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A PRELIMINARY STUDY OF
CRIMINAL STATUS AND SOCIETAL RE-ENTRY

By
Walter B. Hoyer II

A THESIS
Submitted to
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ABSTRACT

A PRELIMINARY STUDY OF CRIMINAL STATUS AND SOCIETAL RE-ENTRY

by

Walter B. Hoye II

This study concerns itself with the differences in self-approration and perceived power potential among Black and White individuals convicted of criminal conduct and now serving time in a halfway house.¹ Power potential is operationalized in this study to describe an individual's perceived extent of control over social events (i.e., the economy, unemployment trends, politics. etc.) which necessarily affect the outcome of certain aspired goals. An underlying assumption of this project is that given criminal status an individual's perception of self and power is influenced by society and further that the relationship between the individual's perception of self and power is related to race. The controlling hypothesis asserts that while minority status will have no negative effects on self-approration, it will in turn, exert a negative effect on the individual's sense of power. From this very general hypothesis four specific hypotheses regarding age, race, education and time in the program will be tested.

Based on hypothesis testing the research model involves a comparison of Black and White convicts, participating in a societal re-entry program. Data regarding the specific hypotheses was obtained through interviews and a questionnaire administered to a total residential population of 75, in which, because of their few numbers, only twelve (12) women were included.² The questionnaire consisted of two measures of social psychological attitudes. The first measure employed was Morris Rosenberg's Self-Esteem Scale (1965). This scale is made up of ten Likert type items, allowing one of four responses: strongly agree, agree, disagree and strongly disagree. On Rosenberg's scale, to avoid the danger of a set response, positively and negatively worded items were presented alternately.³ The second measure employed was Neal and Seeman's Powerlessness Scale (1964). The scale consisted of seven forced-choice items which were designed to measure the individual's psychological orientation as to how much (internal) control he or she has over events in his or her environment as opposed to the view that these events are beyond his or her control (external).⁴

In analyzing the results of these tests, it was found that the Black respondents demonstrated a higher level of self-appraisal than their White counterparts, while at the same time, their responses also demonstrated lower perceptions of power. The data suggest that minority status, as defined by society, was related to self-appraisal and perceived power as opposed to criminal status. However, the data provides us no

Walter B. Hoyer II

basis for the establishment of a cause-effect relationship. It is hoped that the direction of this study will contribute to the development of penal programs which focus not only on the individual but, more importantly, on the structural changes needed in society as well.

¹A halfway house is used in this study to describe a place where persons are aided in readjusting to society following a period of imprisonment.

²In the women's societal re-entry program only twelve were participating. Because of the small sample size no statistical inferences will be drawn.

³Information taken from Robinson, J.P., and Shaver, R.P. Measures of Social Psychological Attitudes, Vol. III, August 1969, p.98.

⁴Ibid., p.176.

DEDICATION

May I begin by expressing my heartfelt gratitude and thanksgiving to my Lord and Saviour Jesus Christ, for without whose blessings life itself would not be possible. May all the gold and glory be his whose majesty is unequaled, power unparalleled, and whose love and mercy is everlasting now and forever more. Amen. Next in the consecration of this degree are my Grandparents, Mr. & Mrs. William Hoyer and Mr. & Mrs. L.T. Pickens. May they realize that my love is ever with them. To my parents Mr. & Mrs. Walter B. Hoyer and sister JoAnn M. Hoyer. Their undying love and devotion towards me and my betterment proved to be boundless and unwavering. May they know my love for them is as a raging eternal fire. To my Aunt and Uncle, Dr. & Mrs. Robert A. Harris and cousin Shari M. Harris. May they understand that they are a second set of parents to me and that I love them as if they were my own. To my Aunt and Uncle, Dr. & Mrs. Thomas Green and cousins Minti, Gina and Lyric. May they know my love for them is true and lasting. To all my friends who have shared my sorrows and happiness. May we see each other again. "In everything give thanks: for this is the will of God in Jesus Christ concerning you." From First Thessalonians 5:18, May God bless you all.

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CHAPTER ONE

INTRODUCTION

This research seeks to examine the possible differences between Black and White inmates presently serving sentences under a societal re-entry program. More specifically, the focus is at the relationship between self-approbation and perceived power potential. An underlying assumption is that Blacks will demonstrate higher self-approbation while exhibiting lower perceived power potential scores than Whites. The central assumption, in relation to the social psychological attitude measure, is that given criminal status and similar environments criminal behavior is a function of societal factors. Moreover, it is assumed that criminal behavior is not an inherent characteristic of the individual but is learned and is socially acquired.⁵ The central focus of this research is the notion that criminal behavior is a phenomenon that can only be corrected by implementing structural change within society. In this research, I shall expand upon the contention that an effective campaign against criminal behavior must begin with a structural "rehabilitation" of society.

⁵Richard Quinney, *The Problem of Crime*, New York: Dodd, Mead, 1970, Chapter 3.

This study constitutes the preliminary and exploratory phase of a larger research problem in which the questions of criminal behavior and its relation to society should be examined in greater detail. In the larger study, an examination of inmates in prison and halfway houses and their positions in society might be conducted. Additionally, comparative data from different states should be collected in an effort to draw more concrete conclusions and to avoid statistical bias. This first phase of the study involves the comparison of Black and White convicts in a halfway house in Michigan.

CHAPTER TWO

CRIMINAL BEHAVIOR AND SOCIETY

Contemporary issues such as the formulation of criminal law, law enforcement, administration of criminal justice, criminal behavior patterns and social reaction to crime are socially and legally operationalized phenomena.⁶ An effort to examine the problem of criminal status at a macro-level raises the question of the causes of criminal behavior. Richard Quinney argues that criminal behavior is related to the organization of society and that the probability of an individual being defined as a criminal depends on his or her position within the various strata of society. This premise is based on the belief that each social class constructs its own set of behavior patterns, most of which are operationalized into definitions of criminal behavior. However, because of the construction, administration and the enforcement of criminal laws, most are grounded in the standards of the middle class, the likelihood that an individual's actions will fall into the definitions of criminal behavior is therefore largely dependent upon one's location in the societal class structure.

⁶Richard Quinney, *The Problem of Crime*, New York: Dodd, Mead, 1970, Chapter 3.

Quinney goes on to argue that criminal behavior is learned behavior and not an innate characteristic of the individual. He maintains further that, in fact, this behavior is not randomly learned but structurally contrived. This presupposes that in general all forms of behavior are social in origin and are labeled "good or bad" according to the criteria of those in power.⁷ A look at criminal behavior and its causes at the micro-level affords one a clearer view of the more individualistic and/or personal side of criminal transactions.

Many criminologists have been interested in the criminal's social psychology. As a result, a significant amount of criminological research has been devoted solely to the study of the "criminal". In general the social psychology of the criminal provides insight into crime and how its patterns of action are determined. This study argues that social action patterns are created, individually, and are a source of personal identity. Moreover, social actions represent the image of social behavior and life that is human in content.

The framework of social actions that are based upon humanistic conceptions, can be assembled from the works of several writers. However, a sociological perspective of social action can be found in the writings of Max Weber.

⁷Richard Quinney, *Criminology, Analysis and Critique of Crime in America*, New York, Little and Brown Co. Inc., 1975, p. 99.

Weber had originally argued that the term "Action" is social and by virtue of its subjective meaning and the actor(s) involved, it must necessarily allow for the behavior of others.⁸ In general, Weber holds, human behavior to be meaningful and goal oriented, and therefore, intentional with an awareness of the resulting consequences.

