a sense of responsibility and operate within the Protestant work ethic."⁵

³Michigan Department of Corrections. Staff Report to the Michigan Joint Legislative Committee on Reorganization of State Government, Report No. 15. Lansing: Michigan Department of Corrections, March, 1951. p. 2-3.

⁴Tannenbaum, Frank. Crime and the Community. New York: Columbia University Press, 1938. p. 312.

⁵Roucek, Joseph (Ed). Sociology of Crime. New York: Philosophical Library, 1961. p. 264.

Let us now move to the problem under consideration.

Statement of the problem.

Recent unrest in many of the penal institutions of the nation indicates the inadequacy of many prison programs in meeting the needs of their inmates. The loss of liberty that a person suffers when he is incarcerated is sufficiently degrading without the imposition of many restrictions and the oppressive atmosphere of prison life.

The prisoner uprisings seem to echo desires that prison authorities follow action patterns consistent with the desires expressed by the Gladstone Committee of 1895, when they stated,

Prison discipline and treatment should be designed to maintain, stimulate, or awaken the higher susceptibilities of prisoners and, whenever possible, to turn them out of prison better men and women than when they came in.⁶

Obviously this means a change in the status-quo. Change decrees that effort be directed toward alteration of attitudes, which might employ the field of education as its vehicle. Necessarily this might be considered a phase of adult education as only adults are committed to the institution at Jackson. This moral regeneration should utilize hope, not fear, and be the primary goal of penal authorities.

Though prisons are conceived by many to be punishment for wrongs committed by individuals, the real punishment comes when the inmate is released and believes himself to be an acceptable member of society. The real test of a civilization is in the treatment it extends to its released criminals. The immediate after-care is the key to whether a member of

⁶Shaw, George Bernard. Imprisonment. New York: Brentano's Publishers, 1924. p. 135.

society exists, or a prison returnee is produced.

Imperative to this aspect is the educational program of a correctional institution. Is it conducive to building citizens, or creating permanent inhabitants for prisons? The design a program takes is dependent upon its immediate community. A sound program should be integrated with the educational system of the immediate community for maintenance and improvement of community relationships. Vitally important is the responsibility shouldered here - a decaying community situation means trouble, not only for the current citizens of the community but also for the inmates that are continually being released into the community.

The true meaning of the program at Jackson as it currently exists, and has existed, for the inmate participants, has never been fully ascertained as no research concerning the program has been undertaken. The desires of both the participants and the authorities have never been coordinated to determine if the ends desired have been fulfilled. The real measure of the success of the program is pragmatic. The effectiveness is evidenced by the degree to which it meets the individual needs of those that have been participants in the program. It seems axiomatic that unless the products of the institution's program are followed after they leave the institution, it is not possible for the institution to interpret how well it is actually accomplishing what is purports to accomplish.

In view of these facts, it seems appropriate that an effort be made to appraise the current educational products of the Academic School of the State Prison of Southern Michigan at Jackson, Michigan. Therefore it is the specific purpose of this study to:

- I. Appraise the current educational program of the Academic School at the State Prison of Southern Michigan, Jackson, Michigan, in terms of:
 - A. The current educational goals of the program as established by the authorities at Jackson.
 - B. The central purpose of similar-type programs as expressed by the "experts" in the field.
 - C. The characteristics related to the participants who took part in the program such as:
 1. Age
 2. Length of sentence
 3. Residential status
 4. Civic participation
 5. Recreational participation
 6. Religious participation
 7. Income status
 8. Job status
 9. Educational participation
 10. Self-image as a participant
 11. Image of the program
- II. Recommend and encourage further potential improvement and investigation of penal education programs in terms of the needs identified by the participants surveyed.

Significance of the study.

The persistent desire for rehabilitation of inmates of penal institutions to become useful members of society will never wane. In directing efforts to this end we are not providing impetus for a unique movement. At the initial conclave of correctional administrators at Cincinnati in 1870, the following was stated in their

Declaration of Principles:

Education is a vital force in the reformation of fallen men and women. Its tendency is to quicken the intellect, inspire self-respect, excite to higher aims, and afford a healthful substitute for low and vicious amusements. Recreation is considered to be an essential part of education. It has come to be recognized that recreation and education are, therefore, matters of primary importance in prisons, and should be carried to the utmost extent consistent with the other purposes of such institutions.⁷

With this as the intent of penal education programs, it is essential the direction supplied be one which will result in the attainment of the desired ends. Some doubt persists as to whether the aims as seen by the authorities are congruous with those of the inmate participants. An important factor should be how the participants react about the program:

(1) Does it serve a purpose for me? (2) Will it give me something functional which is immediate, or delayed? (3) Will it aid my rehabilitation to society?

These should be asked of any educational program but more forcibly of a penal education program. If positive responses are not encountered then a thorough examination of the entire program should be conducted.

As Austin H. MacCormick indicated in a study of some sixty-plus prisons in 1927-28, sixteen of the institutions surveyed made no effort to provide any educational program, while none made adequate provision for vocational education. "...not a single...well-rounded educational program, adequately financed and staffed was encountered."⁸ This

⁷Barnes, Harry E. and Teeters, Negley. New Horizons in Criminology, Third Edition. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1959. p. 483.

⁸McCorkle, Lloyd, Elias, Albert and Bixby, F.L. The Highfields Story. New York: Henry Holt and Company, 1958. p. 5.

feeling still exists today and permeates into every type of publicly supported educational system. All agree on the need, but little is done financially to support such a program.

Though some change has occurred the feeling persists that the primary functions of penal institutions have been maintained to a high degree.

George Bernard Shaw⁹ indicates the primary aims of imprisonment to be:

1. Retributory - a euphemism for vengeance
2. Deterent - a euphemism for terror
3. Reformative - improvement

The former two present somewhat of a paradox when compared with the latter in that the mental attitude created by them is a bit incompatible with the attitude necessary for the third. One of society's concerns is to stress more the improvement factor so the rehabilitation of inmates to society is more effective and the return to the role of useful citizen is efficient and permanent. Only with well-directed objectives structured to meet the needs of individuals can we ever hope to achieve the ultimate ends.

Delimitations.

1. This study will be confined to the educational program of the Academic School of the State Prison of Southern Michigan, Jackson, Michigan.
2. This study will be limited to those inmates who participated in the program sometime in the period from July, 1962 through July, 1964, and are currently residing in Detroit, Michigan.
3. Only those participants of the program that have been released and returned to society will be studied.

⁹Shaw, George Bernard. Imprisonment. New York: Brentano's Publishers, 1924. p. 10.

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4. Pertinent relationships and interpretations will be pointed out in terms of the purposes defined in this study.

Definitions.

1. Academic School - the organization at the State Prison of Southern Michigan which conducts an educational program directed toward high school graduation.
2. Educational program - all classes of instruction offered by the Academic School.
3. Inmate - a male person incarcerated at the State Prison of Southern Michigan.
4. Student - any inmate participant in the course offerings of the Academic School.

Assumptions.

In a study such as this one must necessarily recognize the presence of many variables. This fact forces one to make some basic assumptions when undertaking a study of this nature. Following are some of the operational assumptions in this study:

1. That an accurate perception of the education program at the State Prison of Southern Michigan can be secured from the participants, currently released, in an evaluation of the program.
2. That the sample of respondents selected will be representative with no disproportionate representation of any possible variable.
3. That sufficient response may be engendered to make the study meaningful.
4. That the current educational aims of the corrections staff at the State Prison of Southern Michigan can be perceived and definitively stated.
5. That the thoughts of the "experts" in defining the aims and objectives of penal education can be determined.
6. That a data collection instrument can be devised to secure the necessary and pertinent data consistent with the purposes of this study.
7. That all variables not accounted for will have negligible effect on the results of this study.

8. That the hypotheses derived are reasonable and that they may be tested in the manner undertaken in this study.

Hypotheses.

The evaluation of the goals of any program may be critical to the total success of that program and it is futile to establish a program without some means of evaluating the operation. Therefore, the investigator will evaluate the success of the educational program of the Academic School of the State Prison of Southern Michigan through the views of the paroled inmate participants.

The nature of the program obviates a differential from the typical adult education program. Austin MacCormack is quoted as stating:

Education for adult prisoners has an aim and a philosophy. Its philosophy is to consider the prisoner primarily as an adult in need of education and only secondarily as a criminal in need of reform. Its aim is to extend to prisoners as individuals every type of educational opportunity that experience or sound reasoning shows may be of benefit or interest to them, in hope that they may thereby be fitted to live more competently, satisfactorily and co-operatively as members of society.¹⁰

In light of this statement one is immediately cognizant of the necessity for individualizing the program to the needs of each participant. The typical educational program, as such, could not exist in a penal institution. Of great need is a system more nearly approaching the tutorial style of the English schools where the student is provided with extensive individual assistance and direction. The attitude developed by the inmate students is paramount and this is often a stumbling block to aggressive, forward-looking educational movements. The

¹⁰Barnes, Harry E. and Teeters, Negley, New Horizons in Criminology, Third Edition. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1959. p. 482.

exposure to every opportunity feasible is of major import, as it provides the potential for all to investigate alternative areas and to discover something of interest so there might be improved opportunity for all the inmates upon release to society at the completion of their term.

The primary concern of all is for the inmates to be released as rehabilitated, useful members of society. There is a great desire that the educational program of a correctional institution be an integral portion of this rehabilitation process. Some doubt exists as to the extent this is actually achieved and it is the desire of the investigator to ascertain the degree to which success has been achieved. The ultimate would be complete assistance to all, but realistically we cannot expect this. However, no legitimate means should be left unturned in efforts to obtain this goal.

Consideration of these factors leads to the development of the following hypotheses:

1. Inmate participants in the educational program at the State Prison of Southern Michigan become acceptable members of society.
2. Inmate participants feel the educational program is a worthwhile experience and that it should be continued and expanded.

Chapter II

METHODS AND PROCEDURES

An overview of the problem and the general design of the study has been presented. Special consideration was directed toward a statement of the problem, factors considered in the formulation of the hypotheses, the specific questions within the sphere of the study, definition of terms, assumptions and the significance of the study.

As a procedural operation, this phase of the study has a two-fold purpose: (1) to outline the procedures and methodology utilized to secure the data necessary and essential to this study, and (2) to acquire from the selected participants of the educational program of the Academic School of the State Prison of Southern Michigan that data which reveal the characteristics of the respondents, that data which reflect upon the actual outcomes of the respondents, and the self-appraisal of the respondents concerning their preparation provided by the educational program of the Academic School.

Determining the Sample

The initial intent was to study all the participants of the educational program of the State Prison of Southern Michigan for a period beginning July 1962 and ending in June 1964. The magnitude of this task was evidenced when contact was made with the Corrections Staff at Jackson Prison and they were asked to identify the participants during this period. A partial list, from July 1962 to the first months of 1964, produced three hundred names. This was accomplished through the aid of George Wilson, an inmate clerk working in the office of the Academic

School at Jackson.

This list, as presented, contained both the names and the inmate numbers of the participants involved. It was then forwarded to the office of Dr. Ernest L. V. Shelley, Supervisor of Treatment, Michigan Department of Corrections at Lansing. His office then identified the current status and location of the individuals listed. His staff was able to determine that of the original three hundred, one hundred and thirty were potential respondents to the questionnaire designed for the study; seventy-one had been discharged from parole and there was no knowledge of their location; fifty-nine had been returned to some type of institution, mental or correctional; twelve had left the state, eight were being sought as absconders; four were on probation with no knowledge of their assignment; while sixteen were identified as having no record available concerning their present status, or location.

At this juncture a discussion of the proposed study was held with Dr. Orden Smucker and upon his suggestion the sample was localized to include only those from the Detroit - Wayne County area. It was felt that this localized sample would present more significant results in that the respondents would all be elements of a similar type social structure. This would tend to reduce the number of uncontrolled variables and make the sample a more stable one as well as make the results of the study more meaningful.

Utilizing this restriction on Dr. Shelley's list reduced the potential sample from one hundred thirty to seventy-one.

The Sample

The chief parole officers of the Detroit area parole offices were

contacted so that the individual report officers might be interviewed. Contacted were: Clarence Archambeau, Northwest Office; Edward Nakfoor, Northeast Office; Stephen Bogdon, North Central Office; William Ellman, West Office; Hondon Hargrove, East Office; and Leo Kosek, Placement Office.

Interviews with the case-working parole officers reduced the potential of seventy-one respondents to a sample of fifty-four as seven had been discharged, seven had been given new sentences at correctional institutions, two were being sought on warrants and one had been assigned as a patient in a mental institution. Of this total of fifty-four, thirty-nine or 72.6% were interviewed.

A geographic plotting of the addresses obtained showed a dispersion pattern covering the entire area bounded by the city limits of the City of Detroit. However, concentration seemed to be in the area identified as "the inner-city". Residences of the respondents interviewed ranged from individual homes to duplexes and to apartments of from one to five rooms and to one room in a transient hotel.

Some of those identified as potential respondents could not be contacted as they used evasive tactics to avoid contact even after appointments for interviews had been arranged. All potential respondents' residences were visited at least four times, some as many as seven and eight times, to obtain the interview.

The Questionnaire

Construction of an instrument to obtain the desired data was not easily accomplished. Before construction of the instrument it was necessary to ascertain what elements determined an acceptable member of

1. The first part of the document discusses the importance of maintaining accurate records of all transactions and the role of the accounting department in ensuring the integrity of the financial data. It also highlights the need for regular audits and the importance of transparency in financial reporting.

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3. The third part of the document addresses the challenges faced by organizations in managing their financial resources effectively. It discusses the importance of budgeting and forecasting, and the role of the accounting department in providing timely and accurate financial information to management for decision-making.

4. The fourth part of the document explores the impact of technology on the accounting profession. It discusses the benefits of automation and the use of data analytics in financial reporting, and the need for accountants to stay updated with the latest technological advancements.

5. The fifth part of the document discusses the ethical responsibilities of accountants and the importance of maintaining high standards of integrity and honesty in their work. It also highlights the role of professional associations in promoting ethical behavior and providing guidance on ethical dilemmas.

6. The sixth part of the document discusses the importance of communication and collaboration between the accounting department and other departments in the organization. It emphasizes the need for clear communication channels and regular meetings to ensure that all departments are aware of the financial implications of their actions.

7. The seventh part of the document discusses the role of the accounting department in managing risk. It highlights the importance of identifying and assessing financial risks, and the role of the accounting department in developing and implementing risk management strategies.

8. The eighth part of the document discusses the importance of continuous improvement in the accounting department. It emphasizes the need for regular training and development of staff, and the role of the accounting department in staying updated with the latest industry trends and best practices.

9. The ninth part of the document discusses the importance of maintaining accurate records of all transactions and the role of the accounting department in ensuring the integrity of the financial data. It also highlights the need for regular audits and the importance of transparency in financial reporting.

10. The tenth part of the document discusses the importance of maintaining accurate records of all transactions and the role of the accounting department in ensuring the integrity of the financial data. It also highlights the need for regular audits and the importance of transparency in financial reporting.

society, what responses would be indicative of approval or disapproval of the educational program at the State Prison of Southern Michigan in Jackson.

The decision to select the factors of residential status, civic participation, recreational participation, religious participation, job status, income status and educational participation as indices of acceptable rehabilitation into society are not of universal acceptance but the questionnaire was designed with the intent that these be indicative of society's willingness to take back an errant member.

Upon completion of a tentative questionnaire it was submitted to Dr. Harold Dillon and the Bureau of Educational Research, Michigan State University, for criticisms and suggestions. After receipt of their suggestions a new questionnaire was completed and studied. Lengthy study brought forth the persistent feeling that only through personal interview of the respondents would the most meaningful and successful accumulation of data occur. The mailed-type questionnaire was rejected because of the general character of the type of person responding and all data was accumulated as a result of personal interviews.

Complete satisfaction with the questionnaire still did not prevail and responses to items 11-21, and 52 were eliminated as not being really pertinent to the desired ends of the study.

Appendix C presents a statement similar to the one given to all the respondents as an introduction prior to each interview so the interviewee would be completely aware of his position during the interview.

Tabulation of the Data

Upon completion of interviewing the respondents tabulation of the

data occurred.

While in the process of tabulating the data, because of the limited response to the item, items 8 and 9 were eliminated as sources of information along with the previously identified items. For items 1-4, 6, 7, 10, 22-49, 53-55, 57-66 frequency tabulations identified the responses provided through the interviewing process. For the completion items, 5, 50, 51, 56, 65-67, a listing of the individual responses was made with a frequency tabulation for those repeated.

In an effort to ascertain if any inter-relatedness existed between some of the factors under consideration in the study ninety-one scattergrams were completed to see if any relationship could be identified. According to the Bureau of Research at Michigan State University, computation of correlation by any of the statistical methods appeared to be non-applicable as no specific mathematical means of comparison existed. The data, basically, are descriptive in nature and are presented in this light.

Interpreting the Data

Prior to entering into interpretation of the data with reference to the satisfaction, or denial, of the hypotheses, it was felt the general nature of the responding sample should be ascertained. Items 1-5, 45-58, 53-57, 59-64 seemed to present the nucleus of information for determining this. Though these are related to the background of the individual respondent they are not factors which can be completely eliminated from the interpretation of data in other areas.

Having an estimate of the character of the responding population attention was now turned to the individual parts of the hypotheses.

The first states: "Inmate participants in the educational program at the State Prison of Southern Michigan become acceptable members of society," and in an effort to determine the validity of this statement study was made of items 4-7, which give an indication of the work status of the sample. Items 45-48, which give an indication of the current income as well as the work status and income prior to incarceration. Item 53, which identifies their progress in educational endeavors after release. Item 57 indicates what their feeling is concerning the possibility of remaining on their current job until retirement status is possible. Item 61 gives an indication of their religious activity. Items 62 and 63 presents the status of their current housing. Item 64 identifies their participation in civic activities. Items 65-67 in their completion responses given an indication of their attitude toward their role in the total social structure.

In line with the second part of the hypotheses: "Inmate participants feel the educational program is a worthwhile experience and that it should be continued and expanded," examination was made of the responses indicated in the interview questionnaire for Item 10 which is indicative of the structure of the offerings in the program they experienced. Items 26-40 reflected an expression of their feelings concerning the value of the present offerings of the educational program at the institution. Items 41-44 offer the same information about the general areas of the total program such as classroom instruction; practical experience; reports, tests, written assignments and the counseling assistance in conjunction with the program. Item 49 gave the respondents the opportunity to indicate their preference for the general tenor of the total educational

function. Items 50 and 51 provided the opportunity to approve or criticize when they were asked to identify their feelings concerning the strongest and weakest parts of the program. Item 53 presents their pursuit of educational goals following their release from the correctional institution. Item 58 provides the opportunity to indicate their general attitude toward the program, while Item 65 specifically asks them if they think the educational program at the institution should be continued and expanded. Item 66 was placed so that it might be shown whether they thought well enough of the program to evaluate their experience in a proposed plan of reorganization.

Chapter III

REVIEW OF THE LITERATURE

In surveying the literature available efforts were directed toward identifying the attitudes that people in the field of correctional education had relating to the necessity, the responsibilities, the objectives, and reactions concerning existing programs.

Efforts to obtain the opinions of the practitioners in the field led to correspondence with the correctional boards of thirty-eight states and responses were received from nineteen. Requests made of these organizations were for any statement of aims and objectives of such programs in their state; results of any research similar to what this study was undertaking; or any other research concerning the correctional education program including latest available reports of the Corrections Division to the governor and legislature of that state.

There seemed to be no evidence that any similar type study had been carried on in the states contacted. At least if there had been, they gave no indication that such was the case.

Necessity for Correctional Education Programs

The apparent need for some type of activity to fill the time of the incarcerated individuals is obvious. The old concept "busy minds and busy hands stay out of difficulty," obviates the need for some form of constructive activity. The California Department of Corrections indicates one such path which might be taken:

California law, requires the State's correctional institutions to provide for the secure confinement of all felony offenders. It also calls for the State correctional agencies to provide rehabilitative programs for them. The underlying reason is obvious:

Most offenders, by law, ultimately must be released. It is in the interest of public safety, therefore, to provide a program aimed at deterring them from new crime.¹

With this as the generally prevailing feeling, the majority of the correctional authorities entered into the direction of social adjustment so the inmate, when released, might be better able to adjust to the daily situations he would encounter. The concept expressed by U. Samuel Vukceovich restates this almost directly:

Most group processes in correction seek to give the offender greater insight into their problems, not only those of the past and present, but also and perhaps especially to give them preparation for those problems they may expect to face in the future. The degree or depth of insight or the level or quality of interpretations are the difference.²

This tack is one which implies the sociological impact of the programs of correctional institutions on the world today. Society complains about the expense of governmental operations most loudly where there is the least amount of evidence of a perceptible return for the social structure. Hence, it is necessary that, because of these demands of society, the expenses of correctional operations be reduced. This might be accomplished by earlier return of the incarcerated to society through an extended parole program, where the cost of supervision is considerably less than that necessitated through a program of incarceration in correctional institutions.