A theory in social psychology that is consistent with much of criminological research assigns meaning and purpose to all social actions. This notion which is humanistic in origin, maintains that people construct a sense of self by being members of society which in turn leads to the engagement of personal action patterns, some of which will be in direct conflict with those of the established social/legal order.⁹ Conformity or nonconformity are important issues in the development of personal action patterns. Either may be chosen by the individual in the pursuit of an identity.

CRIMINAL BEHAVIOR AND SELF

Everyone has a notion of self embodied in one's communication and acts.¹⁰ It is by viewing oneself as a distinct and

⁸Max Weber, *The Theory of Social and Economic Organization*, trans; A. M. Henderson and Talcott Parson, New York: Free Press, 1964, p. 88.

⁹Quinney, (1975), p. 107.

¹⁰Quinney, (1975), p. 108.

unique part of society, that one is able to function in an ever changing world community. Moreover, it is one's experiences which determined how he or she relates to the world. Consequently, one's actions, by definition, constitute behavior that at least in part has been personally developed. Action is a function of the relation of the personal understanding of that action and that which is obtained from social interaction.¹¹

Quinney informs us that an individual's self-approbation is in a constant flux (i.e., "always being formed"). How and where people see themselves is a function of such social factors as age, race, social class, and employment.¹² It follows then that actions are the basis of one's identity and are grounded in one's own notions and interpretations. Thus, the self is an ever changing concept. The acquisition of an identity, according to Quinney, is a crucial moment for all individuals. However, the way in which one develops a sense of self varies. For some, the acquisitions of self is particularly perplexing. When confronted with situations in one's environment which are beyond the understanding of the individual, the development of self sometimes tends to become increasingly crucial and problematic. In turn, events that circumvent hopes and desires will at times foster the development of identity crises.

¹¹Quinney, (1975), p. 108.

¹²Quinney, (1975), p. 109.

When confronting especially enigmatic circumstances, people exhibit behavior that is in direct conflict with the established order. In this case, Quinney's theory of the social reality of crime argues that it is not surprising that the actions resulting from such developments of self have been defined by those in power to be criminal. A large amount of criminal behavior can be attributed to individuals and/or groups who when confronted with certain situations, found themselves to be lacking and/or deficient in the capacity to attain their goals.¹³ A logical result and perhaps the entire structural basis of criminal behavior is deliberate violation of the law. Many protests and movements against unjust or inadequate conditions are often viewed as conduct outside of and/or threatening to the existing order. In such cases the enforcement agents of those in power may be legally called into action. It is particularly true in modern society, that the violation of the social/legal order is more than just social deviance.¹⁴ Criminally defined behavior is becoming increasingly political in nature, ideological in orientation and directed toward change in society.

The way in which one acts is a product of one's self-concept and such actions are known to follow patterns. For this and other reasons, many action patterns of individuals are defined by those in power and often even by the individual

¹³Ibid.

¹⁴Ibid.

himself as criminal conduct. As is all behavior, criminal behavior is an expression of the actor's comprehension of certain situations and social events. Moreover, criminal behavior is meaningful to the actor and is necessarily a means to the end of self attainment.¹⁵

THEORETICAL CONTEXT

Several authors have developed ideas relevant to this research on self and societal re-entry. Marxian theory provides some insight into the relationship between social action and social conditions. Marx observed that people do not determine history in and of themselves. They are actors in a given, nevertheless historically constructed, situation.¹⁶ Marx's theories contend that the relationship between man and social conditions is dynamic and dialectic in nature. He further argues that man's actions and consciousness are rooted in an historical class struggle, in which self-realization and social relationships are crucial elements.¹⁷ While, in a deterministic sense, man is the product of his own actions, he is also one of the historical hands which shape his surroundings. Man makes history and initiates his own actions.

¹⁵Ibid.

¹⁶Karl Marx, *The Eighteenth Brumair of Louis Bonaparte*, New York International Publishing, 1964.

¹⁷Ibid.

while in a social/historical environment which condition his possibilities and responses.

Another theory which allows for environmental influence is Edwin H. Sutherland's theory of Differential Association. As the cornerstone for the contemporary assessment of the sources of criminal behavior, Sutherland's theory argues that individuals enter into criminal behavior in the same way others engage in noncriminal behavior, that is, by interacting with others. What a person learns from others, such as communication skills, motives, attitudes and rationalizations also includes certain forms of anti-social activity. Thus, an individual's attitudes, motives and way of rationalizing are all learned responses to what Sutherland calls "unfavorable or favorable" definitions of the legal order. This is where Sutherland's proposition of Differential Association is pertinent to societal re-entry. It argues that one acquires defined criminal behavior through learned experiences which tend to encourage one to violate the law as opposed to those which would tend to discourage one.¹⁸

An effort to expand upon Sutherland's theory is Donald R. Cressey's article: "Changing Criminals: The Application of the Theory of Differential Association". Cressey argues that criminal behavior is not only the product of groups but also

¹⁸Sutherland, E.H., Principles of Criminology, 4th ed., Philadelphia, J.B. Lippincott, 1947, pp. 6-8.

the properties of groups.¹⁹ In fact, if criminal behavior is a connate part of groups, it follows then that efforts to reform criminal behavior must also be directed at groups. While this is a logical conclusion, it is nevertheless problematic when one tries to proceed from theory to praxis. More specifically, if criminality is attributed to group relations, there is little that can be done in a clinic or program to modify the cause of criminality. However, Cressey points out that the theory of differential association is compatible with the theory of group relations and can also be used advantageously in correctional work.²⁰ As mentioned previously, the theory of differential association diagnoses criminal behavior in relation to one's reference group and the action patterns of which include attitudes, motives and rationalizations, are procriminal.²¹ With this in mind, Cressey introduces six (6) principles that can be adapted to correctional programs which are related to the theory of Differential Association. They are the following:

1. If criminals are to be changed, they must be assimilated into groups which emphasize values conducive to law-abiding behavior and concurrently, alienated from groups emphasizing values conducive to criminality.

¹⁹Cressey, Donald R., "Changing Criminals: The Application of the Theory of Differential Association," *American Journal of Sociology*, LXI (September, 1955), pp. 116-120.

²⁰Cressey, D.R. and Johnson, R.V., "Differential Association and the Rehabilitation of Drug Addicts" in *Deviance: The Interactionist Perspective*, ed. by E. Rubington and M.S. Weinberg, New York: MacMillan, 2nd edition, 1973.

²¹Cressey, (1955).

2. The more relevant the common purpose of the group is to the reformation of criminals, the greater will be its influence on the criminal members' attitudes and values.
3. The more cohesive the group, the greater will be the members' readiness to influence the others and the more relevant the problem of conformity to group norms.
4. Both the reformers and those to be reformed must achieve status within the group by exhibiting "pro-reform", or anti-criminal values and behavior patterns.
5. The most effective mechanism for exerting group pressure on members will be found in group organized in such a way that criminals are induced to join noncriminals for the purpose of changing other criminals.
6. When an entire group is the target of change, as in a prison or among delinquent gangs, strong pressure for change can be exerted by convincing the members of the need for a change, thus making the group itself the source of pressure for change.²²

These principles are grounded in the belief that if criminal behavior is to be reformed, membership in a noncriminal group is crucial and association with criminal groups must be eliminated.

Howard S. Becker is in agreement with Marx and Sutherland when he considers the relationship between deviance and society. Becker's book, Other Side - Outsiders, advanced a theory consistent with the premises he had formulated in his previous work.²³ According to Becker's notion of deviance,

²²Ibid.