¹California Department of Corrections. Preparing Men for Industry. Sacramento: California Department of Corrections, Youth and Adult Corrections Agency. p. 1.

²Vukceovich, U. Samuel. "Teaching Social Adjustment to Incarcerated Offenders Utilizing Principles of Group Dynamics." The Journal of Correctional Education, Vol. XVI, No. 1. January, 1964. p. 33.

Many organizations with an orientation toward promoting civic welfare have done much to promote the acceptance of the parole concept to the community. The AFL-CIO identifies their position, which they feel would promote a sound program of correctional education:

If, in the judgement of authorities, society will be best served by confining a law-breaker to prison, the emphasis during his confinement must be upon rehabilitation. But this effort is lost unless he is accepted once he returns to the community.

Unfortunately, too many prisons remain a place of confinement where the inmate lives a dull, monotonous and empty life. Under such conditions he may lose his self-respect, with mental and physical degeneration encouraging a return to crime. Practical programs of education, social training and productive work should be encouraged to combat idleness.

One authority who has had long experience in prison work points out that 'prisons must be institutions like the general hospital with treatment functions.' He continues: 'The entire staff of the prison must collaborate in a program of treatment in which they have confidence and hope.'

State correctional systems can become treatment centers only to the degree that state legislators provide sufficient funds, insist on trained, understanding and competent personnel, and eliminate politics from the management of penal institutions. In the modern prison with adequate housing, medical and social welfare facilities, plus a staff interested in the problem of the individual prisoner, his rehabilitation may be possible.³

Such an expression of a position obviates the need for an attitudinal change on the part of the incarcerated individual. Society has expressed the feeling that education is a potential vehicle by which such a change might be accomplished. It is unfortunate that a feeling persists that incarceration was for those who made mistakes after failing to

³AFL-CIO Community Service Activities. The Man Who Lived Again. New York: AFL-CIO Publication No. 63. p. 2.

utilize earlier opportunities for obtaining an education. Joseph Roucek states: "...at one time the common explanation of crime was 'education' or its lack."⁴ An article in a newspaper quotes a warden: "In my opinion education is one of the key things in the rehabilitation of a man who gets into a place like this."⁵

Gilbert Cuthbertson, editor of the Journal of Correctional Education, and a longtime worker in correctional education, comments in a publication of the United States Prison at Leavenworth, Kansas:

One of the universal factors common to all men in prison is their inability to understand the need to recognize and control the various circumstances that are a great part of each of our lives. Education is an avenue down which we can arrive at a better understanding of ourselves and the world about us, and as a result of this understanding better equip ourselves, in a positive sense, with the circumstances of life.⁶

He continues

Education is a debt which we owe ourselves. When we fail to pay this debt we cheat ourselves, and the man who would cheat himself is the biggest cheat of all.⁷

This expression of faith in education seems to reiterate the general American faith in education and would indicate the necessity for making every possible effort to present and promote a functional program of correctional education in every correctional institution.

⁴Roucek, Joseph (Ed). Sociology of Crime. New York: Philosophical Library, 1961. p. 263.

⁵"Where Nobody Flunks Out." Detroit News. January 28, 1965. p. 11.

⁶Cuthbertson, Gilbert. "The Value of Education." 1964-65 Catalog of Classes. Leavenworth: United States Bureau of Prisons, 1964. p. 1.

⁷Ibid., p. 2.

Arthur Huffman attempts to identify and stipulate necessary conditions for the implementation of an effective program of correctional education when he states:

An effective program of correctional education incorporates to objectives: (1) an appraisal of the social, academic and vocational lacks that an individual has and (2) an effort toward the development of socially accepted attitudes to supplant either the anti-social attitudes or the general haphazard attitude toward life that has allowed delinquent behavior.⁸

He continues:

A rationale for the democratization theme is that the legitimization of inmate participation in correctional planning helps to improve communication and keep alive relevant social norms outside the prison.

Another rationale for democratization is that many inmates, though negatively oriented toward 'Square John' authority figures, are observed to be positively influenced by their 'good-con' peers. To the extent that treatment is thought of as a process involving interpersonal influences in which there is an attempt to get inmates to give up one set of values for another, the task of correctional education is seen as working with whatever channels of influence will be most effective. It is believed that the democratization measures help direct socializing influences through the collateral channels of inmate to inmate relationships by encouraging 'constructive' inmates to function as effective surrogates of the staff.⁹

Expanding to the foundations of such a program of correctional education Huffman iterates:

Worthwhile programs of correctional education must be firmly anchored in a sound philosophy and principles of education. Contributors to the program and especially the leadership must believe strongly in the worth and dignity of the individual. Every individual has inalienable rights which should be respected. A defensible philosophy of correctional education must encompass clearly

⁸Huffman, Arthur V. "Some Special Factors Effecting Education in the Correctional Institutions." The Journal of Correctional Education, Vol. XVI, No. 1, January, 1964. p. 22.

⁹Ibid., p. 25.

enumerated objectives in regard to personnel selection and development, program of education, inter-agency relationship, physical facilities and budgetary provisions. The program of education should conform to sound principles of both education and correctional work. It should be broad enough to provide for the needs, interests and abilities of the greatest number of inmates as determined by a sound program of diagnosis and classification. Proper balance and emphasis should be based on the principle of individualization of treatment with focus on individual educational needs.¹⁰

Mr. Huffman has presented the case for an educational program in correctional institutions which public education has been striving to attain for many years. Though it is lofty in expectation, it is a desirable program to aid those that have been incarcerated in our correctional institutions. Implied in the statement is the same intent that exists in the philosophy of public education: "Though we may not totally achieve our objective, we should make every effort to strive for the desired end." Barnes¹¹ lends his support to the position expressed by Mr. Huffman:

Education is a vital force in the reformation of fallen men and women. Its tendency is to quicken the intellect, inspire self-respect, excite to higher aims, and afford a healthful substitute for low and vicious amusements. Recreation is considered to be an essential part of education. It has come to be recognized that recreation and education are, therefore, matters of primary importance in prisons, and should be carried to the utmost extent consistent with the other purposes of such institutions.

It is apparent from the expression of these people that major importance is placed upon the role that education might play in the rehabilitation of incarcerated persons to useful roles in society's

¹⁰Ibid., p. 12.

¹¹Barnes, Harry E. and Teetess, Negley. New Horizons in Criminology, Third Edition. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1959. p. 483.

day-to-day operation. Vukceovich¹² iterates a statement practically identical to the preceding one. In addition he states:

Social re-education must be aimed at the integration of the poorly developed personality into his milieu for the first time. The poorly developed personalities are classified as delinquents:

- a) Those who fear not to control their impulses
- b) Those who are ashamed to appear different from their peers
- c) Those whose feelings of guilt generate serious feelings on inferiority
- d) Those who view themselves overwhelmed by the disgust and rejection of others and try to appear blase.¹³

The tenor of such a program seems to indicate the desire to achieve fruition in a functional Protestant work ethic -- work is good, work is rewarding, work is holy. Such an approach is desireable, but not completely functional, nor practical. Unfortunately, there are inmates comparable to those we classify in public education as "uneducables" and because of these, operational difficulties will ensue.

Roucek identifies a position which is more sensible in its approach to the situation in correctional education when he states: "... it is not so much the skills - it is the attitude toward work. Participants must learn a sense of responsibility."¹⁴ This is indicative of a comparable sense of responsibility that the correctional personnel must have to the members of society which they serve.

Generally there is consensus to the necessity of educational programs within the confines of our correctional institutions in conjunction with

¹²Vukceovich, U. Samuel. "Teaching Social Adjustment to Incarcerated Offenders Utilizing Principles of Group Dynamics." The Journal of Correctional Education, Vol. XVI, No. 1. January, 1964. p. 32.

¹³Ibid., p. 32.

¹⁴Roucek, Joseph (Ed). Sociology of Crime. New York: Philosophical Library, 1961. p. 264.

the feeling there should be a concerted effort, on the part of the correctionists, to really ease the rigors of incarceration. This is existent to prevent the potential "hate society" attitude prevalent in the minds of many of these incarcerated.

Responsibility for Correctional Education Programs

Acceptance of the need for correctional education programs leads to another possible dilemma. Who has the responsibility for initiating and operating the program of correctional education?

A study in Michigan indicates one desirable approach when it states:

If the correctional institutions are to meet the demand that they help rebuild the lives of these committed to them, they must provide a program for prisoners in need of education, as well as an educational program for those prisoners in need of correction.¹⁵

The same study continues:

Education is a contributing factor to a complete program of rehabilitation, and within a prison is not basically different from education elsewhere. Its utilization in any correctional system is a fair measure of the rehabilitation program.... It is recommended that the State survey its institutions to determine the needs for an adequate educational program for the general and vocational training of its prisoners.¹⁶

In a review of a report of the Englehart Commission appointed by the State of New York in 1933 to study the scope and ramifications of education in adult correctional institutions Wallack¹⁷ indicates that

¹⁵Clark and Associates - Engineers; Leinweber, Yamasaki and Hellmuth - Architects. Study of Penal Facilities for the State of Michigan. Grand Rapids: Clark, Et al., February, 1954. p. 16.

¹⁶Ibid., pp. 41-42.

¹⁷Wallack, W. M. and others. Education Within Prison Walls. New York: Columbia University Press, 1939. p. 19.

the commission's recommendations were far-reaching and crystallized the attention of penologists on the new trend in correctional education, an integrated technique dealing with the individual needs and with support provided by the State. Similar positions are expressed in the works of Korn and McCorkle, Osborne, Taft, and Tappan. One specific statement in the text of Wallack's report succinctly states:

Education must be directed purposefully toward specific objectives. Teaching must be very largely in terms of guidance. It may be, but is not necessarily, concerned with the physical aspects of the program. The objective is always the attainment of some well-defined end, such as changing attitudes, increasing vocational efficiency, eliminating complexes, developing the willingness and skill for cooperative living after release.¹⁸

Implied in this statement, and the others surveyed, was the necessity for support of correctional education programs to fall in the area of State responsibility. The expression was made that since the operation of such programs would take place within the confines of the correctional institutions their budgets should be included in that of the operating institution.

Recent trends in the operation of correctional education programs have implied the responsibility for supplying opportunities for the incarcerated. A California Department of Corrections publication identifies the need for continued support of correctional programs:

In recent years, the sociology of prisons has shown great signs of change: signs that understanding and an interest in knowing have begun to supplant many of the ignorances

¹⁸Ibid., p. 19.

and fictions that have plagued the man in prison.¹⁹

Though there is general acceptance of correctional education as a function of the State, as evidenced in the budgets of the states, the value of the program is dependent upon the initiative and aggressiveness of the program administrators at each institution. Too frequently, there is a lack of drive and the inmates react violently in some other area. This has been evidenced in riots like that at the State Prison of Southern Michigan at Jackson, in April of 1952. Complete causation could not be affixed exclusively to the educational program but the feeling was expressed that if a more effective program had been in operation and utilizing the time of the inmates more effectively there might not have been such a situation. Hence, the educational program might have indirectly been a contributory factor.

Thomas Osborne²⁰ initiates some thought-provoking questions as to the desired results of a correctional education program: "Do you believe in discipline or training?" "Do you wish to produce good prisoners, or to prepare good citizens?" He further states:

The successful prison system must approach the problem from the spiritual side, aiming to solve it by making men feel right. This, though there is great danger in privileges being given without exacting such responsibility on the part of the prisoners to justify this.²¹

¹⁹California Department of Corrections. Inmate Vocational Trades Fair. San Quentin: California State Prisons, October 1, 1964. p. 2.

²⁰Osborne, Thomas M. Society and Prisons. New Haven: Yale University Press, 1916. p. 212.

²¹Ibid., p. 186.

Implied in this concept is the responsibility of the program being administered in such a manner as to provide the proper response from the inmate, as indicated by William Morro of Rhode Island.

It is imperative, especially in the semi-militaristic structure of a correctional institution, that the status leader give his sincere support in attaining the active cooperation of all elements of his organization that need be involved.²²

Continuing, Mr. Huffman infers the preservation of certain concepts:

- 1) every individual (inmate) has certain inalienable rights which should be respected;
- 2) (we) must believe in the worth and dignity of the individual (inmate);
- 3) a primary objective of educational leadership should be to establish and maintain good human relationships with both inmates and staff.²³

In conclusion the following statement should reflect the position of all persons and organizations connected with correctional education. The statement was taken from a publication of the California Department of Corrections:

Justice requires rehabilitation, California, by law, requires the State's correctional institutions to provide for the secure confinement of all felony offenders. It also calls, however, for the State correctional agencies to provide rehabilitative programs for them. The underlying reason is obvious:

Most offenders, by law, ultimately must be released. It is in the interest of public safety, therefore, to provide a program at deterring them from new crime.²⁴

²²Morro, William S. "Adult Education - An Integral Part of Rhode Island's Correctional Services." The Journal of Correctional Education, Vol. XVI, No. 2. April, 1964. p. 8.

²³Huffman, Arthur V. "Some Special Factors Effecting Education in the Correctional Institutions." The Journal of Correctional Education, Vol. XVI, No. 1. January, 1964. p. 12.

²⁴California Department of Corrections. Preparing Men for Industry. Sacramento: California Department of Corrections, Youth and Adult Corrections Agency. p. 2.

Objectives of Correctional Education.

The direction any program takes is entirely dependent upon the aims that the administrators of the program adopt. The desired outcomes as stated by the many program directors contacted seemed to be consistent since they were all desirous of producing totally rehabilitated inmates. Morro, of Rhode Island, identifies a trend in correctional education apparent only in recent years:

We have changed from a punitive and holding operation to one which is designed to help a man live in a democratic society. This means provides for an inter-disciplinary approach toward the attainment of the state's institutional objectives. The educational experiences which seem to be appropriate are scheduled.²⁵

A more specific approach of the same direction is provided by Donald Taft in his treatise on criminology:

The education of adult prisoners has characteristics that differ from those on the outside: (1) To be successful it must be based upon knowledge of the prison population; (2) Prison education must be individualized; (3) Prison education should be 'adultized'; (4) Education to reform must be sought (attitude change); (5) Prison education must be socialized.²⁶

The desire of the individual States to produce functional and successful correctional education programs led to the individual States making studies of their own programs, as well as those of others, and stipulating their objectives as they were seen in light of all the factors

²⁵Morro, William S. "Adult Education - An Integral Part of Rhode Island's Correctional Services." The Journal of Correctional Education, Vol. XVI, No. 2. April, 1964. p. 8.

²⁶Taft, Donald R. Criminology. New York: The MacMillan Company, 1956. p. 545.

considered. One example of such an approach is Wallack's report of the New York Study carried on by the Englehart Commission:

Taking the New York State experiment and interpreting the report of the division of education ... accept the modern point of view which holds that the purpose of education is to develop the individual as a total personality. It is for administrative purposes only that we have divided our work into two categories: general education and vocational education. Under the heading of general education the Division of Education includes all types of educational activities which do not aim to develop vocational skills but are intended to revise attitudes toward social institutions and the individual's relationship to them, to develop interest and skills needed in acceptable living, and to provide the training basic to all desirable relationships.²⁷

Paul Tappan in a study of the New York Corrections Law responds:

The objective of prison education in its broadest sense should be socialization of the inmates through varied impressional and expressional activities, with emphasis on individual inmate needs. The objective of this program shall be the return of these inmates to society with a more wholesome attitude toward living, with a desire to conduct themselves as good citizens and with the skill and knowledge which will give them a reasonable chance to maintain themselves and their dependents through honest labor. To this end, each prisoner shall be given a program of education which, on the basis of available data, seems most likely to further the process of socialization and rehabilitation. The time daily devoted to such education shall be such as is required for meeting the above objectives.²⁸

Though this program may appear to be a bit out of reach, a statement from the Idaho Board of Corrections seems to indicate an even higher level of expectation from those inmates participating in their program of correctional education. Their policy states:

²⁷Wallack, W.M. and others. Education Within Prison Walls. New York: Columbia University Press, 1939. p. 22.

²⁸Tappan, Paul. Contemporary Correction. New York: McGraw-Hill Book Company, Inc., 1951. p. 225.

It is the policy of the Board of Corrections to encourage and expect sincere efforts for self-improvement on the part of every inmate. Those who lack an eighth grade education, as indicated by their mental tests, are expected to obtain eighth grade standing during their imprisonment. It is vitally important that those who can neither read nor write get a good education.²⁹

The position taken by Rhode Island is expressed by William Morro:

Our goal is to have each inmate participate in an educational activity ... Notwithstanding periodic interludes of frustration, we are working hopefully toward the time in the future when the programs will become a full-day function, with a full-time staff. Not only will this give the needed depth to the man's learning experiences, but also, since the median stay of our inmates is less than one year, it is felt that more intensive short-term courses would be more appropriate than the traditional semester-type schedule.

The basic aim of this activity is to create a climate in which a man may think and talk about values as he experiences them. Values which are inherent in the inmates behavior with fellow human beings are discussed from his point of view. Each man is helped to make a self-evaluation of this experience. As a consequence of the insights he experienced through his participation in this discussion group, some of the men seem to have evidenced a real start toward their desired behavioral changes.³⁰

The aims of social education, previously implied as a facet of correctional education, are spelled-out in Wallack's presentation and are described as being 'naturally ambitious.' Nevertheless the goals have been established and many may be achieved in such a subtle manner they may not readily be ascertained as being accomplished facts. The educational activity, a day-by-day activity, wears down the resistance of the inmates and changes their life habits slowly, but inexorably provided the

²⁹ Idaho Department of Corrections. "Academic and Vocational Training, Idaho State Penitentiary." Boise: Idaho Department of Corrections, 1964. p. 1.

³⁰ Morro, William S. "Adult Education - An Integral Part of Rhode Island's Correctional Services." The Journal of Correctional Education, Vol. XVI, No. 2. April, 1964. p. 8-9.

staff is well versed in their skills and objectives. Education is a type of therapy in correctional situations. The social education activities outlined by Wallack are:

- 1) To bring the inmate to adopt goals and attitudes which are in accord with those of society and which will further the improvement of society.
- 2) To show the inmate the desirability of furthering the interests and standards of worthwhile social groups. Social education must bring about a transfer of allegiance from anti-social groups and methods to socially desirable ways of achieving desired goals.
- 3) To develop points of view which will make apparent to the prisoner the futility of committing criminal acts, and the advantages of law-abiding, post-institutional living.
- 4) To stimulate and develop desirable interests which will enable the individual to live a worthwhile and yet interesting life. This has reference particularly to leisure-time interests and activities.
- 5) To stimulate and make possible sustained interest and effort toward self-improvement.
- 6) To develop skills, understandings, and knowledge which will enable the individual to perform the ordinary duties of every efficient citizen.³¹

Another position respective of the area of social education in correctional programs is expressed by Vukceovich when he stipulates the objectives of such a program should be as follows:

To motivate the offender to regard his stay at the institution as an opportunity to alter his thinking and to act in ways which will lead to socially acceptable choices.

To convey to the offender the concept that energy expended in delinquent behavior is potentially positive and can be re-channeled into socially tolerable directions.

To give the offender some awareness of those concepts which constitute the internal aspects of his personality structure.

To teach the offender those concepts which will enable him to understand better the reality of the overall structure in

³¹Wallack, W. M. and others. Education Within Prison Walls. New York: Columbia University Press, 1939. p. 24-25.

which he lives.

To teach him ways of adjusting to the problems involved in the interaction between his personality structure and the structure of the society.

To prepare him to face the problems peculiar to an offender upon release, and to equip him with information which will enable him to cope with the demands of every-day living.³²

Along with the aspect of social education is also a vitally important facet, vocational education. Besides satisfying all the aims of general education and social education there are some which are peculiar to vocational education in correctional institutions reflecting the rapidity of change in the industrial complex and defined as follows:

The prison inmate upon parole, if his period of imprisonment has been of any great length, faces an unfamiliar world. He must be trained to live successfully in that world... must be equipped to earn a living in a highly competitive and rapidly changing world if [he is] to use fair means in securing food, shelter, and clothing. This requires a program of vocational training in the prison which is based upon individual inmate needs as well as upon the existing employment... The current employment situation demands workers trained in a wide variety of skills... The worker released from prison should have acquired not only useable skills but that pride in high-grade performance which enables one to 'get a kick' out of doing a job well. He must be trained to the point where he gains more satisfaction from the performance of legitimate work than criminal activities.³³

An effort to ascertain the 'one' most comprehensive statement of aims for educational programs in correctional institutions led to the examination of a statement of the California Department of Corrections. They

³²Vukceovich, U. Samuel. "Teaching Social Adjustment to Incarcerated Offenders Utilizing Principles of Group Dynamics." The Journal of Correctional Education, Vol. XVI, No. 1. January, 1964. p. 35.

³³Wallack, W. M. and others. Education Within Prison Walls. New York: Columbia University Press, 1939. p. 28-29.

indicate the educational program of any institution must start with a basic philosophy and formulated in light of specific objectives of the program. Price Chenault, Director of New York's Board of Corrections, reviewing California's statement from its Manual of Procedures in

Education outlines California's position as being one oriented as follows:

- a) To guide and assist each inmate to earn a living as a member of free society engaged in a type of work for which he is fitted and in which he is interested;
- b) To assist the prisoner to improve his personality and his ability to get along with people through individual and group guidance in social living;
- c) To provide an opportunity for the illiterate inmate, if capable, to achieve at least a minimum level of education at the fifth grade, and for the ones some educational background to advance toward graduation from elementary or secondary schools;
- d) To assist the inmate to make profitable utilization of his leisure time during his stay in the institution and thereafter through outdoor interests, through hobbies, through the reading of good books and through artistic and musical appreciation;
- e) To develop a better understanding of government and its functions, as well as better feelings and attitudes toward the duties and rights of the citizen in a democratic society;
- f) To assist the individual to develop and achieve healthful habits in everyday living;
- g) To give a practical and realistic understanding of existing economic conditions and an interpretation of how to budget one's resources in order to get along in modern life;
- h) To assist the development in the individual of correct social and ethical attitudes and habits so that he will adjust in the institution, in camp and thereafter if and when he returns to the community.³⁴

In a reference to the Annual Report, 1948-49, of the United States Bureau of Prisons, Chenault making a synopsis of the role of education in correctional institutions remarks:

³⁴Tappan, Paul. Contemporary Correction. New York: McGraw-Hill Book Company, Inc., 1951. p. 226.

Education in a correctional institution has a dual function. It must provide a program for adults in need of education as well as an educational program for those in need of correction. These functions are neither contradictory nor mutually exclusive. It is the effective combination of both functions which defines Correctional Education and gives it content and direction.³⁵

The indication of most in projecting the aims and objectives points almost identically to the generally outlined aims and objectives of education in the public schools. Obviously, there are many differences in arriving at the ends in the two situations though they are basically the same. The one major variant in the two situations is the additional emphasis that correctional education must place upon social education so that the inmate, upon release, can make a successful adjustment to society.

Reactions to Existing Programs of Correctional Education

With the previous statements as the expressed general objectives for correctional education, what are the reactions of the "experts" to the existing correctional operations? These reactions should give us an insight into the feelings of these people as to the success of the educational programs in terms of their specific objectives. This would fit into a natural sequence after the preceding steps. A study of the program in Michigan by Clark and Associates indicates:

As a rule the men and women who come to prison are badly, equipped, academically and vocationally, to make their way successfully in free society. Education tends to upgrade people, and good citizenship normally develops from sound education.

If the correctional institutions are to meet the demand that they help rebuild the lives of those committed to them, they must provide a program for prisoners in need of

³⁵Ibid., p. 228.

• The first step in the process of creating a new product is to identify a market need.

• This is often done through market research, which involves gathering information about the target market and its needs.

• Once a market need has been identified, the next step is to develop a concept for a new product that meets that need.

• This is often done through brainstorming and prototyping, which involves creating a rough model of the product to test its feasibility.

• Once a concept has been developed, the next step is to create a detailed plan for the product, including its features, specifications, and marketing strategy.

• This is often done through a process called product development, which involves working closely with engineers and designers to create a functional prototype.

• Once a functional prototype has been created, the next step is to test the product in the market.

• This is often done through a process called market testing, which involves selling the product to a small group of customers and gathering feedback.

• Once market testing has been completed, the next step is to launch the product into the market.

• This is often done through a process called product launch, which involves creating a marketing campaign to promote the product and generate sales.

• Once the product has been launched, the next step is to monitor its performance in the market.

• This is often done through a process called product evaluation, which involves tracking sales, customer feedback, and other metrics to determine the product's success.

• Once the product has been evaluated, the next step is to decide whether to continue to invest in the product or to discontinue it.

• This is often done through a process called product decision, which involves weighing the costs and benefits of continuing to invest in the product.

education, as well as educational program for prisoners in need of correction.³⁶

A statement made elsewhere in the study indicates the sensing of a change of attitude in the viewing of correctional education programs:

...it has been demonstrated that vindictive punishment serves no rational ends, either in prevention or reform. Meanwhile, as a result of religious or humane motivations, a new element became embodied in the theory regarding the treatment of offenders, namely that of retribution.

But at the same time ninety-nine percent of our prisoners return to the community that sent them away. There is the rub! All ... agree that fifty percent, or more, of the inmates in penal institutions are repeaters ... That being so, it is folly to talk of the deterrent or reformatory effect of prisons on their inmates. The face of the matter is that so great is the failure of the prison system, except for temporary detention of troublesome or dangerous persons, that we are bankrupt in our thinking unless we can find some fresh innovating ideas.

Prisons do not deter; and as for reformation we have given it lip-service while our prisons have been wrongly constructed, inadequately staffed with trained personnel, poorly equipped with facilities for training, and generally neglected until catastrophe overtakes us ... few of the recommendations of the American Prison Congress of 1879 have found general embodiment in our prisons today.³⁷

Reflecting on another important facet of prison life, the study makes further statements concerning the idleness which persists for many of the inmates of today's prisons:

Next to overcrowding idleness is one of the most serious problems in the State's correctional system. The constructive full-time employment of able-bodied prisoners is a basic requirement for their social and economic rehabilitation and it is a mandate imposed upon the prisoner and upon the State under judicial laws and procedures.

³⁶ Clark and Associates - Engineers; Leinweber, Yamasaki and Hellmuth - Architects. Study of Penal Facilities for the State of Michigan. Grand Rapids: Clark and Associates, February, 1954. p. 16-17.

³⁷ Ibid., p. 8.

Until there is a satisfactory solution to this problem of idleness all efforts toward the rehabilitation of prisoners in the State's correctional institutions will continue to be woefully inadequate.

Education is a contributory factor to a complete program of rehabilitation, and within a prison is not basically different from education elsewhere. Its utilization in any correction system is a fair measure of the rehabilitation program.³⁸

An article in the Detroit News identifies the feelings that the current warden of an Illinois prison has concerning the program of education that functions in his institution:

Menard's educational program, Warden Randolph thinks, contributes greatly to prisoners' rehabilitation. There's no question that we have less returnees from men who have been in the educational program than from those who haven't.

'Most guys aren't only sincere, they are deadly serious and they don't want anybody throwing a monkey wrench into a good thing.'

One convicted killer remarked, 'We try as best we can to police each other.'³⁹

Criticism comes from Frank Tannenbaum in Crime and the Community, and, in the case of some institutions, probably rightly so. However, it is difficult to separate this kind of criticism from that made when a statement is interpreted out of context. He indicates:

There is little educational opportunity for the prisoner who wishes to advance beyond the lower grades or who already has the facility for advanced study.

The educational work of most prisons consists of an academic school closely patterned after public schools for juveniles, having a low aim, enrolling students unselectively, inadequately financed, inexpertly supervised and taught, occupying mean quarters and using poor equipment and textual materials.

³⁸Ibid., p. 36-37.

³⁹"Where Nobody Flunks Out." Detroit News. January 28, 1965. p. 11.

Our prisoners can make no claim they are attempting to utilize for broad educational ends the opportunity provided by the large amount of unoccupied time within the prison.⁴⁰

Reporting on the correctional program in California where labor unions and business are cooperating in an effort to improve the rehabilitation process in the prisons through a Trades Advisory Committee, we hear:

Primitive people take revenge. A civilized society should try to rehabilitate.

Unless prisoners spend their time in a meaningful fashion, one term is prologue to another.

A California businessman expressing the viewpoint of an employer on prison-trained workers said, 'These men have been about the best employees I ever had. They know their trade and are willing to work hard. When a man finds a place where he is useful, he's made a big step forward.'⁴¹

Rhode Island's Morro explains:

In order to meet the needs of the inmates and society, the adult educator in prison relies on the cooperative efforts of his colleagues in practically every facet of his endeavors. Although his programs seem to be primarily concerned with developing a man's mind and vocational skill, he is striving constantly to effect behavioral changes that will result in helping inmates to be more responsible and independent as a member of society.⁴²

The labor union point of view on the vocational aspects of the educational program of correctional institutions is an important facet of society's viewpoint. Its feelings on community acceptance of returning rehabilitated inmates are expressed in one of their Community Service Activity pamphlets:

⁴⁰Tannenbaum, Frank. Crime and the Community. New York: Columbia University Press, 1938. p. 311-312.

⁴¹Harmer, Ruth M. "They Turn Criminals into Craftsmen." Reprint from the Readers Digest, January, 1959. p. 2, 4.

⁴²Morro, William S. "Adult Education - An Integral Part of Rhode Island's Correctional Services." The Journal of Correctional Education, Vol. XVI, No. 2. April, 1964. p. 9.

The acceptance, or rejection, of another person is a personal thing. Each individual must decide whether or not he is willing to speak to, welcome, and, if the opportunity arises, help another person.

Chances are that most people never have direct personal contact with a paroled or released person. A man or woman who has spent time in a correctional institution may never live next door, or work on the same job.

While most people may not be in a position to give a job or other direct help to a released person, it is important to build more positive attitudes and to promote a wider understanding of the importance of community acceptance of released persons.

Unhappily, the public attitude toward the treatment of offenders has been unduly influenced by sensational motion pictures about prison life, television crime programs, and the level of crime reporting in many newspapers. Some day these same powerful molders of public opinion may present a more objective story on the need to make prisons into treatment centers.

In the final analysis, acceptance remains an individual choice.⁴³

This viewpoint indicates that there must be an extreme effort on the part of both the correctional institution and the inmate to be sure that when release occurs the releasee has a reasonable chance for successful rehabilitation into society.

An outlook on correctional institutions from a foreign source indicates:

The maintenance of modern equipment and the introduction of the latest technology at Tillberga [Sweden] is aimed at providing the inmates with a background which will make their transition from prison life to outside work an easier one. It also adds to the overall acceptance by the prisoner of the feeling that he is engaged in a serious and worthwhile process.

⁴³ AFL-CIO Community Services Activities. The Man Who Lived Again. New York: AFL-CIO Publication No. 63. p. 4-5.

'Graduates' of Tillberga will have had a course of preparation for earning their living in an industrial age.⁴⁴

This, though it presents the vocational approach to rehabilitation, might be applied to the entire educational program of correctional institutions.

A statement presented by a member of the Michigan Department of Corrections, though lengthy, presents a desirable position when one considers relations with those that have been returned to society. "Our Social Obligation," is the statement made by Hilmer Gellein:

To one who is conversant with the operation of the three bureaus of the Department of Corrections, their underlying philosophy and their ultimate objectives, one fact stands out rather significantly and that is the value and necessity of community interest in the work those bureaus are doing.

Take probation, for instance. With the exception of first degree murder, robbery armed, treason and breaking and entering an occupied dwelling in the night time, a person who has not been twice convicted of a felony can be placed on probation under supervision not exceeding two years for a misdemeanor, or five years for a felony.

What are the advantages? There are several. Possibly most important, the offender goes through a process of discipline while still a member of society. He is saved from the stigma of a prison sentence. If a wage earner, he remains an economic asset and does not become a liability. He may be required to pay fines, costs, restitution or family support or a combination of all. In the meantime he is learning, under supervision, the great lesson of self-control and is re-educated in the social adjustments.

The cost of probation is nominal. It ranges upward to an annual cost of thirty dollars per capita. Imprisonment amounts to a little more than ten times the cost of probation or around three-hundred seventy-five dollars for each prisoner per year. Probation is an advanced step in the correction field and should command the attention of all thinking people.

When a person is sent to prison he is committed with a minimum and maximum sentence. At the expiration of his minimum sentence, minus good time or special good time, on

⁴⁴Opperman, L. "Swedish Prisons Could Serve as Model." The American Legislator, October, 1964. p. 3.

recommendation of the warden, he comes up before the parole board for a hearing where all factors are taken into consideration pending proper disposition of his case. If, in the judgement of the parole board, the inmate can safely be released to society, with a probability of making good, the inmate is paroled. If, on the other hand, the members of the parole board do not believe that the inmate is ready for parole, they have the power to defer action or hold him indefinitely, but at the expiration of his maximum sentence he must be released.

Since about ninety-seven percent of the persons sentenced to prison will eventually be released, it is important that proper supervision by competent and trained parole officers be provided to those released on parole until they have had sufficient time to become thoroughly reintegrated into society.

Although it is not humanly possible to predict what a person will do in the future, nor how he will act or react to any given situation, our statistics show that over seventy-five percent of those placed on parole complete their parole periods and receive their final discharge.

The parole board is using every precaution against releasing that type of prisoner who may become a menace to society. It is interesting to note the disposition of cases in the report of the parole board for the month of March, 1938:

During the month of March, the parole board heard a total of four hundred fourteen cases to consider for parole, of which one hundred seven were at Ionia, two hundred seventy-one at Jackson, thirty-five at DEHOCO, and none at Marquette. Of this number, two hundred thirty-one were recommended for parole, or fifty-five and eight tenths percent of the cases heard. During the first quarter of 1938 the percentage of paroles recommended to cases heard was slightly less, or forty-nine and nine tenths percent.

Parolees may be returned to prison for violation of the conditions of parole or by reason of new sentences being imposed. Of the former, twenty-five were returned during March and of the latter, twelve.

Of pardons applied for by inmates, one public hearing was held in March, with no recommendation by the parole board and no pardon granted by the Governor.

For commutation of sentence, fourteen inmates applied. Public hearings were held in ten cases, of which two resulted in a recommendation to the Governor, one of whom received favorable action.

The work of the classification committee in gradually segregating the mental defectives and sex deviates for suitable treatment and hospitalization is reflected in the drop of the number of cases referred by the parole board for further medical attention and psychiatric report.

Everyone at work in the corrections field, whether it is in probation, prisons or pardons and paroles, is aware of the fact that he is dealing with a result. The antecedent causes of crime are something for which society is alone responsible. If we wish to control crime, we must get at its source. Gradually we are becoming conscious of this fact and it is encouraging to note that intelligent action is being taken by certain groups in this respect.⁴⁵

Though this lengthy discourse of Mr. Gellein's refers more directly to the area of parole one should not be lead astray. The implication for correctional education is loud and clear. For if the inmate making application for parole is not ready, he will not be granted a parole. It is the duty of the correctional education program to prepare the inmate for this step. It is not through the generosity of the State alone that this parole should be granted as the release of one inmate will greatly reduce the charge to society and will allow the retention of those that are truly of an anti-social nature and not capable of being rehabilitated.

In conclusion, a statement made by our late president, John F. Kennedy, indicates the philosophical approach that should be utilized by both the inmates and the correctional institution administrators:

In whatever arena of life one may meet the challenge of courage, whatever may be the sacrifice he faces if he follows his conscience ... the loss of his friends, his fortune, his contentment, even his esteem of his fellow men ... each man must decide for himself the course he will follow. The stories of past courage can define the

⁴⁵Gellein, Hilmer. "Our Social Obligation." Michigan Department of Corrections History of Probation, Prisons, Pardons and Paroles in Michigan. Lansing: Michigan Department of Corrections, 1938. pp. 45-46.

ingredient ... they can teach, they can hope, they can provide inspiration. But they cannot supply courage itself. For this each man must look into his own soul.⁴⁶

This too, is the role of correctional education. We must place the inmate in the position where he is capable of searching his own mind. To be in this position one would have to express cognizance of social responsibility and, as such, would be capable of being returned to society.

⁴⁶Kennedy, John F. Profiles in Courage. New York: Harper and Brothers, 1956. p. 246.

Chapter IV

A HISTORY OF CORRECTIONAL EDUCATION

The reading of publications concerning the beginning of correctional education gives one an insight into the problems and difficulties of bringing the current programs of education into our penal institutions. This is necessitated so that one might envision the developmental process that is in action.

Correctional education systems began with the inauguration of a facility in the Walnut Street Jail in Philadelphia in the year 1798. Establishment of such facilities was advocated by John Howard who deemed educational and religious instruction as procedures which would promote the rehabilitation of incarcerated individuals. The first prison school was created as the prison board was "casting about" for some sort of leisure time form of activity which might be differentiated from shop work and yet provide some basis for the individual to show self-improvement while incarcerated.¹ From these beginnings the program of correctional education expanded to the point where it is sophisticated enough to provide collegiate training for the inmates in many of the correctional institutions.²

New York State, in 1801, provided elementary education for the "meritorious" inmates with instruction provided by the better educated

¹Barnes, Harry E. and Teeters, Negley. New Horizons in Criminology, Third Edition. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1959. p. 482.

²"Where Nobody Flunks Out." Detroit News, January 28, 1965. p. 11.

inmates. This pattern, frequently used in most institutions today, has been identified as the first implementation of inmate instructors. In 1847, the same state passed legislation creating prison schools although many earlier instances of informal instruction are in evidence. Prison chaplains in the states of Pennsylvania, Massachusetts, and New York were providing instruction in the basics of elementary education.³ In 1844, Eastern Penitentiary in Pennsylvania employed the first secular teacher. Prior to this time instruction was carried on by the clergy. Prior to 1845 there was no classroom instruction. For a time, in advance of the Civil War, growing faith in education was making itself felt within the prison walls.⁴

Most accounts lead to the belief that those first prison schools were hard put to be dignified by being called "school" as their crudeness of facility, curriculum and teaching methods left much to be desired. In spite of their extreme difficulties - basically no legislative appropriations, then as now - most regarded correctional education programs as a redemptive force for the survival of inmates. As early as 1870 at the First Correctional Administrators Conclave, a Declaration of Principles endorsed the following:

Education is a vital force in the reformation of fallen men and women. Its tendency is to quicken the intellect, inspire self-respect, excite higher aims, and afford a healthful substitute for low and vicious amusements. Recreation is considered to be an essential part of

³Barnes, Harry E. and Teeters, Negley. New Horizons in Criminology, Third Edition. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1959. p. 483.

⁴Taft, Donald R. Criminology. New York: The MacMillan Company, 1956. p. 546.

education. It has come to be recognized that recreation and education are, therefore, matters of primary importance in prisons, and should be carried to the utmost extent consistent with the other purposes of such institutions.⁵

A reference to Austin MacCormick, from The Education of Adult Prisoners, recognizing the imperative nature of a sound foundation, and therefore a sound structure from the ground up, outlined a program that in its comprehensiveness included the basics of academic, vocational, hygienic, social and cultural education. The rudiments upon "new" correctional education should exist are defined as:

- (1) avoidance of mass education and the adoption of individualized instruction;
- (2) avoidance of reliance on mere stereotyped programs and routine;
- (3) recognition that convict education is adult education and not the feeding of juvenile instruction to grownups;
- (4) a broad and inclusive curriculum designed to meet all needs; and
- (5) making interest rather than compulsion the psychological basis of the correctional education system.⁶

With these ultimate goals for correctional education, forward looking states implemented the program of institutional education within their bounds. Maryland established the first system for all inmates in 1830. New York made legal provisions for appointment of instructors in 1847. Many states made provisions for social education, guided group interaction and vocational education programs. Congressional appropriations in 1930

⁵Barnes, Harry E. and Teeters, Negley. New Horizons in Criminology, Third Edition. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1959. p. 483.

⁶Ibid., p. 483.

made it possible for the Federal Bureau of Prisons to utilize trained educational supervisors in the major federal institutions.⁷

In 1933, the State of New York appointed the Englehart Commission to study the scope and ramifications of education in the adult penal institutions of that state with ensuing recommendations that were far-reaching and crystallized the attention of penologists upon the new education - an integrated technique dealing with the needs of the individual. Interpreting the report on this experiment, Wallack⁸ states that the correctional authorities must accept the modern point of view which holds the purpose of education to be the development of the individual as a total personality. Administrative function only dictates that there be a division to general and vocational education.

Rehabilitation and altering of attitude would seem to be the major objectives. Correctional education, in its broadest sense, should be socialization of the inmates through varied impressional and expressional activities with emphasis on individual inmate needs. The ultimate for this type of program shall be the return of all of those inmates to society with a more wholesome attitude toward living, with a desire to conduct themselves as good citizens, and with the skill and knowledge which will give them a reasonable chance to maintain themselves and their dependents through honest labor. To this end, each inmate shall be given a program

⁷Ibid., p. 483.

⁸Wallack, W. M., Et al. Education Within Prison Walls. New York: Columbia University Press, 1939.

of education which, on the basis of available data, seems most likely to promote the process of socialization and rehabilitation. The time devoted daily to such an educational program shall be such that it meet the needs and demands of the stated objectives.⁹

From here let us procede to the study of the programs of various correctional institutions and their educational programs. An effort was made to present a sample which was spread over the total country, state and federal institutions.

⁹Tappan, Paul. Contemporary Correction. New York: McGraw-Hill Book Company, Inc., 1951. p. 225.

Chapter V

A SURVEY OF THE EDUCATIONAL PROGRAMS OF SELECTED CORRECTIONAL INSTITUTIONS

In an effort to visualize the type of educational program existent in correctional institutions of the nation, the programs of selected institutions were reviewed to examine the contents. An effort was made to choose widely separated and diverse institutions.