²³Howard S. Becker, Outsiders: Studies in the Sociology of Deviance, Free Press, New York, 1963, Chapter 1.

criminal behavior is the definition by society of any conduct that deviates from the realm of its "conventional norms", rather than behavior that is inherent in the individual. He goes on to argue that, in fact, the individual in question considers him or herself "persecuted by the majority" which in his or her mind consists of outsiders who have no desire to understand his or her way of life.²⁴ Becker's theory holds that it is the "audience" (society) which eventually determines whether or not any "episode" of behavior and class of "episodes" are to be labeled deviant.²⁵ Within this frame the author addresses such problems as drug addiction, sexual deviation, mental and physical handicaps, crime and the resulting legal stigmas.

Because people involve themselves in social action, a social reality is necessarily created. By interacting with others, humans construct the world in which they live. Social reality is comprised of both the meanings and products of one's social subjective world. An individual adopts personal action patterns, and thus introduces meaning into his daily life.²⁶ Thus, according to Quinney, social reality is both a conceptual and phenomenal reality.

²⁴Ibid.

²⁵Howard S. Becker, *The other side: Perspectives on deviance*, New York, Free Press, 1964, Introduction.

²⁶Quinney, (1975), p. 37.

THE SOCIAL REALITY OF CRIME

Subscribing to the notion that criminal behavior is learned and socially defined, one theory which aids in examining the social/legal order is Quinney's theory of the social reality of crime. This theory served as a general guideline for this research. The theory argues that it is the dynamics of society that affects crime (i.e., its social, economic, and political structure). Recognizing that America is a capitalist society and the fact that criminal law supports the established order, it is easier to understand how the social/legal order gives reality to crime in the United States. This theory argues that everything which comprises the phenomena of crime including the development and administration of criminal law, criminal behavior patterns, and the basis of an ideology of crime, is related to the existing order. Thus, Quinney's theory is rooted in a structural analysis of conflict in American society.

The theory maintains that crime, as a defined human conduct, is created by the dominant class and that such definitions are composed of behavior which is not in the interest of the dominant class. These definitions, which are now established in the social/legal order, are necessarily administered by those having authority to do so. Moreover,

criminal behavior patterns are constructed in relation to the established definitions of crime and it is within this context that people are assigned criminal status. Consequently, the ideology of crime is also constructed within the definitions of criminal behavior and is diffused by the dominant class in an effort to secure its hegemony.

The social reality of crime, as depicted in the four boxes, is reasoned in the formulation/application of the definition of crime, in the development of criminal behavior patterns which correlated to the context of both the definition of crime and how such behavior patterns are determined. As discussed earlier in this study, many social action patterns of individuals are adopted in relation to the definitions of appropriate and nonappropriate behavior of those in power. This research maintains that the development of self is partially conceptualized and/or realized within the framework of Quinney's social reality of crime as seen in Figure 1. All of this, of course, is enclosed in the historical class struggle of society which is necessarily a part of any theory that considers man in the context of the social conditions in which he lives.

THE SOCIO-CULTURAL CONTEXT

Research Site

This study analyzes a societal re-entry program for offenders/ex-offenders in a middle size city in Michigan.

FIGURE 1
THE SOCIAL REALITY OF CRIME

Formulation of definitions of crime	S	Application of
	E	definitions of
	L	crime
	F	

Class Struggle
(SELF) and (SELF)
Class Conflict

Construction of the ideology of crime	S	Development of behavior
	E	patterns in relation to
	L	the definitions of crime
	F	

*As taken from Richard Quinney (1975), p. 40. The idea that social reality is mediated by the self was introduced by the author.

The terms, offenders/ex-offenders have been operationalized in this research to mean people, as defined by those in authority, having criminal status. Because of the possible repercussions a study of this nature might entail and in accordance with departmental standards and practice, all names and background information will be kept confidential. Only statistical summaries appear in the final analysis. The societal re-entry program in question will most often be referred to as the Halfway House, or in general, the Program.

The halfway house was created because of a community based need for an alternative to prison and to alleviate the serious recidivism rates in the area.²⁷ A citizen group concerned with the high rate of recidivism, realized that the first few months of parole is a very critical period, in which a formally sentenced individual attempts to find his or her place in society and during which exists the greatest danger of the individual returning to prison.²⁸ In January, 1973, the Michigan Department of Corrections instituted a societal re-entry program, which permits community groups to be authorized under a "resident home agreement" to accept a select group of offenders on an early out basis.²⁹ This time

²⁷Taken from an interview with the Project Director of the societal re-entry program.

²⁸Ibid.

²⁹Ibid.

period usually begins three to five months before their earliest date of parole. The official goals of the program are:

1. To reduce the number of days in prison before parole for a select group of offenders.
2. To significantly reduce the number of days a sentenced individual must remain incarcerated after he has been recommended for parole.
3. To significantly decrease the number of parole violations by residential clients served by the project as well as the commission of new crimes by service clients.
4. To significantly increase the proportions of clients served by the project who demonstrate a greater source of personal responsibility and self sufficiency when compared to their peers.³⁰

SOURCE OF RESIDENTS TO BE SERVED

The halfway house serves formally sentenced individuals. However, residential placement in the facility is made by referral from the courts and the Department of Corrections. The criteria for residential placement are the following:

Criteria:

1. The client must be 17 years of age or older to be accepted into the program.
2. The client must be a resident of the tri-county area.
3. The client must have an arrest record for an offense of a criminal nature.
4. The client must meet criteria set by the Department of Corrections.

³⁰Michigan Model Cities Program Variation Grant, 1971.

5. The client must be referred by a criminal justice agency.

Priorities:

1. Federal and State institutional releases.
2. Other institutional releases.
3. Parolees
4. Probationers
5. Others.³¹

The residents comprising the subjects served by the program come from various sources. Among those are:

1. Early Out - Inmate Status:
Those living in the residence under this particular referral are finishing their actual sentence at the program. They are eligible for the program because they are 30 to 90 days away from their parole date.
2. Probation:
An individual who has been convicted of a crime, but who has been given a probationary sentence, can be assigned to the societal re-entry program, if the Probation Officer does not approve of the living arrangements or feels that he or she can benefit from the program.
3. Sentenced Individuals:
Individuals who have been convicted of a crime and instead of being given a jail or prison sentence, are sent to the halfway house.
4. Parole:
The program provides accommodations to those who are eligible for parole, but who have no satisfactory place to live.
5. Offender and Ex-offender:
An individual, who has been in trouble with the law in the past, but who is no longer on parole or probation, can qualify for home placement if it is determined beneficial by the Probation Officer.³²

³¹ Ibid.

³² Societal re-entry program public handout designed to give knowledge about the halfway house, 1979.

STAFF DESCRIPTIONS

In order to fulfill the goals of the program a staff has been designed with the intentions of meeting both the administrative and residential needs of the program. A summary description of the staff follows:

1. Project Director: Administrative responsibility for the overall program. The director shall be directly accountable to the Board of Directors.
2. Coordinator of Services: Will work under the Project Director and will be responsible for the operation of the facility.
3. Residential Administrator: Will work under the Project Director and will be responsible for the operation of the residential facilities.
4. Employment Specialist: Will assist the Coordinator of Services in helping the clients find employment.
5. Programmer: Will assist both the Coordinator of Services and the Residential Administrator in rendering professional counseling to the residents.
6. Resident Manager: Will assist the Residential in full time coverage of the House.
7. Security Person(s): Will be on duty 24 hours 7 days a week. Responsibilities include: signing the residents in and out, recording incidents or happenings on the floor on an hourly basis, and in general assisting the Resident Manager.
8. Secretary: Will assist the coordinator of services as general receptionist of the service facility.³³

On April 9, 1973 the halfway house opened its doors to its first residents. The program was established to be a very

³³Memorandum, Michigan Department of Corrections, Subject: Funding and Grant Proposals for 1974-75.