Leavenworth

One of the factors common to all men in prison is their inability to understand the need to recognize and control the various circumstances that are a part of each of our lives. Education is an avenue down which we can arrive at a better understanding of ourselves and the world about us. As a result of this understanding we better equip ourselves to deal, in a positive sense, with the circumstances of life. Education is a debt which we owe ourselves, when we fail to pay this debt we cheat ourselves.

We are teaching adults at Leavenworth, and this factor has been given all of its due consideration in the planning of the various courses of study. The many classes are designed to increase the capacity of the individual - his ability to reason well, to think and to act methodically and to be better equipped, following his release, to meet the exigencies of a highly competitive society. The program has been designed for adults to meet adult requirements and needs.

The program encompasses the basic elementary program designed for those whose grade level is 0 to 3.5 in the basic fundamentals of reading, writing and arithmetic. The intermediate program for those whose grade level is from 3.5 to 6.0 whose subjects are extensions of those in the elementary with introduction into more advanced work. The junior high program for those with grade level from 6.0 to 8.0 utilizes general science, basic English grammar, social studies, history and general mathematics. The high school program is designed to promote the receipt of a high school diploma from the Kansas State Board of Education and is divided into college preparatory, commercial and general curricula.

Courses of study are outlined whereby the inmate student may select the area he feels presents the greatest opportunity. All are at the high school level. They include science, engineering and liberal arts which are college preparatory; clerical and business which are commercial and a general course. Forty-two courses are offered in the high school program.

The college program operates in conjunction with the University of Kansas and its Bureau of Extension. Approximately two hundred inmates are now involved. An Associate of Arts Degree may be obtained through Highland Junior College, Highland, Kansas.

The correspondence program and cell studies program operates in the International Correspondence School program. The vocational program operates on the basis of training inmates for occupations they will follow when released from prison.¹

¹Catalog of Classes, 1964-65. Leavenworth: United States Bureau of Prisons, 1964.

McNeil Island

Education is, in a very specific sense, a type of treatment in every good correctional program. When men are received at McNeil Island their treatment starts immediately. They are housed initially in an Admission and Orientation Unit where they remain for about thirty days. During this time they are acquainted with the facilities and tested for proper placement. Individual interviews and counseling follow.

The education department has developed a special series of courses which are offered to the men in the Admission and Orientation Unit and are directed toward a two-fold purpose. These include interesting the new arrivals in the educational program and making constructive use of the long hours in the unit. Stress is placed upon emphasizing the role education can play in meeting the needs of the individuals.

Thus education becomes a primary element in McNeil Island's efforts to equip men for the requirements and responsibilities of citizenship. Relatively few who enter prison have had the advantage of extensive education. Most never finished high school, many are illiterate or near-illiterate, few have vocational skills.

Currently the educational program operates under accreditation of the Pierce County Education Department and Clover Park High School. Certified teachers teach all the legally required courses so that all legal requirements for academic promotion are met.

Academic classes include: (A) In the field of English, spelling, television script writing, public speaking, vocabulary, English 10 and 12, and drama; (B) In the field of Mathematics, elementary arithmetic, general mathematics, algebra and trigonometry; (C) In the field of Languages, French, Russian, Spanish and German; (D) In the Field of

Social Studies, geography, American and world history, contemporary affairs and social living; (E) In the field of Business, typing, salesmanship and accounting; (F) Others, electronics, music theory, commercial and fine art.

The correspondence school program includes:

(A) Institutionally: accounting, arithmetic, English, geology, history, spelling, vocabulary, and cursive writing; (B) Through International Correspondence School; advertising, architecture, auto mechanics, business administration, aero, civil, electrical, mechanical and stationary engineering, plumbing and heating, radio and television, salesmanship and retailing, sheet metal and shop practices; (C) College and trade school assignments are undertaken only when qualified students obtain approval.

Academic classroom participation averages four hundred students completing approximately nine hundred academic courses. Over seven hundred academic and vocational courses are completed by two hundred seventy-five students. Three hundred inmates are kept busy studying vocationally oriented skills each year.²

Florida State Prison
Raiford, Florida

During the period of the report, four hundred three students matriculated in the educational program at Florida State Prison, Raiford, and one hundred fifteen diplomas and certificates of achievement were awarded. Sixty-two percent of those enrolled completed their educational goals. As a result of an exchange program with public and university

² Education at McNeil. McNeil Island, Washington: United States Bureau of Prisons, 1962.

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libraries the institution has twenty-five thousand volumes. The library is largely dependent upon other libraries for books discarded because of obsolescence or disrepair and consequently the inmates are deprived of any real current editions.

The import of vocational training to teach employable skills is fully realized and the education department has utilized the funds available to expand vocational facilities and to add skills to the curriculum. Training is possible in the graphic arts, general shop, upholstery and furniture repair, shoe repair, office machines repair, engineering drafting, radio and television repair, vocational agriculture and library science. Classroom study in these areas is consistent in scope and quality with the public school. Practical application of theories learned can be more effective through improved support. The purchase of some equipment to establish a basic photo-offset-printing training program made it possible for instruction in skills needed for employment in commercial enterprises. Type set by hand and letter press also continue in use so a variety of skills utilized in job-shop printing is available. During this period, the print shop trained thirty-eight students, thus, those who were released or paroled were qualified for employment.

The vocational agriculture program has emphasized an effective course of training in ornamental horticulture, and greenhouses are provided through the cooperation of the garden clubs of the State of Florida while commercial sources provided many plants. These are utilized in landscaping the prison and beautifying the institution's grounds.

The school program, both academic and vocational, registered gains during the report period in improving the employability potential of

assigned inmates by raising their education and skill levels. This gain is evidenced by the success of released inmates in finding and holding employment.³

California Rehabilitation Center
Corona, California

Major emphasis is placed upon the testing and counseling program to assist residents in making realistic occupational choices. Residents are encouraged to utilize the available academic education and/or vocational trade training facilities at the institution in preparation for a suitable occupation in the community.

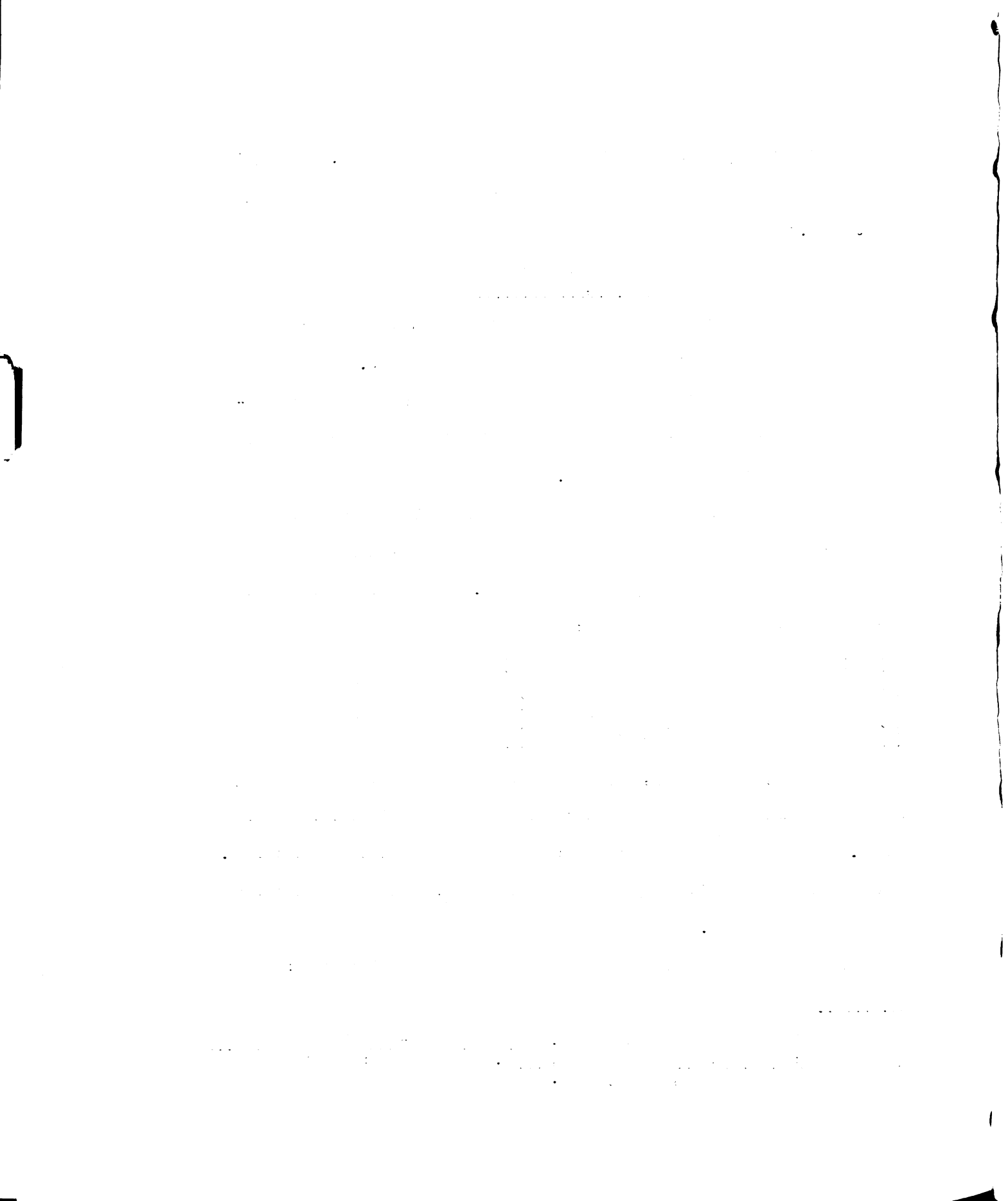
The academic program is staffed by personnel with appropriate credentials issued by the California Department of Education and is divided into elementary and secondary school sections. At the secondary level the program includes the following:

- | | |
|-----------------------------------|------------------------|
| (a) algebra 1 | (f) music |
| (b) English literature 1 and 2 | (g) business education |
| (c) government | (h) accounting 1 and 2 |
| (d) United States History 1 and 2 | (i) typing 1 and 2 |
| (e) industrial science 1 and 2 | (j) business English |

Residents, who qualify, may take correspondence courses financed by state funds through many of the accredited educational institutions of the state. Selection is based upon the current offerings of the institution. Qualifications established by the institution must be fulfilled for the inmate to participate.

Evening course work is also available in the following areas:

³ Florida Division of Corrections. Third Report - Florida Division of Corrections: July 1, 1960 to June 30, 1962. Tallahassee: Florida Divisions of Corrections, March, 1963. p. 29.



- | | |
|---------------------------------|---------------------|
| (a) remedial arithmetic | (d) public speaking |
| (b) blueprint reading | (e) human relations |
| (c) Great Books discussion club | (f) Spanish 1 |
| | (g) algebra |

Vocational offerings are all directed to placement in job responsibilities. Major assistance to vocational education is supplied by the Trade Advisory Committee which provides the following service:

- 1) sound advice on space and equipment requirements, training procedures, and instructor qualifications and selection;
- 2) establishment of standards of resident selection and training which are acceptable to the specific trade;
- 3) practical vocational guidance to, and evaluation of, resident trainees;
- 4) voluntary consultant advice as to release employment potentials and placement opportunities;
- 5) improved mutual understanding of the respective programs of management, labor and the Department of Corrections.⁴

The preceding examinations of programs in the institutions were made from the publications of the various institutions and were made from the viewpoint of the institution itself. It is felt that this examination of correctional institutions, both federal and non-Michigan, would present the similarity that exists between most correctional institutions and their educational programs.

Marquette

The educational program at the State Prison of Northern Michigan operates on the basic principle of accomplishing "a stimulation of an interest, motivation of the interest, and re-education and strives to develop and cultivate the inmate mentally and morally." This objective

⁴ Sandron, Leo. Guide to Educational and Vocational Opportunities Offered by the Educational Section. Corona: California Department of Corrections, 1964. pp. 7-21.

implies that a sound program will go as far as the vision of the administration and as far as the ability of the staff and as far as the staff wants it to go.

The school operation itself is comparable to that of the public schools in that it operates seven forty-five minute periods each day. The terms are three, each sixteen weeks in length, with markings every four weeks.

The academic program is directly oriented toward the completion of a high school diploma and encompasses such classes as:

- | | |
|-----------------------------------|-----------------------|
| (a) English, grade 1 to 12 | (g) semantics |
| (b) Mathematics, grade 1 to 9 | (h) public speaking |
| algebra 1 and 2 | (i) speedwriting |
| (c) science | (j) drawing |
| biology and physiology | (k) radio electronics |
| (d) social studies, grade 8 and 9 | (l) agriculture |
| political science | |
| American and world history | |
| (e) business | |
| typing | |
| bookkeeping | |
| salesmanship | |
| (f) dramatics | |

The cell study program includes most of the curriculum but with the opportunity to pursue material at greater depth.

General Educational Development tests are taken and upon satisfactory completion of this battery the school, Northwoods School, issues an equivalency certificate equal to a high school diploma.

Staffing of the school is basically with inmates with the exception of the central administrative staff. The school issues the "Northwoods Bulletin" quarterly and makes extensive promotion of the entire educational program through this medium.⁵

⁵ Northwoods Bulletin, Vol. 3, No. 3. December, 1964.

1. The first part of the report is a general introduction to the project, which includes a brief history of the project and a statement of the objectives.

2. The second part of the report is a detailed description of the methodology used in the study.

3. The third part of the report is a detailed description of the results of the study.

4. The fourth part of the report is a discussion of the results and their implications.

5. The fifth part of the report is a conclusion and a list of references.

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Marquette, established by Public Act 148 in 1885, has made progress, educationally to a point where its program is comparable to the educational program at Jackson.⁶

Ionia

Modern correctional practice has accepted the fact that education and training have much to contribute in the preparation of offenders for successful living. Consequently, the emphasis is placed upon education and training within this institution. Since a program of education and training in a correctional institution is not built on the assumption there is a single approach to the problem, it is believed there must be a well-defined program, taking into consideration all the needs of the individual. Actually, there may be a trade taught to the inmate but be a failure in a program of rehabilitation because the inmate has not changed his attitude toward society and life. It may be concluded that an educational program in a correctional institution has three objectives:

- 1) to make opportunities available to perform in an area of interest and greatest challenge so that all other correctional procedures may become more effective;
- 2) to provide means whereby the individual can achieve self-confidence and prepare for suitable employment; and
- 3) to aid in providing atmosphere, facilities and personnel for the training of acceptable social attitudes.

With reference to this latter objective for a period of five weeks after initial orientation groups of from ten to twenty-five meet once per week in "continuing orientation." The emphasis is on assisting the

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Michigan Department of Corrections. History of Probation, Prisons, Pardons and Paroles in Michigan. Lansing: Michigan Department of Corrections, 1938. p. 27-28.

adjustment within the institution and to a "treatment oriented" atmosphere with the hope of attitude change to promote the utilization of potential rehabilitation programs.

The primary orientation of the program emphasizes trade preparation as indicated by the following courses:

- | | |
|-------------------------|------------------------------|
| (a) automobile school | (l) laundry work |
| (b) agriculture | (m) machine shop |
| (c) barbering | (n) painting |
| (d) carpenter shop | (o) pattern shop |
| (e) culinary trades | (p) plumbing |
| (f) electrician shop | (q) sewing machine mechanics |
| (g) garment cutting | (r) print shop |
| (h) foundry work | (s) sheet metal shop |
| (i) furniture making | (t) tailor shop |
| (j) hospital attendants | (u) typewriter repair |
| (k) janitorial service | (v) upholstering |
| | (w) welding |

The academic orientation is toward both the completion of a high school program and the attainment of a proficiency in basic skill subjects and includes:

- | | |
|---------------------------------|----------------------------|
| A) English | C) Science |
| English 1 and 2 | general science |
| American and English literature | biology |
| business English | physics |
| B) Mathematics | D) Social Science |
| social mathematics | civics |
| applied mathematics | applied economics |
| business arithmetic | consumers economics |
| algebra 1 and 2 | American and world history |
| plane geometry | geography |
| E) Commercial | |
| typing 1 and 2 | |
| bookkeeping 1 and 2 | |
| accounting 1 and 2 | |
| general business | |
| business law | |

Further opportunities are offered through International Correspondence School, college correspondence, evening schools, television courses and social education.

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The system is operating with two hundred on the "pass system". Total consideration of participation, full-time and part-time, indentifies the participation of three hundred seventy of eight hundred twenty-five inmates of the institution involved.⁷

Ionia was established by the legislature in 1875. Little was provided in way of education except for a few night classes from 1878 to 1913. The educational program ceased to function from 1913 to 1926. In 1935 the first director of education was appointed. In the following year the enrollment reach two hundred thirty-nine in the academic school and one hundred eight-seven in the vocational school. The prime objective of most was to learn to read and write.⁸

Jackson

Since the State Prison of Southern Michigan at Jackson was the pioneer in the development of correctional education in the State of Michigan we shall consider both the development and the content of the program at the institution.

The legal development of the correctional system began in 1838 when the legislature provided for the establishment of a state prison at Jackson on land donated to the State by local residents. The cyclical development of the facility was completed in 1934 when the "downtown" facility was closed and the activities of the institution were moved to the

⁷ Colbert, Edward L. The Michigan Reformatory and its Progress. Ionia: Michigan Department of Corrections, 1964.

⁸ Michigan Department of Corrections. History of Probation, Prisons, Pardons and Paroles in Michigan. Lansing: Michigan Department of Corrections, 1938. p. 23-26.

current site north of Jackson. The facility, when completed, had a cell capacity of 4059 and occupied a site consisting of fifty-seven and one-half acres.

The foundation for an educational program in the correctional institutions of the State of Michigan lies in the following statutes:

Revised Statutes of 1846. Chapter 172.

Section 50. The agent shall furnish at the expense of the State, a Bible to each of the convicts who can read, and such convicts as cannot read, he shall cause to be instructed in the principles of reading, writing and arithmetic.

Compiled Laws. Act 118. 1893. Chapter 75.

Section 55. A school shall be maintained in each prison for the instruction of convicts confined therein. It shall be conducted under such regulations as may be approved by the board of the prison in which it is maintained.⁹

Upon this framework has been constructed the current correctional education system for the State of Michigan.

The actual development of a functional education program in the correctional institutions was largely left to the whims of the agent, or warden. In the early days of organization many regarded the educational program as a necessary evil, looking on it as the production of the "do-gooders." Agent W. L. Seaton in 1859 remarked, "... our prisons are only schools for evil that put out inmates more hardened and villanous than before."¹⁰ Fortunately, for the program, this feeling did not persist. Wardens like H. F. Hatch, in 1885, who felt the educational program pro-

⁹ Sharkoff, Eugene F. et al. The Compiled Laws of the State of Michigan, Vol. IV. Ann Arbor: The Ann Arbor Press, 1948.

¹⁰ Michigan Department of Corrections. History of Probation, Prisons, Pardons and Paroles in Michigan. Lansing: Michigan Department of Corrections, 1938. p. 17.

vided a constructive outlet for the energies of the inmates along with creating a more efficient rehabilitation program provided the impetus to an expanding and more inclusive educational system. In Hatch's term the school was in full operation and it would have done credit to any schoolmaster. In 1911, under Warden Simpson more stress was placed upon the problem of education among the convicts than ever before, and only the exceptionally crowded conditions arising since have made necessary the partial abandonment of his policy for the time.

The total educational program at the State's correctional institutions followed the lead of the authorities at Jackson. The completion of the new prison in 1934 led to the establishment of a program close to the one currently operating. It provided for expansion including academic work to grade twelve, vocational training, commercial courses, agriculture and arts and crafts. The old concepts concerning punishment were, to a large extent, discontinued and in their place more humane methods were substituted. Educational activities were placed under the supervision of a director of education, who had as a staff, men with former teaching experience. Courses in higher education were also provided.¹¹

Classification is the key to any effective rehabilitation program and the introduction of this activity in 1937 and a counselor program in 1947 have enhanced the potential of successful rehabilitation of those inmates being released. The reception center at Jackson served to meet the

¹¹Ibid., p. 22-23.

immediate needs of quarantine for physical examination which include fingerprinting, photographic, interviewing for completion of records, clothing issue and assignment to a unit.¹² Classification calls for effective identification of incoming inmates into one of three basic types of offenders. This is done so that the most effective use might be made of all the educational facilities available. These types include: (1) the professional, psychopathic, or low-intelligence type individuals who would gain little from any educational activity; (2) the accidental offenders and those for whom criminal behavior is atypical and that one shock of prison life would be sufficient; and (3) those occasionally criminalistic but with reasonable emotional maturity and intelligence. Type two and type three are those who would best profit from the rehabilitative efforts of education while incarcerated. "Naturally, first consideration should be given to prisoners with the best prospects of rehabilitation."¹³

Since the establishment of classification, all inmates are given achievement tests to indicate the level of academic achievement of the inmate. If a fifth grade level is not indicated the inmates are 'advised' to enter the academic school as no entry into vocational or commercial classes is permitted for those below this level. In view of this method of assignment, every effort is made to individualize the treatment of the inmate, to diagnose his educational needs and to perscribe a well-balanced training program to meet his needs.