"structured" environment for the residents. There is a schedule and the lives of the residents are closely supervised. The rules of the house are presented and reviewed upon the arrival of each new resident. For the first 24 hours, the resident is not permitted to leave the house. After the first 24 hours the resident is permitted to sign in and out, under supervision.³⁴ Still the program has 24 hours supervision and tries to persuade each resident to adhere to its guidelines. The program presupposes that one of its strongest tools for rehabilitation is group involvement. Thus it directs each resident toward involvements ranging from house maintenance activities to high school completion courses.³⁵

The residents sleep in a dormitory type setting. Each resident participates in house maintenance projects. The program directs its residents toward employment, school, and vocational programs.³⁶ House rules require that a resident also have a savings account and budget his or her money. The residents in turn are charged for their keep. The program

³⁴Societal re-entry program public handout design to give knowledge about the halfway house, 1979.

³⁵Ibid.

³⁶Taken from interview with Project Director of the societal re-entry program.

establishes a fee based on the resident's ability to pay.

The strategy for this is based on the belief that there can be little realism in a regimen that provides room and board for all even for those who "squander their earnings."³⁷

The philosophy of requiring residents to begin providing for themselves as soon as they are able, is emphasized. For many this means that they have to pay their own way beginning on the first day of arrival. For others, without funds and with limited earning power, some kind of economic support may be necessary all through the program and perhaps for a time thereafter.³⁸ However, each resident is required to shoulder as much of his or her share of the load as possible.³⁹

Generally, a resident spends between three to six months in the house. After that period of time, he or she will leave the program in one of four ways:

1. Graduation:
When the resident has stayed the proper length of time and fulfilled all responsibilities to the program and to the State.
2. Total Discharge:
When the resident has not made attempts to help himself or work with the program to help himself, he is totally discharged from the program after evaluation by the staff.

³⁷ Ibid.

³⁸ Taken from interview with the Women's Residential Manager.

³⁹ Taken from interview with the Men's Residential Manager.

3. Split:

When a resident enters the program and feels he cannot make the necessary adjustments, he then takes his belongings and leaves the program without permission of the staff.

4. Transfer:

A resident can be transferred to another program that better suits his needs, an example would be a drug program in the area.⁴⁰

Residents of the halfway house are still under institutional sentences and are technically in the custody of the State. If such a resident absconds, he or she will be treated as an escapee. Life in the program is structured and regulated by the House Rules. These rules are general in nature and similar to those which university students adhere to in a dorm. While there are obvious differences in the comparison; the house rules are designed to allow the staff a flexible hand in any set of circumstances.⁴¹ The staff, at any time, may or may not enforce house rules applicable to a given situation. The philosophy behind this strategy is that the "security and goodwill" of all can be realized in this manner.⁴²

When an individual first arrives, he or she is closely watched and leisure time is restricted. Until a resident gets a job an 8:00 p.m. curfew is enforced. It is at this

⁴⁰ Ibid.

⁴¹ Taken from interview with a Men's security person. The House Rules are listed in Appendix B.

⁴² Taken from interview with Project Director of the Societal re-entry program.

point that the residents begin participating in a program called "Step" which is designed to gradually teach the resident the responsibilities needed to diffuse back into society.⁴³ As the resident moves up in the step program the 8:00 p.m. curfew is extended to 9:00 p.m., 10:00 p.m., and finally to 11:00 p.m. Whenever a resident leaves the house he or she must sign out by indicating his or her whereabouts, how he or she can be reached and when he or she is expected back. When a resident starts working he or she must pay rent, according to his or her earnings and must budget his or her money and account for all expenditures with receipts.

During a typical week in the program, a resident goes to work (or goes looking for work), attends at least one meeting with the Parole Officer and Administrator, performs two to three house duties, fills out a budget form and any other assorted individual business or personal appointments.⁴⁴ During a resident's free time most see friends/family and attend recreational and entertainment facilities (e.g., parks, movies, etc.).⁴⁵ Advancement in the program is based on how closely one follows the rules. Actions which are contrary to

⁴³See Appendix C.

⁴⁴Taken from the several conversations my field research afforded me with both male and female residents.

⁴⁵Ibid.

the rules can result in the restriction of leisure time, a longer stay in the program, or, in the most serious cases, an individual may be returned to prison.⁴⁶

⁴⁶ A resident was recently sent back to prison because he was found to have been drinking alcohol. This is a violation of the House Rules.

CHAPTER THREE

METHOD OF DATA COLLECTION

The research design involves a comparison of Black and White convicts participating in a halfway house setting in Michigan. Hypothesis testing will be used as the overall methodology. Data regarding the specific hypothesis has been obtained through interviews and a questionnaire administered to a sample residential population of seventy-five (75), out of 87, in which only twelve (12) women were included.⁴⁷ Twelve (12) women in the societal re-entry program were interviewed. Because of the small sample size no analysis was undertaken. The questionnaire consisted of two measures of social psychological attitudes.⁴⁸ The first is Rosenberg's Self-Esteem Scale which measures the individual perception of self in society. The second measure of social psychological attitudes is called the Powerlessness scale, devised by Neal and Seeman (1964). It consists of seven

⁴⁷The total number of residents changes almost weekly due mainly to residents completing the program. This total is accurate for May 19, 1980.

⁴⁸See Appendix A.

TABLE 1. SOCIAL CHARACTERISTICS AND DEMOGRAPHICS OF RESIDENT
FOR THE WEEK OF MAY 19, 1980.

87 clients entered program, 78 discharged

Ages ranged from 18 years to 52 years

	<u>Number</u>	<u>Percentage</u>
Total positive discharges (graduation, transfers, parolees, etc.)	47	60.26%
Total negative discharges (escape, return to custody, etc.)	31	39.74%
Currently in program	9	
Out of the total - positive discharges: (graduation, transfers, parolees, etc.) total number - 47		
successful	24	51.06%
returned to criminal justice system	12	25.53%
other: (died, no information possible, discharged less than six months ago)	11	23.41%
For those graduates where statistical data is relevant, 24 out of 36 or 66-2/3% are successful.		
To complete program:		
12½ weeks minimum		
42 weeks longest		
Average time to complete program		
22.3 weeks		
Median time to complete program		
20.5 weeks		
Married	10	11.50%
Separated/divorced/widowed	31	35.63%
Single	46	52.87%
Total	87	100.00%
No children	22	25.29%
1-2 children	46	52.87%
3 or more children	19	21.84%
Total	87	100.00%
Black	48	55.17%
White	35	40.23%
Chicano	3	3.45%
American Indian	1	1.15%
Total	87	100.00%

TABLE 1. (Continued . . .)

	<u>Number</u>	<u>Percentage</u>
Median age-all clients -	25	
Average age-all clients -	26.28	
Median number of children- all clients -	1	
Average number of children-all clients -	1.41	

forced-choice items, which are designed to measure the individual's psychological orientation as to how much (internal) control he or she has over events in his or her environment vs. the view that these events are outside his or her control (external).

Because of location and access to the persons in question, given to me from both the Men's and Women's Residential Directors, I was able to administer the questionnaire in person. In general I would meet with the individual(s) by appointment or when involved in my field research I would simply stop one of the residents, introduce myself and my project, and read the questions to him or her.

CHAPTER FOUR

HYPOTHESES

Generally it is assumed that minority group members experience lower self-approbation than majority group members because of unfavorable comparisons. These unfavorable comparisons, such as less education, stigmatized family structures and lower class positions are, in fact, not grounded in connate characteristics of the individual but are themselves consequences of prejudice and discrimination. However, putting minority group status aside, the individual will use these measures of self-approbation as a basis for comparing himself or herself with others, and it is only comparisons done in this light that can be damaging to an individual's self-approbation.⁴⁹ Consequently, for example, Blacks may have low self-approbation not because he or she is Black, but because he or she is more likely, as opposed to their racial counterparts, to be an occupational failure due to the racial prejudice and discrimination directed against Blacks.

⁴⁹Morris J. Rosenberg, Conceiving the Self, New York: Basic Books, 1979, Chapter 6.

According to Morris Rosenberg, while widespread academic opinion conclude that members of minority status should experience low self-approbation, everything stands solidly in support of this conclusion except evidence. Evidence was yielded by the surveys taken in the sixties and seventies.⁵⁰ As one reviews the evidence it is difficult to see how it can support the view that members of minority ethnic groups have lower self-approbation than majority groups. While the evidence, like all research, has its limitations, no reasonable review of the evidence can justify the conclusion that Blacks have lower self-approbation than Whites. The overwhelming assemblage of evidence suggests they do not.

As self-approbation is formulated and circumscribed by significant others, so is criminal sentencing. Moreover, the sentencing of criminally defined individuals is based on the discretion of others. In this first phase study, criminal sentencing will be used as a vehicle for studying the differences in perceived power among Black and White inmates. Discretion in sentencing is done in full awareness of the offender. More often than not, it is the offender's characteristics as opposed to the crime committed which determines the weight of the sentence received.⁵¹ As seen

⁵⁰ Ibid., pp. 151-157.

⁵¹ Richard Quinney, *Criminology: Analysis and Critique of Crime in America*, Little Brown, 1975, p.222.

in Table 1, there is a tendency in America for Blacks and other nonwhites to bear heavier sentences than Whites. White offenders on the average received sentences of 43.3 months as compared to Blacks and nonWhites who on the average receive sentences of 58.7 months.

It is estimated that one out of every 26 Black men between the ages of 25 and 34 is either in jail or prison on a specified day, compared to one out of every 163 white men in the same age group. During any year one out of every three to four Black men in their early twenties spends some time in prison, jail, on parole, or on probation. By the time a Black man in America is twenty-five years of age (perhaps even earlier) he has in all probability had some serious encounter with the criminal justice system, and there is a good chance he has spent some time behind bars. For most Whites, especially affluent Whites, the criminal justice system is an abstraction. Except in rare instances, it does not directly impinge on their lives. For young Blacks, the repressive arm of the law - arrest, probation, jail, prison - is an immediate reality.⁵²

Individuals who threaten the existing social/legal order are restrained by means of the criminal law. Criminal interdictions are given to those who are defined as criminals. Thus, definitions of crime precede the responses which in turn produce the policies of crime regulation.⁵³ A criminal sentence can be inflicted upon a citizen who breaks the law. The sentence's main objective is to stand as a warning to

⁵²Erik Olin Wright, The Politics of Punishment: A Critical Analysis of Prisons in America (New York: Harper & Row, 1973), pp. 26, 31-34.

⁵³R. Quinney, 1979, p. 225.

TABLE 2. AVERAGE SENTENCES OF COURT COMMITMENTS TO FEDERAL PRISONS, BY RACE AND OFFENSE (FISCAL YEAR ENDED JUNE 30, 1972)

	Average sentences (in months)	
	Whites	NonWhites
Offenses in which nonWhites have longer average sentences than Whites		
Assault	51.1	81.2
Burglary	41.8	43.1
Drug laws	51.9	73.5
Embezzlement	26.9	31.0
Escape	20.1	46.0
Forgery	34.1	40.1
Immigration	10.4	14.0
Income tax	14.2	30.7
Juvenile delinquency	35.0	36.1
Selective Service acts	29.3	38.6
Offenses in which Whites have longer average sentences than nonWhites		
Counterfeiting	45.3	44.0
Extortion	56.0	51.4
Firearms	44.9	37.8
Fraud	34.5	33.0
Kidnapping	248.8	219.0
Larceny	39.5	33.3
Liquor laws	20.4	14.8
National security laws	66.9	24.0
Robbery	138.3	130.3
Securities	45.9	44.9
Average sentence for all offenses	43.3	58.7

Source: U.S. Department of Justice, Federal Bureau of Prisons, Statistical Report, Fiscal Years 1971 and 1972 (Washington, D.C.), pp. 60-61.

the people that transgressions against the state will result in punishment or deprivation. Levying criminal sentences for a defined offense is the state's way of controlling those who do not abide by its dictates. Quinney points out that to be Black, lower class, and to have little education increases the likelihood that one will be processed through the criminal system - and more severely - than others not found in this category. Quinney concludes that criminal justice in America is dispensed in terms of the controlling order and is in reality a means for preserving that order. In light of these and other facts of American life, I anticipate White demonstrating greater perceived power than Blacks and Blacks experiencing greater self-approbation than Whites.

While societal re-entry was not researched in depth in this study, it is an assumption of this investigation that increased self-approbation based upon non-criminal activities will increase the probability of a successful re-entry into society. This, in turn, can be measured in terms of a decline in the recidivism rate.

Most of the research done in criminology is concerned with the causes of criminal behavior. Quinney points out however, that there are many "structured sources" of criminal behavior and that among them are three basic types of "social structures" that pattern criminally defined behavior: 1. age and sex; 2. social class, and 3. ethnicity

and race.⁵⁴ While all three are components of society, the variable sex will not be examined in this study. In connection with this report, criminal status and societal re-entry are being viewed as both a part and a product of the process of conflict and change and the political and economic structure of society. In addition to the variables of race, age, education and time in the program, the notions of self-approbation and perceived power potential will be studied in this research. The hypotheses to be examined are:

- H₁ Black inmates will experience higher self-approbation than Whites.
- H₂ White inmates will experience higher perceived power than Blacks.
- H₃ When controlling for time in program Blacks will still demonstrate lower perceived power than Whites.
- H₄ When controlling for education, Blacks will still demonstrate lower perceived power than Whites.
- H₅ When controlling for age, Blacks will still demonstrate lower perceived power than Whites.

RESULTS

A result was considered significant if the probability of its occurrence was at or below the .05 level.

The first hypothesis concerned itself with self-approbation, stating that Black inmates will have higher

⁵⁴Quinney, (1975), pp. 99-105.

self-approration than Whites. In Table 1 a chi square score of 6.35, significant at the .01 level was reported. The second hypothesis, Whites will have higher perceived power than Blacks, was strongly supported by the data, as seen in Table 2, with a chi square score of 16.54, significant at the .0001 level. The third hypothesis tested was that Blacks would still demonstrate lower perceived power than Whites when controlling for time in program. In testing this hypothesis, time in program was dichotomized into short and long time periods. The terms short and long have been operationalized in this research to describe time periods of three (3) months or less and more than three (3) months, respectively. In examining this hypothesis while controlling for both short and long time periods, chi square scores of 7.56 and 7.90 with respectively aligned significance levels at .0060 and .0049 were found in support of the hypothesis (See Tables 3 and 4). The fourth hypothesis, that Blacks will still demonstrate lower perceived power than Whites when controlling for education, was not supported as strongly. As observed in Tables 5 and 6 analysis revealed a chi square score of 1.18, significant at the .28 level for low education (i.e. less than 12th grade). However, when controlling for high education (i.e. 12th grade or more), a very strong chi square of 12.61, significant at the .0004 level was exhibited in support of the hypothesis. The final hypothesis asserted that when

controlling for age, Black inmates will still demonstrate lower perceived power than Whites. Again the variable age, was dichotomized into young adult and adult. The terms young adult and adult were operationalized as those less than twenty-five (25) and those twenty-five or older, respectively. This hypothesis was differentially supported when controlled for age. Among the younger inmates a chi square of 3.2, significant at the .07 level was found (reported in Table 7). However, in Table 8 one finds the hypothesis supported among older inmates, a chi square of 12.8 significant at the .0003 level was established.