¹² Clark and Associates, et al. Study of Penal Facilities for the State of Michigan. Grand Rapids: Calrk and Associates, et al., February 1954. p. 43-44.

¹³ Ibid., p. 12.

The academic school is designed around a program that transcends illiteracy to college credit. The elementary program consists of the following: opportunity 1 and 2 for beginners in reading, writing and spelling; classes A1 and B2, a workbook approach to reading and spelling; class C1, similar to classes A1 and B2 at grade three level; the regular developmental approach through a typical grade eight program.

Much also has been done at these levels with programmed materials to present a type of ungraded program for beginning at any time thereby not delaying the beginning of the educational experience until a class break, allowing one to begin at the time of incarceration.¹⁴

The high school program is typical of a small public high school including programs in mathematics, English, minimal science, social studies, business and art. Programmed materials are utilized in mathematics, English and science.¹⁵

Night courses in the academic school include languages, mathematics, art, radio and television broadcasting, business and English. The night program provides those working a full day shift to further their education if they are desirous of doing so.¹⁶

Vocational classes offered are welding, masonry, carpentry, drafting, electricity, machine and metal shop, sign shop and machine repair.¹⁷

¹⁴Wilson, George Jr. Listing of Courses Offered at the State Prison of Southern Michigan, 1962-1964. Jackson: State Prison of Southern Michigan. January, 1965. p. 1-2.

¹⁵Ibid., p. 3-4.

¹⁶Ibid., p. 5.

¹⁷Ibid., p. 6.

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Cell studies, through correspondence, also provide an extensive outlet for those who desire, and have a facility, to pursue fields not offered within the educational program of the institution.¹⁸

The academic school provides the facility for high school graduation should the inmate provide sufficient credits through transfer and study at the prison. The diploma is granted either by the school previously attended or from the academic school of the prison.¹⁹

A recent monthly survey shows the following category breakdown:

Elementary students (below fifth grade level)	123
Between grade five and grade eight	43
High School students	71
No-call students (those on full-day work assignments)	106
Night students	176
Cell studies students	929
International Correspondence School students	233
Camp students	24
Total number of students in all phases of the educational program	1705

The institutional population for the same period fluctuated between 3700 and 3900.

The feeling for the importance of education has induced an altered attitude toward the functional aspects of penology which has led to the following statement:

... it has been demonstrated that vindictive punishment serves no rational ends, either in prevention or reform. Meanwhile as a result, a new element has become embodied in the theory regarding the treatment of offenders, namely, that of rehabilitation.²⁰

¹⁸Ibid., p. 7-8.

¹⁹Ibid., p. 9.

²⁰Clark and Associates, et al. Study of Penal Facilities for the State of Michigan. Grand Rapids: Clark and Associates, et al. February, 1954. p. 8.

Michigan's efforts have the following statement as an indication of their efforts:

... it is interesting to note how the prisons of Michigan have gradually emerged from the old concept of brutality to a scientific approach in dealing, not with the prison population as a unit, but with each individual as a separate case so that, in the event of parole, the parolee may be reintegrated into society as a law-abiding and self-respecting citizen.²¹

With this background of the educational program at the State Prison of Southern Michigan at Jackson, let's proceed with an analysis of the returns from contacts with the paroled inmates who had been participants in the educational program at Jackson.

²¹Michigan Department of Corrections. History of Probation, Prisons, Pardons, and Paroles in Michigan. Lansing: Michigan Department of Corrections, 1938. p. 3.

Chapter VI

DESCRIPTIVE DATA

In efforts to ascertain the effectiveness of the educational program at Jackson it was first determined to identify the "average" individual that was participating in the program. This led to an analysis and construction of frequency figures for the various aspects of individual character under consideration.

Sample Characteristics

Figure 1, Ages of the Participants, indicates a median age for the participants of 32. This is considerably above the 27.1 age identified in a study of prisoners' characteristics following the prison riots of 1953.¹ This shows that the median age of the prison population is rising due possibly to the increasing number of long-time offenders that have been incarcerated. This fact magnifies the impact and necessity for having a strong educational program as a functional facet of the pre-release program of inmates being returned to society.

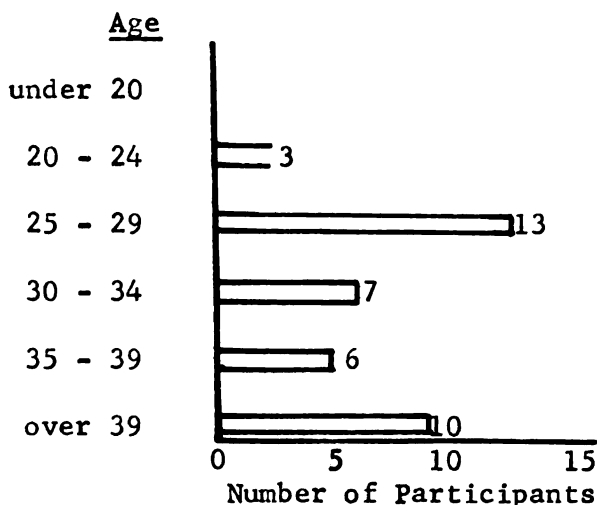


Figure 1. Ages of Participants

¹Michigan Department of Corrections. Special Study Committee: The Michigan Prison Riots. Lansing: Michigan Department of Corrections, February, 1953. p. 8.

A more important factor is the level of education that the inmates have achieved prior to their assignment to a correctional institution. The sample in question, identified in Figure 2, Stated Level of Educational Attainment, indicates a level of grade 8.1. However, the study previously identified² gives a median grade rating of 6.6.

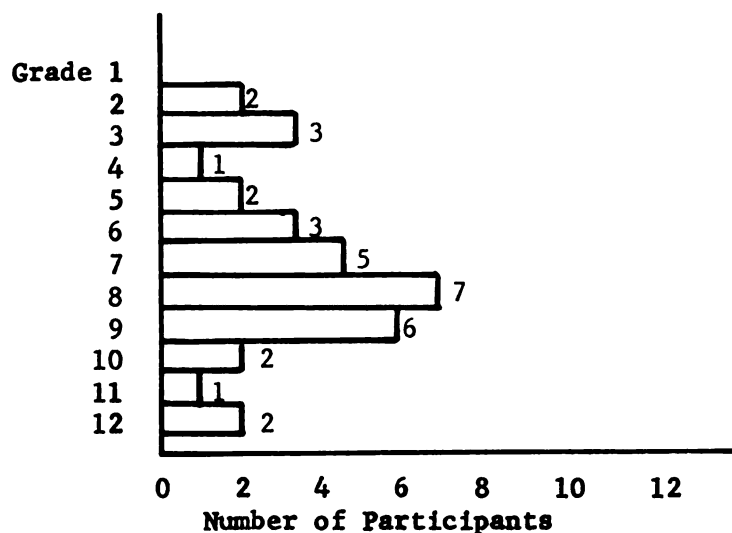


Figure 2. Stated Level of Educational Attainment

The difference of 1.5 grade level is very significant, but it might be characteristic of the sample under consideration. The time lapse between this sampling and the previous study might also have some bearing on the apparent "upgrading" of the median grade level.

Since the primary concern of this study is the educational program at the State Prison of Southern Michigan a look at the particular segments that were identified by the inmates might prove fruitful. The responses are indicative of the areas of participation for those being studied. Figure 3, Classes Taken While Incarcerated, indicates the frequency of the actual class participation of the sample.

²Ibid., p. 9.

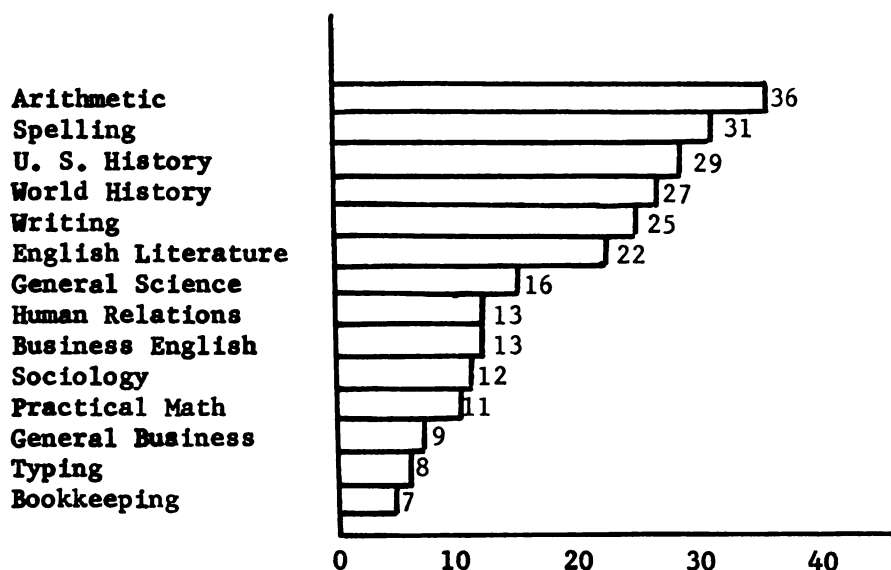


Figure 3. Classes Taken by Inmates While Incarcerated.

The character of the program undertaken by those incarcerated is shown by the fact that of the six courses with the greatest indicated participation all are from the area that educators classify as the "academics". Of the top ten, eight are from this category. This would seem to point out the need that these people possess for the "basic academic skills" and would seem to indicate that the school administrators have supplied the necessary direction, or that the inmates themselves have "seen the light," which is dubious at this point in their experience. Whatever the case, the orientation is toward the "basic academic skills concept" necessary for the releasees if they are to be most easily assimilated into society.

In conjunction with what subjects were actually undertaken one might consider the feeling the participants had for these experiences. Figure 4, Importance of Training as Stated by Participants, presents the response to the question, "What rating would you assign to the educational experiences you have been through?" The first three time periods indicate consistent

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commitments on the part of the inmates concerning the program. It is hoped that this feeling permeates the entire population of the institution partaking in the program.

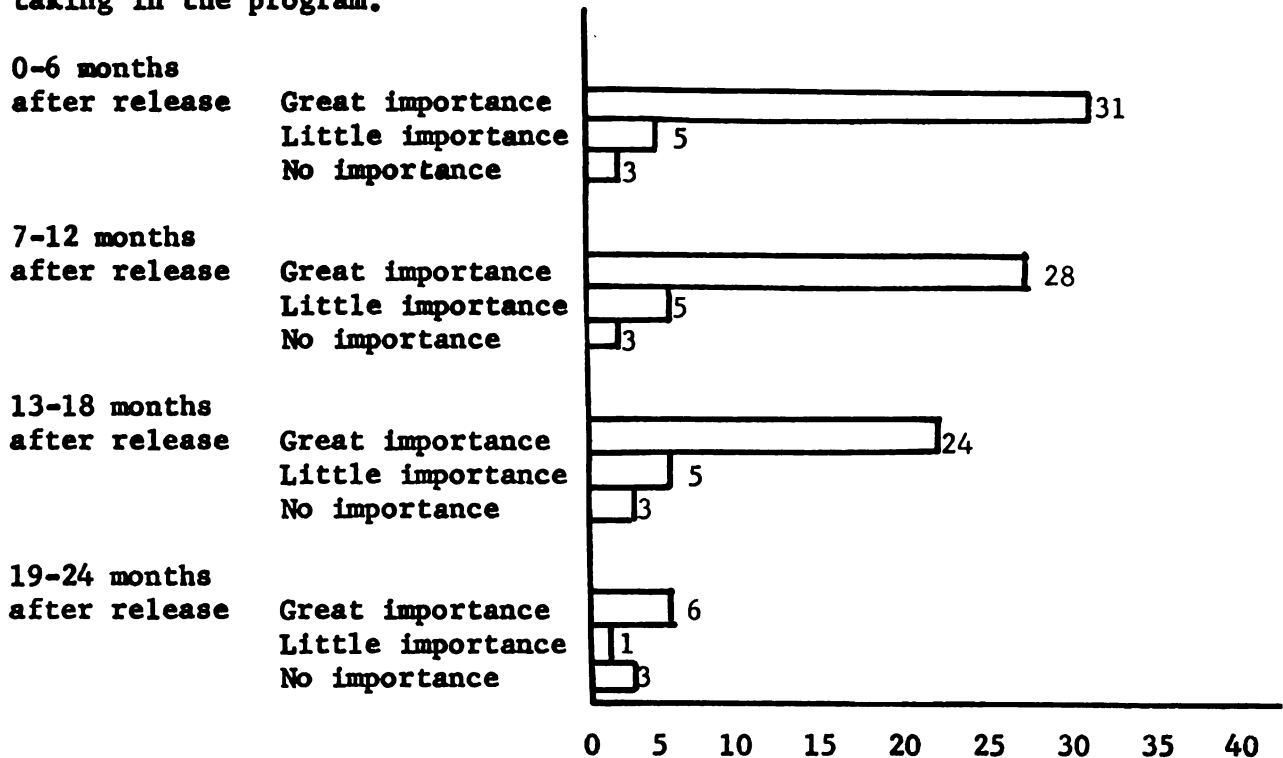


Figure 4. Importance of the Training as Stated by the Participants.

Further investigation into some of the specific aspects of the program led to the information shown in Figure 5, Value of the Different Phases of the Educational Program as Indicated by the Participants. Noted is a more diverse response and not as solid an expression of confidence as previously indicated.

At this point, concern developed as to the extent that the educational program provided aid in the employment of the released inmates. In Table 6, Comparative Work Status, responses to the two questions, "Are you currently working?" and "Were you working immediately prior to your incarceration?" are shown. This shows that the employment situation was much more favorable after incarceration. However, we must not overlook

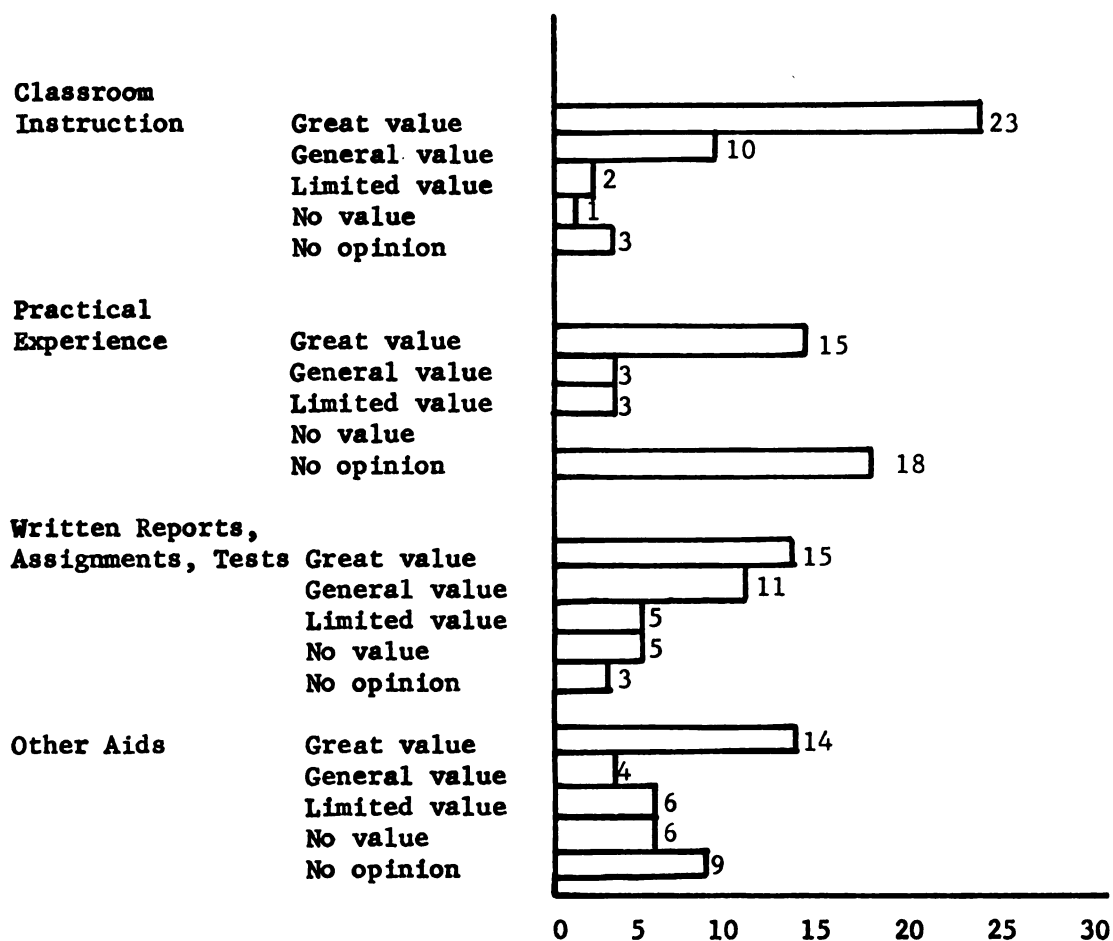


Figure 5. Value of the Different Phases of the Educational Program as Indicated by the Participants.

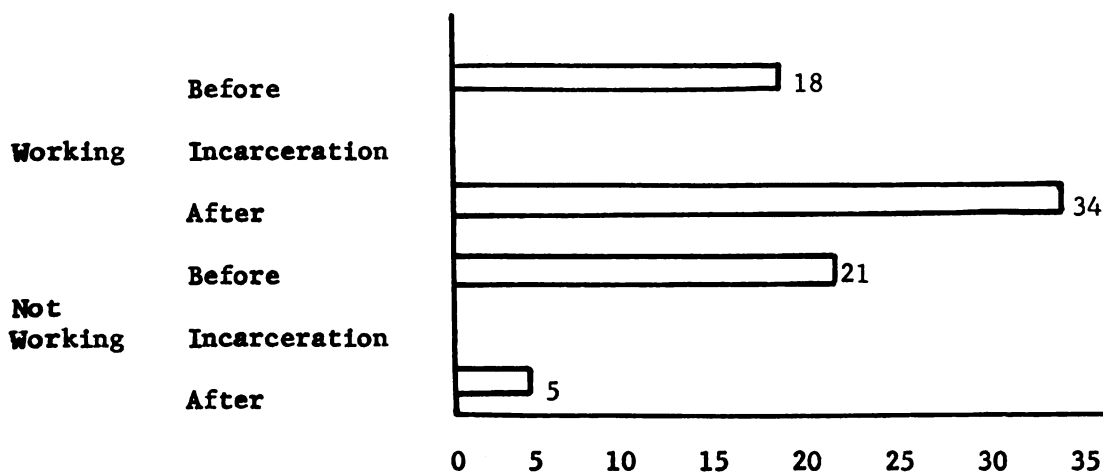


Figure 6. Comparative Work Status.

two very influential factors on the "after status" - one of parole, very effective, as there exists great fear of returning to the institution and second, the economy of the nation. We are now in a more stable and profitable economic position than when the people of this sample were incarcerated. Figure 7, Number of Years of Incarceration, and Figure 8, Year of Discharge From Jackson, indicate that the median length of incarceration was approximately one year and ten months which puts the incarceration date between early 1962 and early 1963, a time when the nation's economy was not at the high level it currently enjoys.

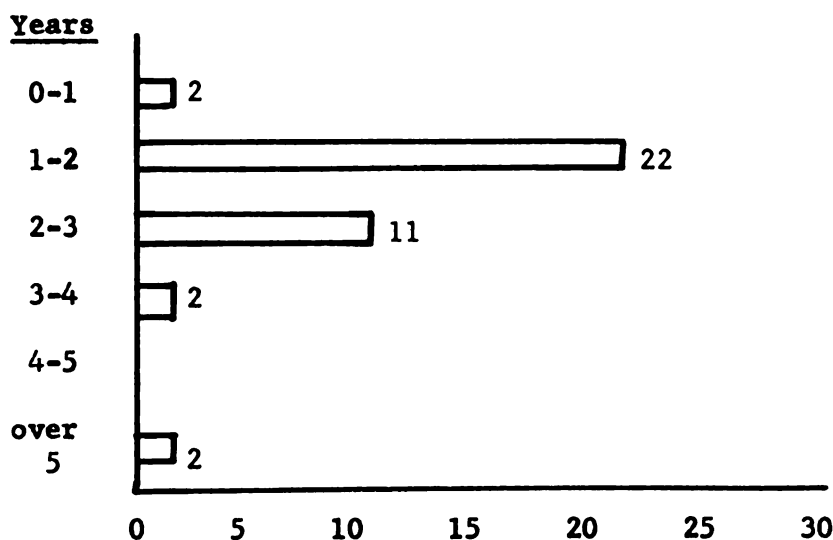


Figure 7. Years of Incarceration.