TABLE 3. SELF-ESTEEM SCORE BY RACE

SELF-ESTEEM SCORE	RACE		ROW TOTAL
	WHITE	BLACK	
LOW	21	16	37 50.7%
HIGH	9	27	35 49.3%
COLUMN TOTAL	30 41.1%	43 58.9%	73 100.0

CORRECTED CHI SQUARE = 6.34 SIGNIFICANCE = .0118
WITH 1 DEGREE OF FREEDOM

TABLE 4. POWER POTENTIAL BY RACE

POWER POTENTIAL	RACE		ROW TOTAL
	WHITE	BLACK	
HIGH	23	11	34 46.6%
LOW	7	32	39 53.4%
COLUMN TOTAL	30 41.1%	43 58.9%	73 100.0

CORRECTED CHI SQUARE = 16.53 SIGNIFICANCE = .0001
WITH 1 DEGREE OF FREEDOM

TABLE 5. POWER BY RACE CONTROLLING TIME IN PROGRAM

Short Time Inmates			
POWER POTENTIAL	RACE		ROW TOTAL
	WHITE	BLACK	
HIGH	17	10	27 52.9%
LOW	5	19	24 47.1%
COLUMN TOTAL	22 43.1%	29 56.9%	51 100.0

CORRECTED CHI SQUARE = 7.55 SIGNIFICANCE = .0060
WITH 1 DEGREE OF FREEDOM

TABLE 6. POWER BY RACE CONTROLLING FOR TIME IN PROGRAM

Long Time Inmates			
RACE			
POWER POTENTIAL	WHITE	BLACK	ROW TOTAL
HIGH	6	1	7
LOW	2	13	15
			68.2%
COLUMN TOTAL	8	14	22
	36.4%	63.6%	100.0

CORRECTED CHI SQUARE = 7.90 SIGNIFICANCE = .0049
WITH 1 DEGREE OF FREEDOM

TABLE 7. POWER BY RACE CONTROLLED FOR EDUCATION: LOW

RACE			
POWER POTENTIAL	WHITE	BLACK	ROW TOTAL
HIGH	4	5	9
LOW	3	15	18
			66.7%
COLUMN TOTAL	7	20	27
	25.9%	74.1%	100.0

CORRECTED CHI SQUARE = 1.18 SIGNIFICANCE = .2771 (N.S.)*
WITH 1 DEGREE OF FREEDOM

*Not significant

TABLE 8. POWER BY RACE CONTROLLED FOR EDUCATION: HIGH

POWER POTENTIAL	RACE		ROW TOTAL
	WHITE	BLACK	
HIGH	19	6	25 54.3%
LOW	4	17	21 45.7%
COLUMN TOTAL	23 50.0%	23 50.0%	46 100.0

CORRECTED CHI SQUARE = 12.61 SIGNIFICANCE = .0004
WITH 1 DEGREE OF FREEDOM

TABLE 9. POWER BY RACE CONTROLLED FOR AGE: YOUNG ADULT

POWER POTENTIAL	RACE		ROW TOTAL
	WHITE	BLACK	
HIGH	9	4	13 43.3%
LOW	5	12	17 56.7%
COLUMN TOTAL	14 46.7%	16 53.3%	30 100.0

CORRECTED CHI SQUARE = 3.23 SIGNIFICANCE = .0723 (N.S.)
WITH 1 DEGREE OF FREEDOM

TABLE 10. POWER BY RACE CONTROLLED FOR AGE: ADULT

	RACE		ROW TOTAL
	WHITE	BLACK	
POWER POTENTIAL HIGH	14	7	21 48.8%
LOW	2	20	22 51.2%
	<hr/>		
COLUMN TOTAL	16 37.2%	27 62.8%	43 100.0

CORRECTED CHI SQUARE = 12.88 SIGNIFICANCE = .0003
WITH 1 DEGREE OF FREEDOM

INTERPRETATIONS

Morris Rosenberg offers a clear rationale for the support of the first hypothesis. Rosenberg claims that while it is true that Blacks are not highly regarded by others in society and are not compared favorably in important social categories which determine prestige in society, the conclusion that Blacks should experience low self-appraisal is erroneous. He argues that while this conclusion is logically reached, it is nevertheless, done so in the "face of certain contrary to fact assumptions". According to Rosenberg the notions necessary to reach the conclusion that Blacks have lower self-appraisal than Whites are assumptions grounded in the belief that Blacks are in full awareness, agreement and view the implications of these assumptions as interpersonally and personally relevant and significant.

It is not hard nor necessarily wrong to assume that Blacks are aware of their plight in America. There is ample evidence which can support this notion. However, to also assume that Blacks will believe these criticisms to be personally relevant and interpersonally significant, is inaccurate. While the evidence which supports these studies first hypothesis is not exhaustive and extremely uneven, it nevertheless, is in agreement with other research done in this area.

In examining the last four hypotheses in this research the data would suggest that race is the dominant factor in one's perception of power. While obviously there are others, and perhaps equally as strong determinates of perceived power, this analysis nevertheless presents a strong pattern in support of race. Much like human behavior, perceptions of power are also socially and historically defined and therefore, necessarily affect one's social actions. Unquestionably because of racial prejudice and discrimination, Blacks in American society do not share equal power with Whites, particularly economic and political power. This present fact of American life, as expected, transcended all other variables in this research and is congruent with the theories previously mentioned in this first phase study concerning man and his relationship to society.

CHAPTER FIVE

SUMMARY AND COMMENT

Within the limitations of the data research all five hypotheses were either strongly supported or strongly lent themselves to a supporting pattern. The differences in self-approration between Black and White inmates correlates well with other studies in this area.⁵⁵ The differences in perceived power and its consistency throughout the study among Black and White inmates is in order with the expectations of this research. Some possible explanations concerning the differences in self-approration and perceived power potential have previously been offered. While a separate analysis focusing on women was not attempted, for reasons discussed earlier in this research, their responses were included in the overall investigation. After having talked at length with both male and female residents, it is my opinion that while their settings are different, many of their problems and complaints are the same. This is perhaps due to the fact that both programs operate under the same design.

⁵⁵Morris J. Rosenberg, (1979), Chapter 6.

The first phase study has several serious limitations. Socio-economic status has been shown to be significantly related to perceptions of self and power.⁵⁶ Moreover, no measures of SES were included in this research. Secondly, the administrative circumstances such as lack of trust of me on the part of the respondents, grounded in the belief that I in some way, could be related to the program and therefore, have an effect on their program status, may have affected responses in the interviews and questionnaire in crucial ways. This possibility may have produced "low risk" responses in the interviews and false choice(s) of confident and/or powerful answers in the questionnaire. Thirdly, the comparison of Black and White inmates is weakened by the impossibility of establishing a complete census. Given the assurance of anonymity, those inmates who chose not to be completely honest, may in fact, share similar sets of characteristics that could seriously alter the analysis. Fourthly, the research itself is weakened because it is based in a single time period. Perhaps an investigation developed over a long period of time, compared with a control group, would strengthen the results of this analysis. In retrospect, it seems Cressey's model combined with Quinney's would have formed the basis for a more complete study. By

⁵⁶Richard Quinney, (1975), Chapters 6 and 7.

incorporating Cressey's micro level analysis of the program with Quinney's macro level analysis of crime and its relation to society a more indepth overall analysis would have been possible.

In addition to the integration of the ideas of Cressey and Quinney, different social psychological measures should be used. The tests used in this research, in my opinion, do not address or consider Black experiences which are crucial in the development and maintenance of self-approbation. In the case of the test used to measure perceived power, how one votes or if one feels his or her vote will make a difference does not necessarily test perceived power. Perhaps questions concerning whether one believes or not one can survive while unemployed or with an annual salary below the defined poverty level, would be more appropriate tests of power for Blacks. Moreover, these issues are matters of domain in character. More specifically, how one votes or feels about one's voting can be considered within the domain of the White middle class. The degree of skill needed to survive in a low income environment which can be considered a relevant question within the domain of the lower classes.

If I were to do further research, I would compare Black and White inmates on a larger scale. This research would include both prison and halfway house inmates in an effort to provide a more concrete analysis. Additionally, a

review of Black social psychology would also be in order.⁵⁷ Further, this research would allow a comparison of Black and White inmates who have only participated in prison reform vs. those who have only experienced the rehabilitation offered in a halfway house. This comprehensive long range study would provide a clearer picture of the penal system and its relationship to criminal status and societal re-entry.

While this research primarily focuses on self-approbation, perceived power and race, a discussion concerning the organization of the halfway house program studied seems appropriate.

Following a review of the goals and rules of the halfway house, the results of many weeks spent in field research and Cressey's six principles for effective correctional programs, it is concluded in this study that the program in question is not adequately designed for operative rehabilitation and/or societal re-entry. In contrasting the halfway house to Cressey's six principles, it is clear that the program studied does not alienate the individual from groups conducive to criminality or place emphasis on reformation of criminal behavior. It is not a close group

⁵⁷Kenneth B. Clark, Dark Ghetto: Dilemma of Social Power. Forward by Gunnar Myrdal, New York, Harper & Row, 1965, Reginald L. Jones, Black Psychology (New York: Harper & Row, 1972), and Louis N. Williams, Black Psychology: Compelling Issues & Views (Washington, D.C. University Press of America, 1978) are primary sources.

and those participating in the group, both staff and residents, do not achieve status within the group by demonstrating noncriminal behavior. Also, the program does not apply group pressure as defined in Cressey's fifth and sixth principles. The design of the halfway house seems to be more concerned with order than with effective reform. In light of these and other observations, this research seriously questions the correctional impact of this program. It is the tenet of this study that the program is procedural in content as opposed to structural and therefore offers little in the reformation of criminal behavior which is crucial to the process of societal re-entry.

APPENDIX A

SELF-ESTEEM SCALE (Rosenberg 1965)

Variable: This scale was designed to measure attitudes toward the self along a favorable-to-unfavorable dimension and was constructed for use in a large scale survey of high school students.

AGE _____

SEX _____

RACE _____

EDUCATION _____

TIME IN PROGRAM _____

SELF ESTEEM SCORE _____

POWER POTENTIAL _____

Description: The author designed the Self-Esteem Scale with several criteria in mind. One was his conception of self-esteem.

When we speak of high self-esteem. . . we shall simply mean that the individual respects himself, considers himself worthy, he does not necessarily consider himself better than others, but he definitely does not consider himself worse, he does not feel that he is the ultimate in perfection but, on the contrary, recognizes his limitations and expects to grow and improve.

The ten items are of the Likert type, allowing one of four responses; strongly agree, agree, disagree, and strongly disagree. In Rosenberg's study, positively and negatively worded items were presented alternately in order to reduce the danger of response set.

1. I feel that I'm a person of worth, at least an equal plane with others.

1 _____ Strongly agree
 2 _____ Agree
 *3 _____ Disagree
 *4 _____ Strongly disagree

2. I feel that I have a number of good qualities.

1 _____ Strongly agree
 2 _____ Agree
 *3 _____ Disagree
 *4 _____ Strongly disagree

3. All in all, I am inclined to feel that I am a failure.

*1 _____ Strongly agree
*2 _____ Agree
3 _____ Disagree
4 _____ Strongly disagree

4. I am able to do things as well as most other people.

1 _____ Strongly agree
2 _____ Agree
*3 _____ Disagree
*4 _____ Strongly disagree

5. I feel I do not have much to be proud of.

*1 _____ Strongly agree
*2 _____ Agree
3 _____ Disagree
4 _____ Strongly disagree

6. I take a positive attitude toward myself.

1 _____ Strongly agree
2 _____ Agree
*3 _____ Disagree
*4 _____ Strongly disagree

7. On the whole, I am satisfied with myself.

1 _____ Strongly agree
2 _____ Agree
*3 _____ Disagree
*4 _____ Strongly disagree

8. I wish I could have more respect for myself.

*1 _____ Strongly agree
*2 _____ Agree
3 _____ Disagree
4 _____ Strongly disagree

9. I certainly feel useless at times.

*1 _____ Strongly agree
*2 _____ Agree
3 _____ Disagree
4 _____ Strongly disagree

10. At times I think I am no good at all.

*1 _____ Strongly agree
 *2 _____ Agree
 3 _____ Disagree
 4 _____ Strongly disagree

*Response indicates low self-esteem.

THE POWERLESSNESS SCALE

Variable: The measure used here defines powerlessness as "low expectancies for control of events," with the events being in terms of mass society (e.g., control over politics, the economy, etc.).

Description: The scale consists of seven forced-choice items, which were reduced from an original pool of 50 items via pre-testing (actually 12 items were employed in this study but only 7 were found to be scalable.) The items were originally devised to measure the individual's psychological orientation toward how much (internal) control he had over events in his environment vs. the view that these were outside his control (external).

One point is given for each response in the powerless (i.e., external) direction, making scores range from 0 (high power) to 7 (high powerlessness).

1. I think we have adequate means for preventing runaway inflation.
 * There's very little we can do to keep prices from going higher.

- 2* Persons like myself have little chance of protecting our personal interests when they conflict with those of strong pressure groups.

I feel that we have adequate ways of coping with pressure groups.

3. A lasting world peace can be achieved by these of us who work toward it.
* There's very little we can do to bring about a permanent world peace.
- 4.* There's very little persons like myself can do to improve world opinion of the United States. I think each of us can do a great deal to improve world opinion of the United States.
- 5.* This world is run by the few people in power, and there is not much the little guy can do about it.
The average citizen can have an influence on government decisions.
- 6.* It is only wishful thinking to believe that one can really influence what happens in society at large.
People like me can change the course of world events if we make ourselves heard.
- 7.* More and more, I feel helpless in the face of what's happening in the world today.
I sometimes feel personally to blame for the sad state of affairs in our government.

*Response indicates powerlessness.

APPENDIX B

HOUSE RULES

"These rules are designed to allow the staff flexibility. In any given set of circumstances. These rules may or may not be enforced. The security and goodwill of everyone living here is our only concern. The staff in-charge will use their discretion and that decision will stand.