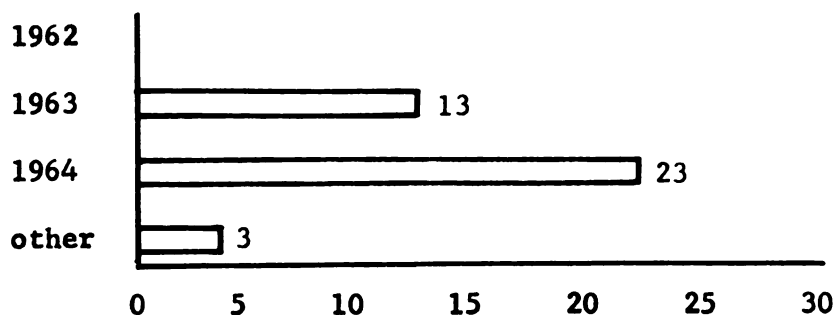


Figure 8. Year of Discharge.

Another approach is the level of income achieved prior to incarceration, and after release from the institution. The income achieved by those in the sample is indicated in Figure 9, Comparison of Weekly Income Before and After Incarceration, which because of the large number of unemployed prior to incarceration would present a median weekly income of less than \$30 for the period prior to incarceration. The period for the first year, after release shows considerable rise in the median weekly income to approximately \$66, while for the second year after release it would approach approximately \$81, an increase in the 20-25% range. For a like two year span the Consumer Income^{3,4} indicates only a 6% rise in the income for males of the nation. However, we are well aware of the many factors that

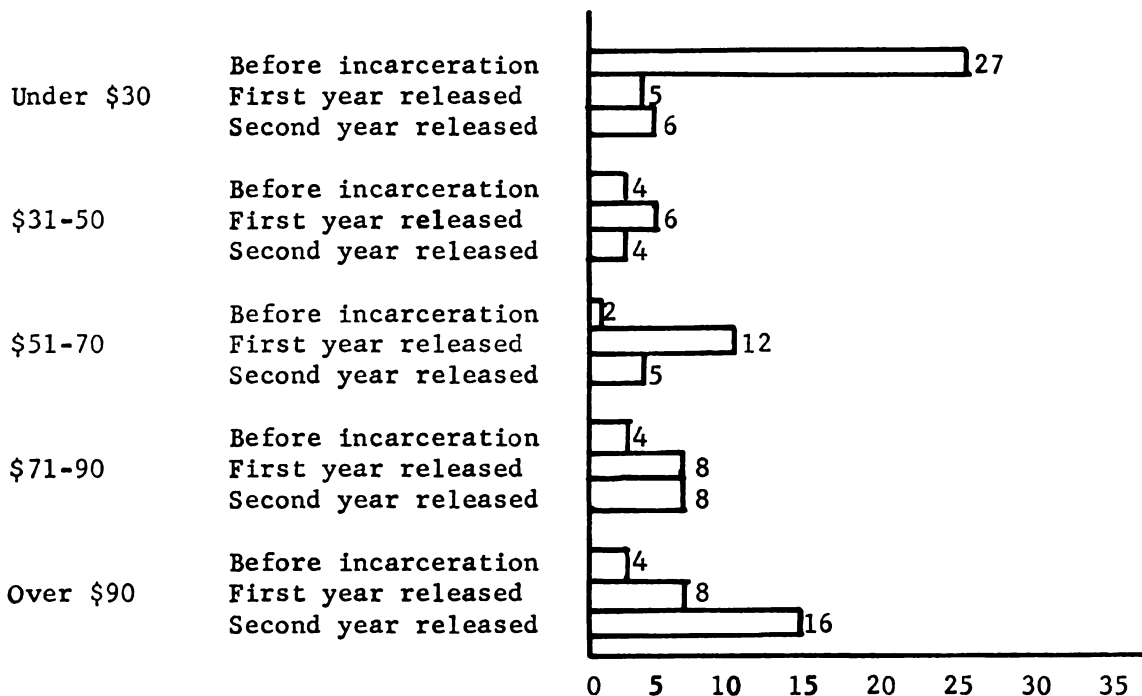


Figure 9. Comparison of Weekly Income Before and After Incarceration.

³"Income of Families and Persons at Record High in 1963." Consumer Income, Series P-60, No. 42, June 12, 1964. p. 1.

⁴"Average Family Income Up 5% in 1964." Consumer Income Series P-60, No. 44, May 27, 1965. p. 1.

effect the income of this type of individual. The restlessness, changing from job to job, inability to hold a job, the desire for a better job, are a few that effect all of us and attack this group on a more magnified scale.

With this indication there might be some positive result from participation in the educational program a look at the continuation into further educational experiences after release leaves one somewhat surprised. A tabulation shows that 36 of 39 respondents did not continue with any type of educational experience after release. Many supplied the rationale that long work hours prevented them from any such activity. One took further high school credit, one more extended vocational training and one participated in a program of self-instruction.

The sensitivity that the released inmates have for the educational program of the institution is expressed in Figure 10, Characteristics of the Educational Program As It Should Be - Expressed by the Participants, where their response indicates their sentiments. From this response it is evident their feeling is for some change of direction with an inclination toward the vocational areas in conjunction with the academic.

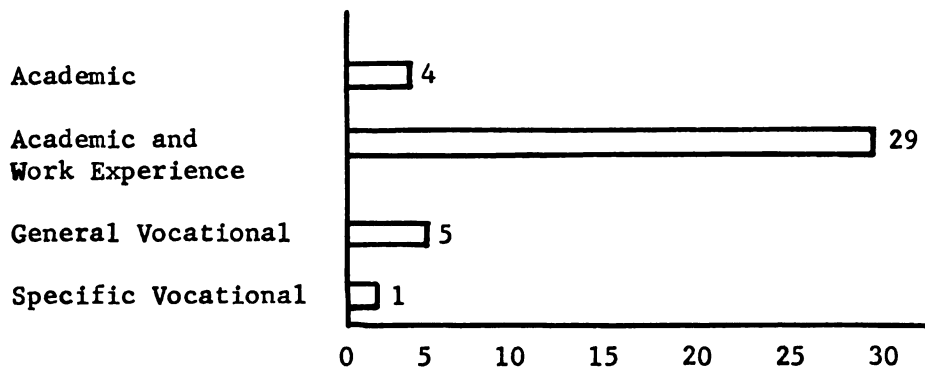


Figure 10. Characteristics of the Educational Program As It Should Be - Expressed by the Participants.

In response to the question, "What additional courses would you have taken had you had the time?" eighteen responses pointed toward vocational areas of study. Further insight was gained when thirty-two, out of thirty-nine, expressed satisfaction with their educational program except for the fact that it was experienced in a correctional institution. At the same time twenty-eight expressed dissatisfaction with their position in the labor force when they indicated a desire to change positions before the retirement stage of life.

An effort to identify the cause of initiating participation in the educational program found the majority felt that their own self-initiative led to their experience. There is some sentiment that, though they feel this way, the counseling and classification sessions held had more to do with the "self-stimulation" than they are willing to admit. The established regulations indicating a level of proficiency made have made the self-stimulation an easy way out. Figure 11, Influences Upon Entrance Into the Education Program, presents their responses.

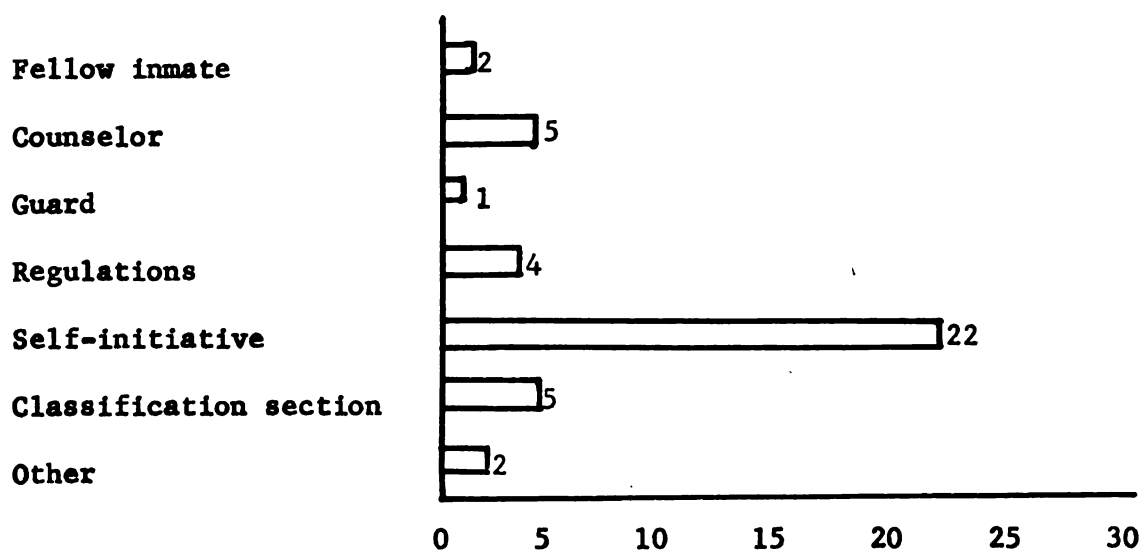


Figure 11. Influences Upon Entrance into the Educational Program.

The strength of a program rests in the type of participation the students indulge in. However, in the case of these particular students they had little choice as to the type of interaction they had with the program. Figure 12, Nature of the Program in Which Participation Occurred, the character of the sample's participation is identified. Generally, their activities consisted of one-half day school and one-half day work assignment with very few having the opportunity to partake of a full day of school. This is understandable when one considers the necessary tasks of maintenance that must be undertaken in this type of institution.

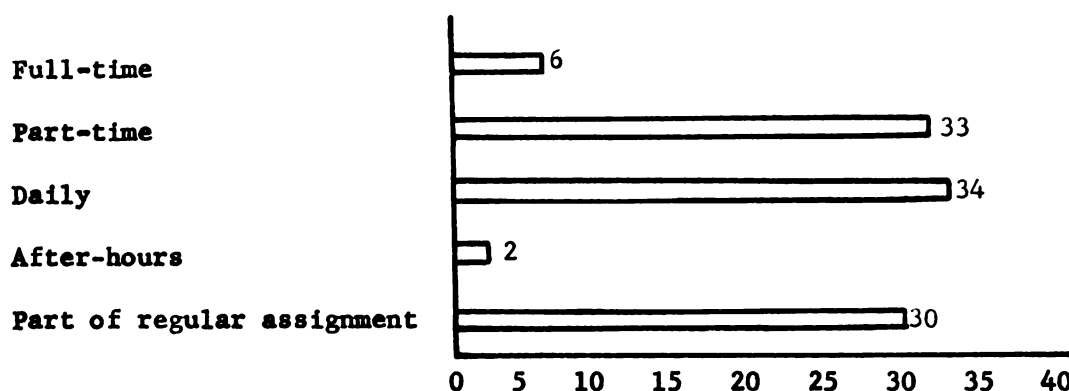
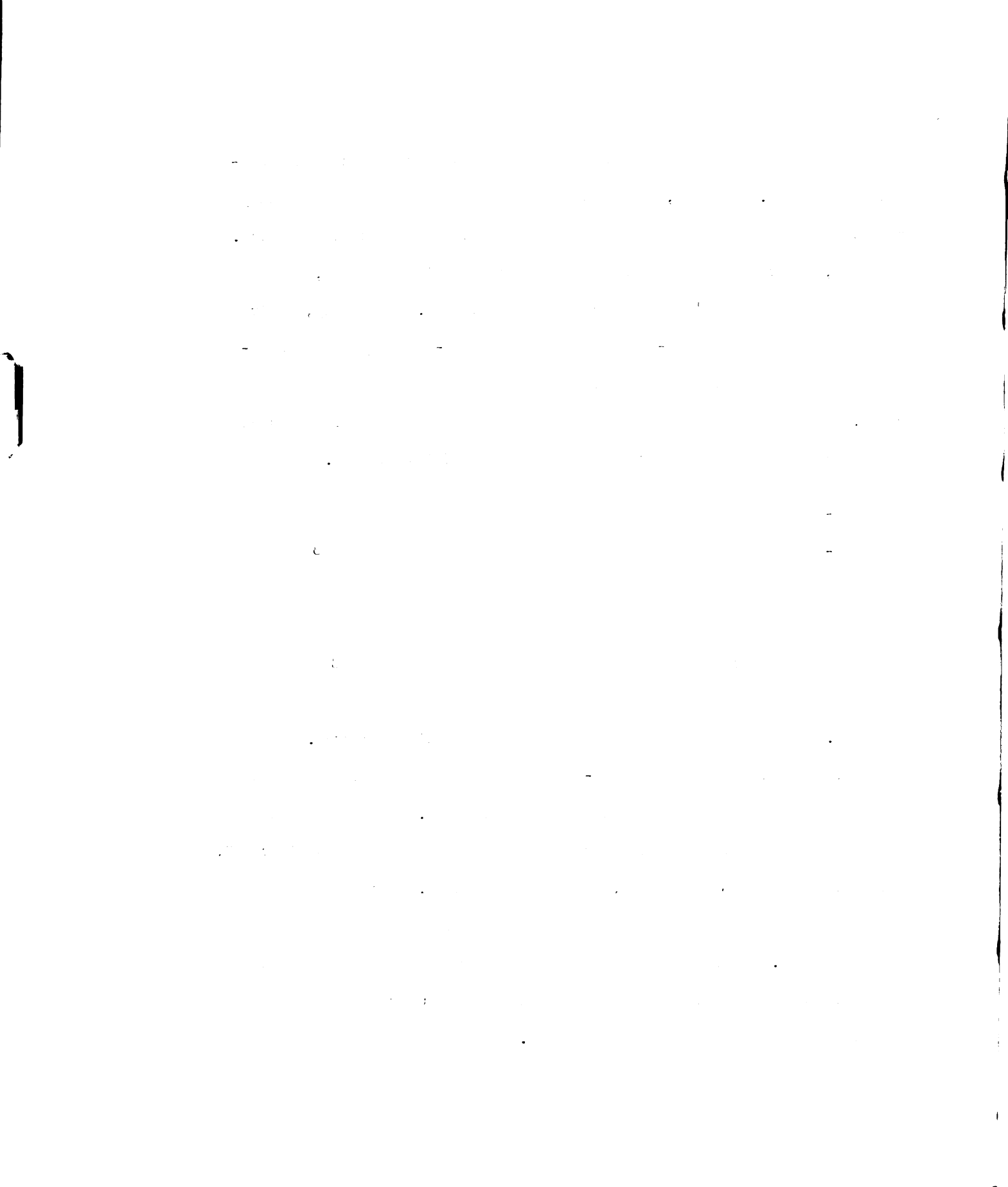


Figure 12. Nature of the Program in Which Participation Occurred.

Characteristic of the socially-adjusted is the degree of engagement that exists in the activities of the social structure. Two attempts to identify such activities for the paroled inmates are put forth in Figure 13, Church Attendance, and Figure 14, Civic Participation. Both these characteristics seem to follow the apathetic pattern established by the general society. Church attendance left considerable to be desired but was about what one might expect from this type of group which generally has little belief in this form of activity. Participation in other



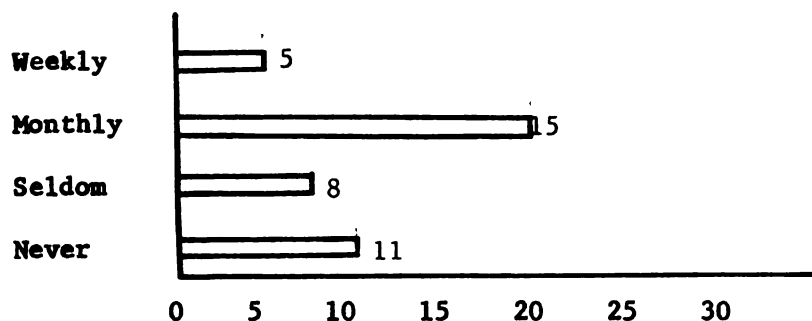


Figure 13. Church Attendance

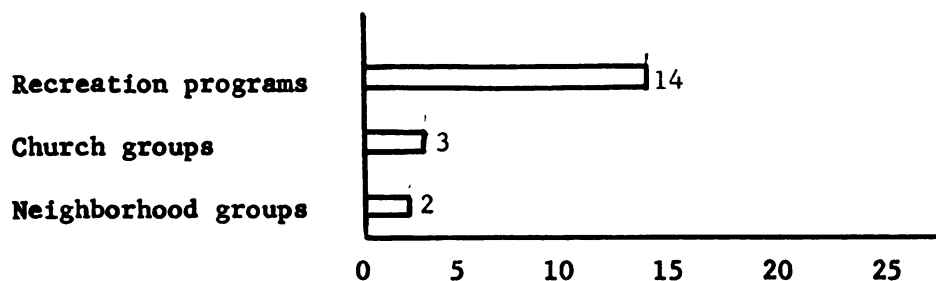
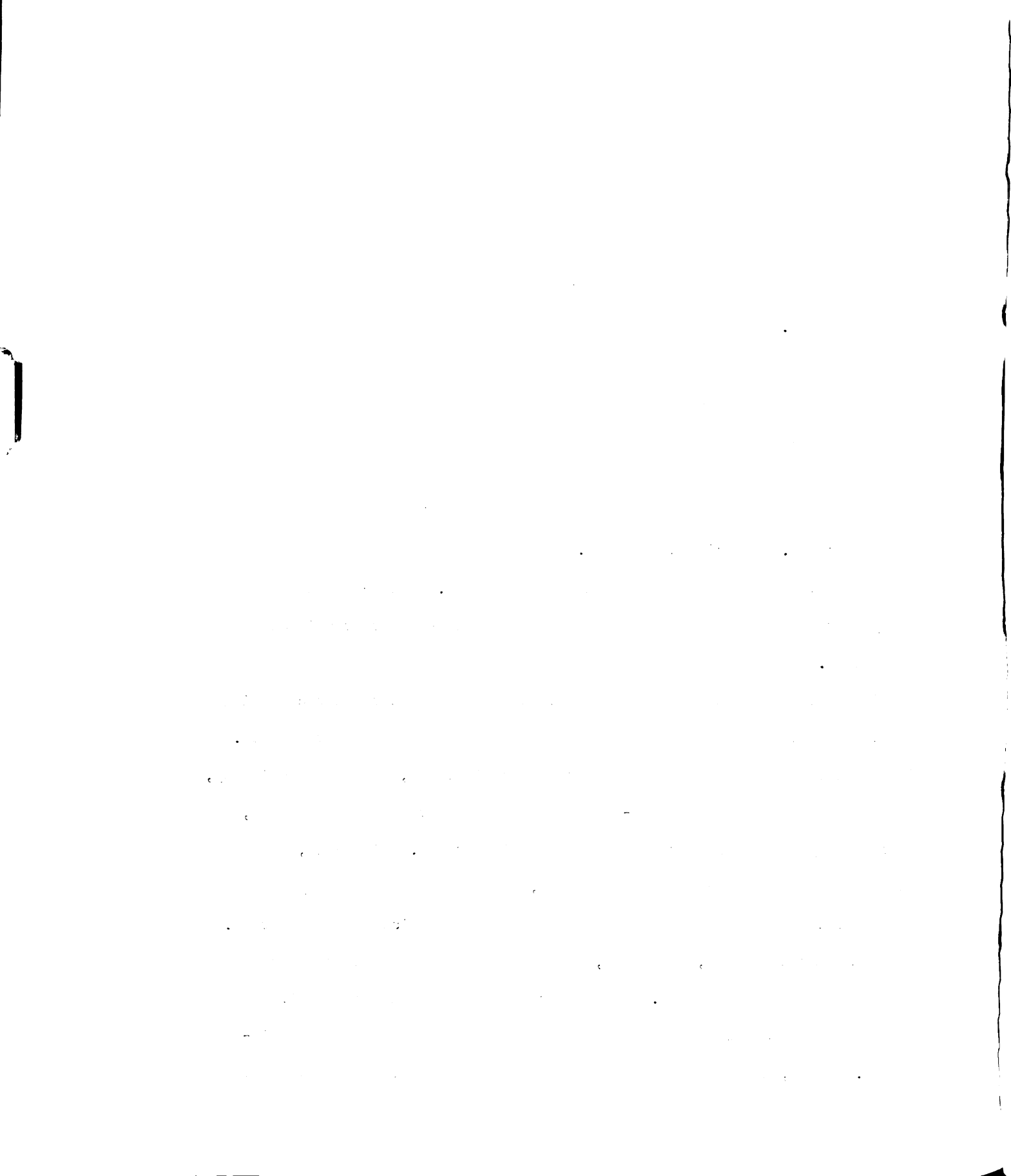


Figure 14. Civic Participation.

forms of civic endeavors was at a similar low level. Little existed except for the occasional indulgence in the athletic-type recreational activities.

One further facet of the social structure is the nature of the housing in which one resides and the frequency with which one moves his residence. In an effort to establish this characteristic Figure 15, Status of Residency, shows that thirty of the thirty-nine respondents are renting their homes, four are buying and five are living with their parents. Figure 16, Moves of Residence Since Discharge From Jackson, identifies the frequency of moves for this group and it might present one characteristic of this group. It shows that the group, generally, was a stable one at least from the point of view of this factor. Twenty were residing in the same residence they moved into after discharge and eleven had moved only once since discharge. Again, this might be due to the influence of parole and the fear



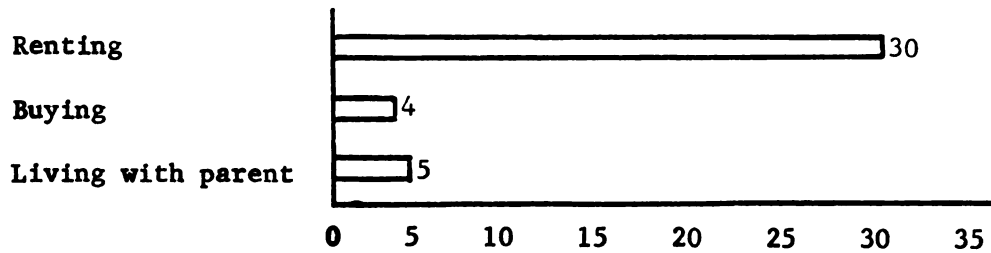


Figure 15. Status of Residency.

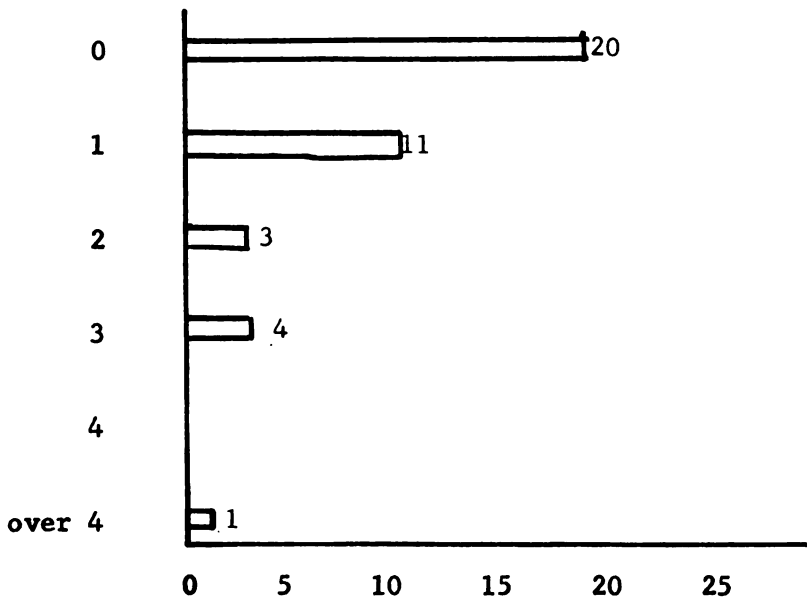


Figure 16. Moves of Residence Since Discharge from Jackson.

of returning to the institution.

In an effort to ascertain the attitude the participants held toward continuance and aid of the program Figure 17, Should the Educational Program be Continued, and Figure 18, Would You Help in the Reorganization of the Educational Program at Jackson, give some insight into their expressed feelings. Both tables indicate overwhelming support for the program. Over thirty positive responses on both figures bring about a reaction that considerable respect exists for the program in the feelings of those that have participated in the program as it functioned when they took active part.

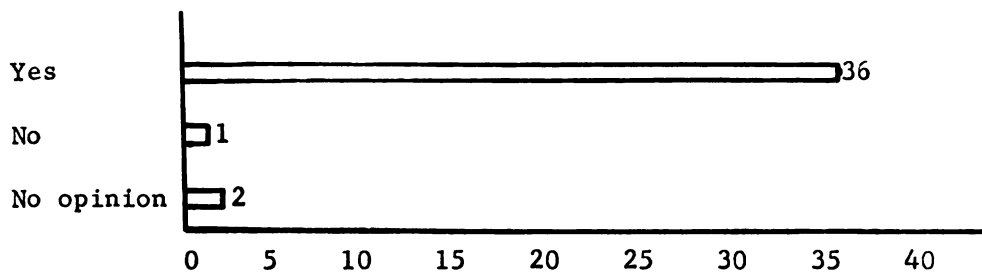


Figure 17. Should the Educational Program be Continued?

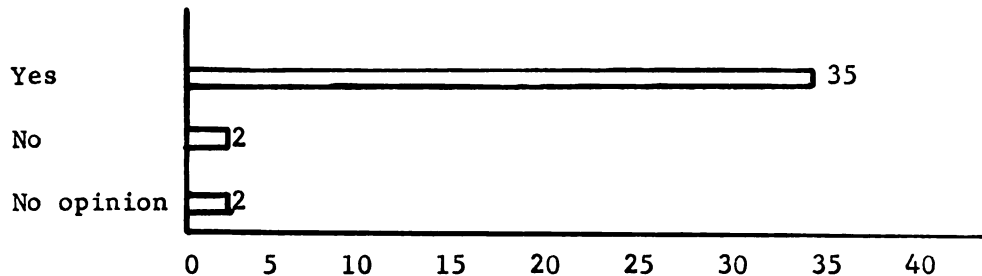


Figure 18. Would You Help in the Reorganization of the Educational Program at Jackson?

Open-end Responses

Several completion-type questions were asked with the hope of achieving a more descriptive feel for the respondent group. Inquiries directed at their present job included:

- a) what they felt was the strongest part of the educational program,
- b) what part of the educational program they felt needed the greatest improvement,
- c) what additional courses would they have taken had they had the time available,
- d) why they felt the program should be continued,
- e) why they would help with a reorganization of the educational program if they were asked and it were undertaken, and
- f) any additional comments they might wish to make concerning any part of the educational program.

In response to what job they currently held the indication was primarily of unskilled and semi-skilled labor positions. The ambiguity of the responses was sometimes difficult to clarify but the listing of

jobs held was:

Construction - 4	Steel cutter
Labor - 3	Asphalt raker
Landscaping - 2	Heater
Porter - 3	Mechanic
Auto body work - 2	Truck driver
Welding - 2	Glass factory (stock)
Laundry - 2	Furniture mover
General assembly - 2	Stock handler
Junking	Carpenter
Hotel manager (transient hotel)	Cement man
Plastering and painting	City car terminal clean-up

A survey of this list reveals the fact that little skill would be necessary to hold any of the positions mentioned. However, in light of earlier statements that many were unemployed prior to incarceration the simple fact that as many as do even hold a job is a major step in the right direction. It is possible that being employed in any kind of a job will be considerable stimulus to the educational program being set up by the Federal government for evening programs in our public schools. The futility of remaining in these positions may become apparent and they would seek further education as a stepping stone to a better position.

Further efforts to find the strength and weakness of the educational program resulted in asking questions oriented to this end. The strengths of the program were indicated by the following responses:

Reading and writing - 6	Commercial
History - 5	Communication skills
Mathematics - 4	Science
Bricklaying - 4	Group therapy
Total program - 4	Opportunity to obtain deficient skills
Academics - 3	Sign painting
English - 2	Machine sewing
Business operations - 2	Opportunity for self-improvement
Dale Carnegie program	Business operations
Facilities	Individual help if needed
Staff interest	Helps give better insight into life situations
Geography	No good - 2
Vocational - 2	No opinion - 2

These responses show considerable orientation toward specific subject areas but some do show considerable insight into the specific purposes of the educational program of the institution. The tenor of these non-subject oriented responses exposes a feeling that the individual is the target of the program and that his reinforcement is the primary aim of the program.

When asked to react to what they felt was the part of the program in need of the most improvement the following responses were obtained:

Instruction - 7	More volumes in library
Instructors - 5	Greater depth in all courses
Better discipline - 3	More available time - 2
Increased participation - 3	More extensive athletic program
History - 2	Reading
Business science	English
Remove those not interested	
Revise the elementary program	Hard to say - 6
Television and movie program	No opinion - 8

The extent of the response concerning instruction and instructors is indicative that this part of the program should have some further study. Also, the fact that greater participation and more available time are identified might be indicative of a more general but not universally expressed opinion. The mention of better discipline, as such, would lead one to believe that some sort of responsibility has been sensed and that the references to instruction and instructors are not completely unfounded. All the responses show a degree of thought and would seem to support the notion that the educational program was not "discharged" when the inmate was released from the institution.

The desire expressed to have participated more fully in the program by entering more areas of experience is indicative of a wish to further their own training, as well as expand their vocational skills. Most of the following responses to the query of what additional courses would you

like to have experienced have a vocational emphasis:

Welding - 4	Sewing
Mathematics - 4	Art
Bricklaying - 5	Business
Electronics - 3	Law
Television - 2	Typing
Bookkeeping - 2	Science
Nursing	Psychology
Mass feeding	Foreign language
First aid instruction	Accounting
Business form work	Complete high school degree
Auto mechanics	
Machine shop	No opinion - 3

Of the thirty-nine responses expressing a desire for additional educational opportunities there were twenty-eight with specific vocational orientation. This alone would seem to proclaim the necessity for a revision of the educational program.

With a response by thirty-six of the sample indicating that the program be continued and expanded it is interesting to note the rationale supplied. The attempt to generalize sometimes clouds the actual meaning but the responses could be classified as follows:

Instruction and Instructors

More qualified instructors
Improved staff
Non-inmate teachers - 2
Better instructional staff

Participation

Make all participate - 3
Encourage all to participate
Make part of regular assignment
for all
Mandatory participation

Program

More self-direction
Add interest classes
Expand closed circuit TV
Enlarge full-time program - 2
Parole condition school - 2
Post-release training - 2
All complete grade 6 or 8
Reading and communications
improvement
Interest activity
Vocational expansion

Facilities

Less crowding
More physical space
Longer hour utilization

Miscellaneous

More funds
Placement service
Help others get solutions to
problems
Help those that want help - 2

Create greater opportunity
for those that are there
More individual opportunity
for those with difficulty

Legislative and administrative
cooperation

These observations by the participants indicate some insight as they express many of the problems typical to current-day public education. Too long has education been concerned with the "middle group." It is time that educators concerned themselves with the top and the bottom of the scale on the ladder of educational ability. Much publicity has recently been in the pages of our journals reporting about how the "better" families have their problem children as well as those at the lower end of the scale. Indications that the program should provide help for those participating in it speak well for those respondents as it is some evidence that they have sensed the necessity of society being responsible for all of its members. One phase that touches upon this aspect is the reaction toward having some programs for post-release training to provide an opportunity for those "outside" to pursue skills needed in society at that time.

As to whether they feel they might be interested in helping re-organize the educational program, if such a task were to be undertaken, the same sense of responsibility for others displays itself in their responses which follow:

The program helped me - I want to help others - 15
My experience would be able to help others - 13
Want to provide educational opportunity for all - 2
Want to help those in prison adjust for society - 2
There is need for a better program for all
There is need for better instruction
There is need for proper direction of the program
Help give others the opportunity to solve their problems
I am out, I want nothing to do with the program
I was forced from the program, I want nothing to do with it

The indication of responsibility exhibited here, if it could be transmitted to all other participants in the program, could make a complete success. But realistically, one can look at the final two responses and be aware that the situation is not as satisfactory as it might be. The size of the favorable response, however, is more than gratifying.

In an effort to include any phase of the program that might have been overlooked a "comment completion" section was included where the respondents were asked to make any comment concerning the educational program they chose to make. The general trend seemed to be a reflection of the previous questions. General areas responded to were instruction and instructors, curriculum and facility. The responses were:

Professional teaching staff needed
 Extend so program is available to all
 Teaching staff must take interest in participants
 Better instruction would be obtained from non-inmates
 Better discipline from non-inmate instructors
 Instructors were of great assistance
 More direction should be supplied toward completion of high school
 Programmed materials should be discontinued
 Athletic program is good
 Basically a good program as you learn trades and how to solve your own problems
 Program helped me - 2
 Opportunity is provided for learning the skills of communication
 Helps in taking job placement tests
 Programmed materials provided an easy method for staying up to date their use should be expanded
 The educational program was the best part of the institution helps in the adjustment to society
 More "experienced" instructors would help
 Improve the instruction to aid the individual - appreciate the help
 Helps yourself and self-initiative
 Should be greater participation
 Help should have some method of being reinforced
 Should be help available for all those who want it
 Do not assign men outside the wall if they want to participate in the school program
 If they are assigned outside the wall provide a program of educational experiences for them
 Better discipline should be achieved
 Difficulty exists in motivating adults
 More group therapy

1. The first part of the document is a list of names and addresses of the members of the committee.

2. The second part of the document is a list of names and addresses of the members of the committee.

3. The third part of the document is a list of names and addresses of the members of the committee.

4. The fourth part of the document is a list of names and addresses of the members of the committee.

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6. The sixth part of the document is a list of names and addresses of the members of the committee.

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13. The thirteenth part of the document is a list of names and addresses of the members of the committee.

14. The fourteenth part of the document is a list of names and addresses of the members of the committee.

These statements seem to add confirmation to the picture formed as to the character of the sample studied. From these data then, conclusions and recommendations will be made.

Chapter VII

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

When one attempts to stipulate the results of a study there must be extreme caution to point out that they are valid only for the sample under study and do not necessarily serve as a basis for generalizations concerning the entire population. It is evident when there are some positive factors forthcoming that one would like to think them applicable to all but there should be the utmost care to prevent this.

In analyzing the data gathered for this study there was some eagerness for positive results to emerge. As the study progressed both optimism and pessimism concerning the results were experienced. Concern was not so much with satisfying the hypotheses but whether the program was an aid or hindrance to the rehabilitation process for the inmates. It appeared as the interviewing was progressing that there was no middle ground - they either were all-out supporters of the program, or all-out critics wanting nothing to do with the program.

Analysis of the Hypotheses: Part I

With respect to the hypotheses one should study the support, or rejection, of each section as an individual entity. The first part of the hypotheses states, "Inmate participants in the educational program at the State Prison of Southern Michigan become acceptable members of society," and can be analyzed only in light of some of the characteristics of society and whether the inmate characteristics fall within the span of norms for these characteristics.

Analyzing the questionnaire items with their responses and the

statistics of the 1960 census allows us to make some such comparisons. Age-wise the questionnaire indicates a median age of 32, the census an age of 29.3. An acceptable comparison when one considers that the census statistics are identifying the characteristics for all males and not just those over 20 as they must be for incarceration in Jackson.¹

The factor of employment is of considerable import as it is vital for all members of society to make a sincere effort to be productive and self-supporting through legitimate means. The sample had a current unemployment factor of 12.8% while the census shows a figure for three levels - 6.8% unemployment for the over-all male population, 5.9% unemployment for the white males, and 16.9% unemployment for the non-white. With thirty-six of the sample being negro, the sample statistic is well within the norm which would be expected and accepted by society. An interesting comparison notes that the unemployment figure at the time of incarceration was 53.8%.²

Classification of the sample in terms of what is their job would leave one with statements indicating dispersion over a high level of unskilled, or semi-skilled labor positions. This should be expected as little expression of confidence for a released convict is normally shown. Consequently, the released inmate finds himself in such a position instead of one which calls for a greater degree of responsibility and integrity. One recognizes the necessity of responsibility but also that there are degrees of responsibility and that some leniency might be shown. This

¹United States Bureau of Census. United States Census of Population: 1960, Characteristics of Population, Part 24, Michigan. Washington: United States Government Printing Office, 1963. p. 51.

²Ibid., p. 187.

• • • • •

facet of the sample's characteristics is also acceptable to society but to a lesser degree when one considers that only time and effort can remove the stigma society extends when these persons attempt to secure a position of high responsibility.

A look at one of the more sensitive characteristics of today's society - that dealing with the ability, or inability, of "maintaining one's economic position," presents one another view of the respondents. This statistic indicates a weekly median income of approximately \$81 for the respondents while the census indicates a median income for all males of \$5534 yearly, for white males \$5726 yearly, and for non-white males \$3670 yearly. A simple calculation identifies the respondent income for a yearly period to be \$4212, a figure well within the norms the census indicates we should expect.³

Another indication of the desire for self-improvement, one acceptable to society, is the statement of the sample that 71.8% were not satisfied with their present job and were searching for something which would improve their lot in their everyday life. This concurs with a feeling of society that there must be a scramble toward the "top of the heap" and that the only way there is to achieve "success" by acquiring a position that provides all the ends society demands. While the sample is not the type to seek quite these ends, there is definite effort to improve.

When we look at the religious facet of the respondents' lives we find a situation not too far afield from the average among the citizens

³Ibid., p. 257-8.

the first of these is the fact that the
the second is the fact that the
the third is the fact that the

the fourth is the fact that the
the fifth is the fact that the
the sixth is the fact that the

the seventh is the fact that the
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the eleventh is the fact that the
the twelfth is the fact that the

the thirteenth is the fact that the
the fourteenth is the fact that the
the fifteenth is the fact that the

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the eighteenth is the fact that the

the nineteenth is the fact that the
the twentieth is the fact that the
the twenty-first is the fact that the

of today's society. One reporter⁴ indicates that the group from 25-39 in age have about only 53% that participate "regularly" in church functions. This is reinforced by another⁵ which stipulates that 60% of American Catholics do not "regularly" attend church. When we survey the respondents we find 51.3% that attend church either weekly or monthly. These responses indicate a "regularity" which conforms and is within the norm established by society.

Attempting to compare the stability of the responding sample to the total population of society in terms of residential movement we find the census indicating that within the previous five year period one-half the population had moved their residence. While the sample's population has not had the opportunity to remain for this length of time the comparison is interesting. Twenty of the sample have not moved since their release with another eleven having made only one move. For a typically transient group this is an atypical characteristic.⁶

Through a survey of the responses to questions concerning their feeling about the program of education we achieve further sensitivity to an attitudinal change in the reactions of the respondents. It is dubious that prior to their incarceration they sensed any responsibility for the other members of society that becomes evident in their responses. To a

⁴"Church on Sunday." America, Vol. 108, No. 10, March 9, 1963. p. 325.

⁵Greeley, Andrew M. "Church Attendance Among College Graduates." Catholic World, Vol. 197, No. 1178, May, 1963. pp. 95-99.

⁶United States Bureau of Census. United States Census of Population: 1960, Vol. I, Characteristics of Population, Part 24, Michigan. Washington: United States Government Printing Office, 1963, p. 51.

query of how the educational program should be continued and expanded the following responses were acquired which are indicative of a feeling for someone other than self:

- make all inmates participate - 3
- encourage all to participate
- make it part of regular assignment for all inmates
- make participation mandatory
- set up better instructional staff - 3
- utilize space for longer hours
- enlarge the full-time program - 2
- set up parole and post release school - 4
- all inmates should complete through grade 6, or grade 8
- create greater opportunity for those that are there
- present more opportunity for those experiencing difficulty
- help those that want help
- help others get solutions to their problem.

Though these might be construed somewhat as personal there is enough ambiguity to make them be considered as expressing a feeling for the other unfortunates.

Along with the responses above those to the investigation of whether the respondents would be willing to help achieve improvement in the program by participating in a reorganizational movement are more pertinent and direct. They state:

- the program helped me - I want to help others - 15
- my experience would be able to help others - 13
- I want to provide educational opportunity for all - 2
- I want to help those incarcerated to prepare for adjustment to society - 2

These two sets of responses point out a sensitivity for others and a factor of responsibility to society that one cannot deny. They are highly indicative that the participating inmates have established a place for themselves in society. Consequently, the statement for part one of the hypotheses has been substantiated as there is no appreciable difference between the characteristics of the sample and those of the general population.

Analysis of the Hypotheses: Part II

A similar analysis of part two of the hypotheses which states, "Inmate participants feel the educational program provides a worthwhile experience and that it should be continued and expanded," finds one dependent upon the expressed statements and responses of the sample. Their expressions of confidence in the program leave little to doubt in satisfaction of the hypotheses statement.

One non-vocal factor which supports the program is that which is evident when a comparison is made of the status of the unemployment of the sample before and after incarceration. Prior to incarceration the factor shows unemployment at 53.8% while after incarceration it was shown to be 12.8%. This factor indicates that it should continue.

As for specific vocal responses expressing support consideration was given to the question concerning the strengths of the program. The following responses which were not specifically subject-oriented were given:

growth occurs after acknowledgement of downfall
 staff has interest in the individual
 total program - 4
 group therapy helps in the adjustment procedure
 it is a help in securing deficient skills - 2
 teaches those who can't to read and write
 provides a chance for self-improvement
 chance to return to school

These responses are indicative of a feeling that the educational program gives them something they might not otherwise have experienced. Even some of the criticisms of the program are directed toward the total improvement and not specific segments of it.

When asked if they had taken all the educational training they wanted while they were incarcerated the response showed that two of three had not. This would appear to be an indication that the program was oriented toward

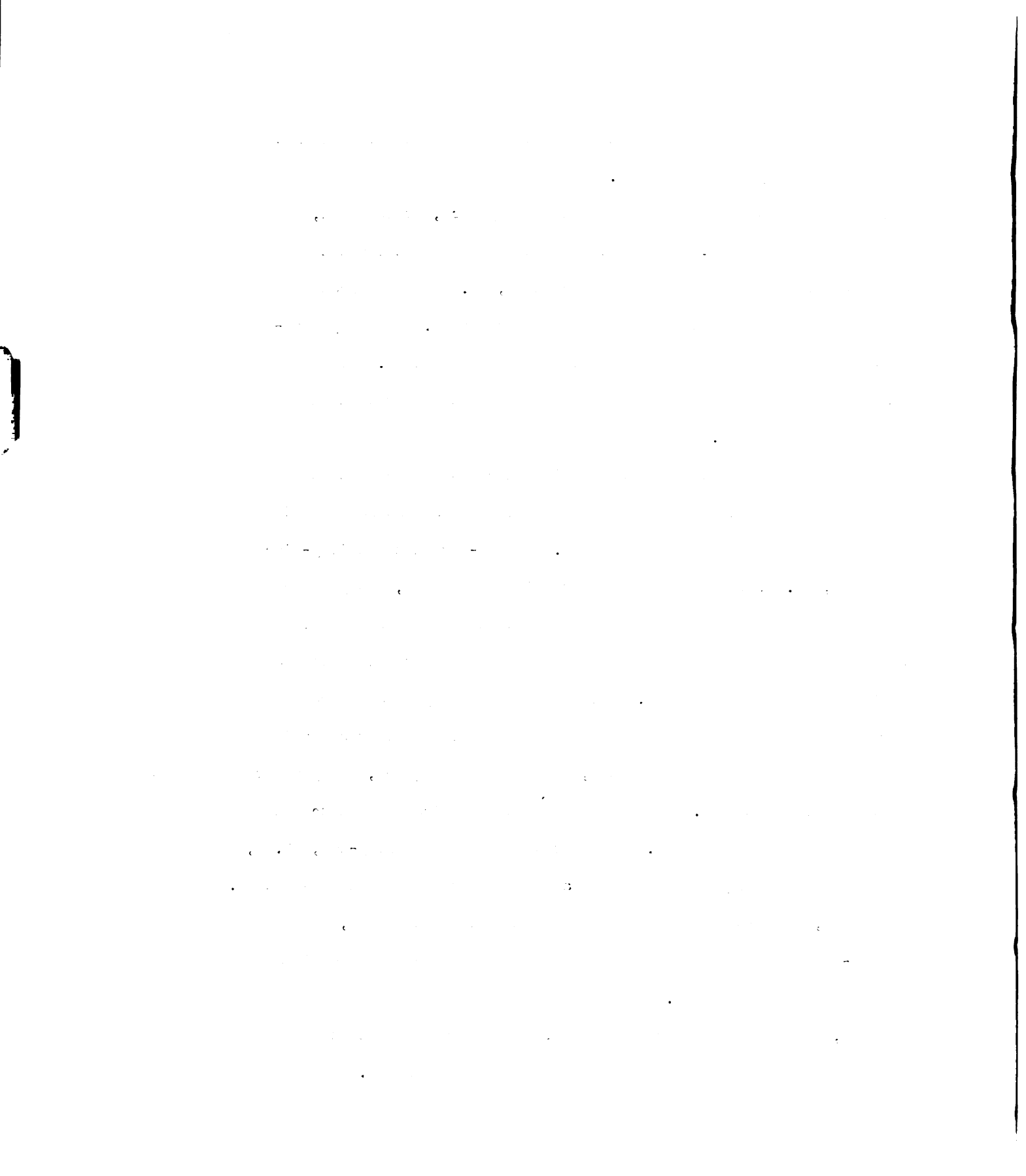
experiences that were helpful and that would have been of more help had greater opportunity been available.

In response to the question of whether they were, or were not, satisfied with the educational experiences they received through the educational program during their incarceration, 82.1% gave indication they were satisfied with the experiences they received. The only drawback was that the program was in a correctional institution. Even some of the "noes" stipulated it was due to the lack of time for partaking of the educational program.

The final aspects of the questionnaire give ample support to the inmates expressed belief the educational experience is a sound one and that it should be continued and expanded. Thirty-six of the thirty-nine respondents, 92.3%, replied in the affirmative when asked, "Do you feel the educational program at Jackson should be continued and expanded?" This expression of confidence leaves little doubt as to their expressed feelings concerning the program. Further positive support appeared when the question "Would you be willing to aid in a program of reorganization of the educational program at Jackson, if it were undertaken, and you were asked to help?" was asked. Though this is not specifically a statement of support the inference is there. Of the responses given thirty-two, 82.1%, indicated a sensitivity for proffering aid to the program which helped them.

Finally, in the open statements to conclude the interviews, seventeen of twenty-one responses made reference to the assistance the educational program had provided to them.

Hence, in view of the data collected, the conclusion is that the stipulations within the stated hypotheses have been satisfied.



Recommendations

Since a unanimous opinion never exists in these kinds of situations one might provide some suggested bases for operation in either setting up a program or continuing an existing program, so that its operation might improve.

A statement of the Massachusetts Department of Corrections succinctly supports any recommendation the writer might offer and is hereby supported. The statement offers the aims that should be sought at each level of desire of planning. They state:

Primary Aims

- a) to set up an educational program whereby the inmate receives additional knowledge along academic lines that will enable him, as a better equipped person, to face the needs of the world.
- b) To set up an educational program whereby the inmate receives training along vocational lines that will help him to take his place in society and be economically free.
- c) To set up an educational program whereby the inmate will be able to participate in cultural and hobby activities that will enable him to be better adjusted to his prison circumstances, and will broaden his area of interests upon his return to civilian life.

Long-range Objectives

- a) A survey by the Department of Education of the institution industries relative to a combined industries school - set-up for vocational training.
- b) A survey by the Department of Education of the academic school program.
- c) Continued mobilization of community interest and resources.
- d) A progressive adaption of vocational training, in terms of the changing job picture in.. Michigan ..
- e) Centralized planning towards more unified school program, texts, procedures, objectives.
- f) Centralized coordination through occasional meetings with school heads, also teachers, to exchange ideas,

to establish a sense of unity.⁷

These aims and objectives stipulated for the correctional education of Massachusetts could well be those for every institution. The imperative aspect of training is the fact that there must be a striving for attitudinal change on the part of the incarcerates. This can only be accomplished through the utilization of a program that is going to prepare the inmate to face society upon release. Vocational aspects need greater consideration and an approach similar to the Trades Council of California would be of great assistance.

Further assistance might also be provided for strengthening the educational programs of our correctional institutions if more follow-up were made concerning what happens to those who have participated in the program and where they find themselves after being released. Such studies should be oriented to ascertaining the feelings of the releasees as to whether the program helped, and if not, how they feel it might have provided the necessary assistance and what direction this assistance should take.

⁷McGrath, George F. A Report on the Education Programs in the Prisons of Massachusetts, November, 1958. Boston: Massachusetts Department of Corrections, 1958. p. 11.

APPENDICES

APPENDIX A

The following letter is a sample of one sent to the correctional departments and institutions of the various states in an attempt to gather information concerning the correctional education programs in the United States.

4710 Rosewold
Royal Oak, Michigan

November 2, 1964

Board of Pardons, Paroles and Probation
State Capitol
Little Rock, Arkansas

Gentlemen:

I am currently engaged in a study concerned with ascertaining whether or not the educational programs in our correctional institutions are accomplishing their stated aims and objectives. This study is being undertaken as a requirement for an advanced degree at Michigan State University.

Your part, if you are willing to assist, is to supply me with the information I am seeking from the various states of the nation. What I would like is the statement of aims and objectives that the correctional institutions of your state have for their educational programs.

In addition, there are two other points of information you might supply. One is a listing of the actual courses that make up the curriculum of your institutions, the other, the latest report your department has supplied the legislature of your state concerning your correctional program.

If it is not possible for you to supply me with this information would you be kind enough to refer me to the proper agency in your state?

Thank you for your assistance.

Sincerely,

James S. Beadle

Letters similar in content to the one on the preceding page were sent to the following states and Federal institutions:

Arkansas	Michigan	South Dakota
California	Minnesota	Tennessee
Colorado	Missouri	Texas
Connecticut	Montana	Utah
Florida	Nevada	Vermont
Georgia	New Jersey	Virginia
Idaho	New York	West Virginia
Illinois	North Carolina	Wisconsin
Indiana	Ohio	Federal Institutions:
Iowa	Oklahoma	Atlanta
Kansas	Oregon	Leavenworth
Louisiana	Pennsylvania	McNeil Island
Massachusetts	Rhode Island	Terre Haute

Responses to these letters were received from the following states and Federal institutions:

Arkansas	Kansas	Ohio
California	Massachusetts	Oklahoma
Florida	Michigan	Rhode Island
Georgia	Missouri	Texas
Idaho	Nevada	Federal Institutions:
Indiana	New York	Leavenworth
		McNeil Island

APPENDIX B

The following statement is similar in context to the explanation given each respondent prior to the interview.

I am a student at Michigan State University working on a graduate degree in education and had to select a topic, in education, write about it as one of the requirements for the degree. After considerable search I finally chose to write a paper concerning the educational program at Jackson and a study of those paroled inmates, like yourself, who participated in the program while incarcerated.

My purpose in this study is to determine, if possible, whether participating in the program helps you upon your release to return to society. Whether or not you think your participation in the program was an experience that all inmates should have and whether or not the program should be continued and expanded. It is hoped that the answers you give, along with those given by the others I interview, will supply me with the answers to my problem.

Any answers you give will be kept in complete confidence and will be known only to the two of us as there will be no identification on the questionnaires. The only means of identification that will exist is whether the questionnaire is completed or blank.

Thank you for your help. Let's begin.

APPENDIX C

Q U E S T I O N N A I R E

INSTRUCTIONS: PLEASE PLACE YOUR ANSWERS IN THE SPACES PROVIDED FOR EACH QUESTION. In the spaces at the left of each question please place the letter of the response you choose to make.

- _____ 1. What is your age?
A. under 20 D. 30-34
B. 20-24 E. 35-39
C. 25-29 F. 40, or over
- _____ 2. In what year did you leave Jackson?
A. 1962 C. 1964
B. 1963 D. other
- _____ 3. How long were you in Jackson?
A. less than one year D. 3 to 4 years
B. 1 to 2 years E. 4 to 5 years
C. 2 to 3 years F. over 5 years
- _____ 4. Are you now working?
A. yes B. no
5. If you are now working, what is your present job?
-
- 6-9. How did you secure your job(s) after you were released from Jackson?
A. from a relative F. from a counselor or Jackson aid
B. from direct application G. from a combination of the above
C. from a friend or acquaintance H. does not apply
D. from an employment service I. other (specify)
E. from a newspaper ad
- _____ 6. First job _____
- _____ 7. Second job
- _____ 8. Third job
- _____ 9. Fourth job
10. From which of the following areas did you receive your training while at Jackson? (check those you were in)
A. Arithmetic H. World History
B. Writing I. Typing
C. Spelling J. General Business
D. General Science K. Practical Math

E. English Literature
 F. Human Relations
 G. U. S. History

 L. Business English
 M. Sociology
 N. Bookkeeping

11. While you were at Jackson the training opportunities listed above were offered. If you had the opportunity to start all over would you have chosen the same area of training?
 A. yes B. no C. no opinion
12. If your answer to Question 11 is NO, would you have selected any of the areas listed in Question 10?
 A. yes B. no C. no opinion
13. If your answer to Question 12 is YES, identify the letter of the area you would have selected.
14. If your answer to Question 12 is NO, list in the order of your choice, the areas of training you feel should be offered.
 A. _____ C. _____
 B. _____ D. _____
15. Do you believe you have advanced in your job as a result of your training at Jackson?
 A. at a less rapid rate D. no advancement
 B. about the same rate E. no opinion
 C. at a more rapid rate
16. Do you believe you might have advanced at a more rapid rate if you had studied, or been trained, in a different area while at Jackson?
 A. yes B. no C. no opinion
17. If your answer to Question 16 is YES, identify the letter of the area listed in Question 10 that would be your choice.
18. Did you ever leave your field of training for some other kind of work?
 A. yes D. never entered my field
 B. no of training
 C. no vocational training E. does not apply
- 19-21. If your answer to Question 18 is YES, what factors influenced you to leave your field of training?
 A. limited opportunity F. another more promising area
 B. inadequate salary G. responsibility beneath
 C. too much physical pressure my ability
 D. too much mental pressure H. does not apply
 E. long and, or, inconvenient I. no opinion
 hours J. other
19. Most important reason _____

_____ 20. Second important reason

_____ 21. Third important reason

22-25. During each of the following periods how important was the training you received while at Jackson?

- | | |
|-------------------------|-------------------|
| A. of great importance | D. no opinion |
| B. of little importance | E. does not apply |
| C. of no importance | |

_____ 22. First six months after release from Jackson

_____ 23. Second six months after release from Jackson

_____ 24. Third six months after release from Jackson

_____ 25. Fourth six months after release from Jackson

26-40. Listed below are several subjects in reference to your work experience and in view of the growth, development, and change in your area, please indicate the value you place on each of these subjects.

- | | |
|---------------------|----------------|
| A. of great value | D. of no value |
| B. of general value | E. no opinion |
| C. of limited value | |

_____ 26. Arithmetic

_____ 27. Writing

_____ 28. Spelling

_____ 29. General Science

_____ 30. English Literature

_____ 31. Human Relations

_____ 32. U. S. History

_____ 33. World History

_____ 34. Typing

_____ 35. General Business

_____ 36. Practical Math

_____ 37. Business English

_____ 38. Sociology

_____ 39. Bookkeeping

_____ 40. other (identify)

41-44. In your judgement, what is the value of each of the following parts of the training program at Jackson?

- | | |
|---------------------|----------------|
| A. of great value | D. of no value |
| B. of general value | E. no opinion |
| C. of limited value | |

_____ 41. Classroom instruction

_____ 42. Practical experience

_____ 43. Reports, written assignments, tests

_____ 44. Any assistance received during and after training while assigned to Jackson

45-47. In which of the following brackets would your weekly take-home pay fall for the indicated periods?

- | | |
|-----------------|-------------------|
| A. under \$30 | D. \$71 to \$90 |
| B. \$31 to \$50 | E. over \$90 |
| C. \$51 to \$70 | F. does not apply |

_____ 45. The year before your assignment to Jackson

_____ 46. The first year after your release from Jackson

_____ 47. The second year after your release from Jackson

_____ 48. Were you working immediately before the action which led to your assignment to Jackson?

- | | |
|--------|-------|
| A. yes | B. no |
|--------|-------|

_____ 49. Based upon your knowledge and experience, what should be the nature of the courses at Jackson?

- | | |
|---|------------------------|
| A. general and academic | D. specific vocational |
| B. specific academic and with work experience | E. no opinion |
| C. general vocational | F. other |

50. As you look back upon your training at Jackson, what do you consider to be the strongest, or most significant, part of the training program?

51. As you look back upon your training at Jackson, what do you feel might have been improved to provide you with a better training program?

_____ 52. As well as you can remember, what was the level of understanding you had with respect to the purposes of the training program?

- | | |
|-----------------------------------|-------------------------|
| A. high level of understanding | C. little understanding |
| B. average level of understanding | D. no opinion |

_____ 53. What kind of schooling, or training, have you undertaken since leaving Jackson?

- | | |
|--------------------------------------|--------------------------------------|
| A. none, or does not apply | D. junior college, or college credit |
| B. further high school credit | E. other |
| C. technical, or vocational training | |

_____ 54. Did you take all the courses, or training, you wanted to take while you were at Jackson?

- | | |
|--------|-------|
| A. yes | B. no |
|--------|-------|

- _____ 55. If your answer to Question 54 is NO, why did you not take all the courses you wanted to take?
- | | |
|-----------------------|--------------------------------|
| A. time too short | D. did not like the instructor |
| B. course not offered | E. did not realize the need |
| C. course too hard | F. other |
- _____ 56. What additional course(s) would you have taken if you had had the chance?
- _____ 57. Do you expect to continue in your present job until you retire from full-time work?
- | | | |
|--------|-------|---------------|
| A. yes | B. no | C. no opinion |
|--------|-------|---------------|
- _____ 58. Other than the fact that you were in a correctional institution, were you satisfied with the education and training program at Jackson?
- | | | |
|--------|-------|---------------|
| A. yes | B. no | C. no opinion |
|--------|-------|---------------|
- _____ 59. Who influenced you to take part in the education and training program at Jackson?
- | | |
|--------------------|--|
| A. fellow inmate | F. warden |
| B. counselor | G. members of the classification section |
| C. guards | H. other |
| D. regulations | |
| E. self-initiative | |
- _____ 60. What was the nature of the program in which you participated? (check all those which apply)
- | | |
|--|--|
| <input type="checkbox"/> A. full-time | <input type="checkbox"/> E. after normal working hours |
| <input type="checkbox"/> B. part-time | <input type="checkbox"/> F. as part of assignment |
| <input type="checkbox"/> C. daily | <input type="checkbox"/> G. other |
| <input type="checkbox"/> D. alternate days | |
- _____ 61. How often do you attend religious services?
- | | | |
|-----------|-----------|------------|
| A. daily | B. weekly | C. monthly |
| D. yearly | E. seldom | F. never |
- _____ 62. Are you renting, or buying, your present residence?
- | | |
|------------|-----------|
| A. renting | B. buying |
|------------|-----------|
- _____ 63. How many times have you moved your residence since you left Jackson?
- | | | |
|----------------|---------------|-------------------------|
| A. none | B. once | C. twice |
| D. three times | E. four times | F. more than four times |
- _____ 64. What civic activities do you participate in? (check those which apply)

- ☐ A. recreational activities
☐ B. regular voting
☐ C. church groups
☐ D. Parent-Teacher Association

- ☐ E. Lions, Rotary, Kiwanis
☐ F. neighborhood organizations
☐ G. veteran's organizations
☐ H. other

- _____ 65. Do you feel the educational program at Jackson should be continued and expanded?
 A. yes B. no C. no opinion
 If your answer is YES, how do you feel this could be done?

- _____ 66. Would you be willing to aid in a program of reorganization of educational program at Jackson, if it were to be undertaken, and you were asked to help?
 A. yes B. no C. no opinion
 Why do you feel this way?

67. The following space is reserved for YOU!. Please feel free to add any comments you wish about any part of the Jackson program that you feel has not been covered, or asked for. Use the back of the other pages of the questionnaire if you need additional space.

THANKS VERY MUCH FOR YOUR HELP!

APPENDIX D

In an effort to identify more relationships which might possibly exist between the factors under consideration, tables were made of the pairs which could be formed from the following list of factors. The total number of such pairs was ninety-one.

Age
Length of incarceration
Method of securing first job after release
Salary prior to incarceration
Salary for first year after release
Salary for second year after release
Work status prior to incarceration
Preference for the type of education program
Educational pursuits after release
Satisfaction with training received
Influences of participation
Religious attendance
Moving of residence since discharge

The tables made showed little relationship between the factors considered. Four such tables are presented to indicate this.

Table I shows a relationship which might be considered as a low negative linear relationship.

Table II is indicative of a relationship which might be classified as being in the class of low, negative curvilinear in nature.

Table III might be in the class of low, positive curvilinear relationships.

Table IV could be classified as of low, positive linear in nature.

The balance of the tables showed very little in the way of any relationship, either positive or negative, linear or curvilinear, except that the degree of relationship was near zero. Witness Table V.

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TABLE I

COMPARISON OF AGE AND YEARS OF INCARCERATION

Age	Years of Incarceration					
	0-1	1-2	2-3	3-4	4-5	over 5
over 40	2	6	2			1
35-39		1	3		1	
30-34		3	4			
25-29		8	2	2		
20-24		3				
under 20						

TABLE II

COMPARISON OF YEARS OF INCARCERATION AND SALARY FOR SECOND YEAR AFTER RELEASE

Years of Incarceration	Weekly Salary for Second Year After Release				
	under \$30	\$31-50	\$51-70	\$71-90	over \$90
over 5	1				1
4-5					
3-4	1	1			
2-3		1	3	1	7
1-2	4	1	2	6	8
0-1		1		1	

TABLE III

COMPARISON OF YEARS OF INCARCERATION
AND ATTENDANCE AT CHURCH

Years of Incarceration	Attendance at Church					
	Daily	Weekly	Monthly	Yearly	Seldom	Never
Over 5			1			1
4-5						
3-4					2	
2-3		1	7		1	1
1-2		3	7		6	7
0-1						1

TABLE IV

COMPARISON OF THE FEELINGS OF THE PARTICIPANTS ABOUT THE NATURE
OF THE EDUCATIONAL PROGRAM AND REMAINING ON THEIR
PRESENT JOB UNTIL RETIREMENT

Nature of Educational Program at Jackson	Stay to Retirement on Current Job		
	Yes	No	No opinion
No opinion			
Specific Vocational		1	
General Vocational	1	3	
Academic and Work Experience	5	20	1
General Academic	3	1	

TABLE V

**COMPARISONS OF WEEKLY SALARY FOR
FIRST AND SECOND YEAR AFTER RELEASE**

Weekly Salary for First Year After Release	Weekly Salary for Second Year After Release				
	under \$30	\$31-50	\$51-70	\$71-90	over \$90
over \$90	2	1		2	4
\$71-90			1	2	3
\$51-70	1		3	1	7
\$31-50		3	1	2	
under \$30	3			1	2

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