GENERAL

1. House responsibilities must be done by 7:00 p.m. and checked by staff before signing out for any reason. If not done you will be restricted to the house that evening.
2. No one is allowed to take anything out of the house without staff permission.
3. Prescription drugs must be kept by center staff and dispensed by staff only upon a doctor's order as indicated by the prescription.
4. Vulgar language in front of staff members can result in a misconduct.
5. You cannot sleep on the furniture on the first floor of the house.
6. You must keep up good personal habits (hygiene) while you live here for your own benefit as well as for others who live here.
7. Residents will be fully clothed when on first floor.
8. Resident wash days are Tuesday and Thursday. Linen is washed on Friday. Nobody washes on Wednesday or weekends without staff approval.
9. All beds must be made neatly - with gold blankets on top.
10. You must report all problem situations or critical problems to the staff.
11. There will be no loaning, borrowing, or selling of possessions among residents without staff permission. If such exchanges are made without staff permission the staff will not be held responsible for the money or possessions or recognize receipts for goods.

12. If you are too sick to go to work, you are also too sick to go anywhere else except the doctor (bringing back proof that you were there). Report it to the staff immediately.
13. Green house will remain locked when not in use.
14. No smoking in dorms, kitchen or by the telephone, dining room, and basement.
REASON: Our wooden residential house is flammable and we have women who are asleep at different times in the building, it is a danger to life, health, and safety, if a fire were to start in the house due to smoking or open flames in one of these prohibited areas.
15. No one is allowed in the green house next door on weekends for any reason.
16. Packages must be checked going out or coming in.
17. No alcoholic beverages or drugs are permitted in the house.
18. Possession of any weapon or any object, located or use of which indicated it is a weapon is prohibited.
19. You may not smoke, eat, or drink anything in your room.
20. Residents must be up by 8:00 a.m.
21. Individual responsibilities, bathroom and dishes are done seven days a week, beds are made and dorms kept clean seven days a week.
22. The resident phone is not in use between 1:00 a.m. and 6:00 a.m. Also, the time limit on the resident phone is ten minutes.
23. Inmates cannot drive without permission regardless of whether or not she has a driver's license.
24. When requested by the staff, you shall submit to periodical chemical tests for detection of drugs.
25. Residents are not allowed to sit on any tables, T.V., or the stereo in the house.
26. Socks or shoes must be worn in the House. Bare feet are a health hazard, also shirts must be worn on the first floor.
27. Any damage to house or equipment will be paid for by person responsible.

28. Showers:

- a. Residents should shower or bathe every day and take care that the shower curtains are inside the shower stall or tub when taking showers. If the floor gets wet, wipe or mop it up.
- b. No radios or tape players in the bathroom. (Reason: These appliances develop very high voltage and are a cause of many deaths by electrocution in areas where water is present.

29. Food of any nature isn't allowed in living room, bathrooms, basement or dorms.

30. Getting up times and bed times

- a. Getting upL
 1. Monday through Friday, all residents will get up by 8:00 a.m.
 2. Saturdays and Sundays residents may sleep until noon.

31. All incoming property must be on inventory sheet. If it is new property, it must be accompanied by store receipt. If it is used property, it must be accompanied by receipt from individual forwarding it.

KITCHEN

1. Dinner is served at 5:45 P.M. All residents will sit down together and eat at that time. The table will be promptly cleaned and food put away. If you do not eat at meal time, you do not eat.
2. Nobody will cook during noon time on weekdays without staff permission.
3. No food or drinks can leave this house unless staff authorizes it.
4. Food should be eaten in dining area only.
5. Kitchen towels are for kitchen use only. They are not for personal use by anyone.
6. You cannot cook without staff permission.
7. If you cook, you immediately clean up all dishes.
8. Only one resident at a time allowed in basement.

VISITORS

1. No visitors are allowed beyond the living room.
2. Visiting hours are from 6:00-9:00 p.m. on weekdays. Others must have written permission from staff for visits.
3. Must check in and sign in with staff.

PROGRAM

1. You are expected to obtain and maintain employment or be in an approved training program.
2. You must meet your financial obligations to the Center, you shall account for income and expenditures.
3. Residents who net \$56.00 or more per week must pay \$28.00 on a weekly basis. If net earnings are less than \$56.00 per week, rent will be one-half of net earnings.
4. Rent is paid on Fridays in the form of a money order made out to New Way In, Inc.
5. Residents who are employed must pay for their own medical bill unless instructed by parole office.
6. All bank books are kept in the office. All checks must be budgeted and approved by staff. All withdrawals must be approved by staff. All money must be accounted for. Failure to pay rent on prescribed date may result in disciplinary action.
7. Weekly evaluations are held for all residents every Monday at 1:00 p.m. at the resident house unless working or excused by staff.
8. If you are a state inmate you must see Rolene here on Mondays.
9. Temporary furloughs must be requested only on Sunday evenings.
10. Before being evaluated for extended furlough, a resident must have been involved in community programs for a minimum of ninety (90) days or spend one-half of their remaining time from arrival date to the S.G.T. minimum: whichever is greater.

CURFEW

1. You are confined to the Center the first twenty-four (24) hours you are here.

2. Residents can sign out for four hours until employed. If you are not working you must report to the house between 11:00 a.m. and 1:00 p.m. (lunchtime) and 5:00 p.m. and 6:30 p.m. (supper time).
3. You shall be in the residence between the hours of 11:00 p.m. and 6:00 a.m. The hours of curfew are subject to individual status and employment variations and must be verified by staff.
4. Residents are required to maintain a daytime and night time sign in/out sheet.
5. You shall use the front door only, except in cases of emergency.
6. Residents have violated curfew even if they are one minute late.
7. No one signs out to visit from 8:00 a.m. to 5:00 p.m. unless they are working nights.
8. You must have staff permission to go anywhere; otherwise you are in an unauthorized place.
9. After work you must report to the house before going anywhere else.

RESTRICTED AREAS

1. No one is allowed on the fire escape.
2. No resident is permitted to be in another resident's dorm.
3. No loitering on the front porch or out in the front for any reason.
4. No one is allowed in the basement after 11:00 p.m.

OUTSIDE OF HOUSE

1. If you are involved in any incidents outside of the house (police, fights, etc.) it should be reported to staff immediately.
2. Do not yell from front porch or yard.
3. No socializing outside of the house with the men from the YMCA New Way in program.

4. If you are fired, laid off, sick or get off work early come back to the house immediately.

FREE TIME

- A. For every five minutes you are late from your expected time back (without calling), you lose one-half hour the next morning.
- B. No sign out after 10:00 p.m.

SIGN IN/OUT PROCEDURES

- A. Residents may not leave the house without the permission of the staff in charge. Failure to sign out means automatic twenty-four (24) hour restriction.
- B. Residents must, when leaving have their sheet signed out by staff on duty.

PROGRAM INFORMATION

Social Restriction:

May not have visitors, may sign out to work, business and medical appointments. Two hours on Saturday and two hours with family on Sunday (approved by Rolene by Friday). While on social restriction, no step evaluation. One week after restriction, with no rule infraction, you may receive an evaluation.

Receipts:

Must be labeled (what was purchased, date and your name). Save them and turn them into Rolene at Monday night parole meeting.

Pay Phone Use:

Please be considerate of other residents, by not tying up the phone for long periods of time. Also, no incoming phone calls past 12:00 a.m. (midnight), unless an emergency - Do not accept any collect phone calls.

Sheets/Towels:

Linen is assigned on your first day in. It is your responsibility to maintain clean linen. Laundry days are Tuesday and Thursday and with staff permission, on weekends.

Wake-Ups:

Before you go to sleep, tell staff on duty what time you need to be awakened. At that time, staff will knock on your door and tell you what time it is. They will only give two wake-up calls.

Visitors:

Hours 6:00 p.m. - 9:00 p.m. or your curfew, whichever is earliest. Visitors must sign in book and show I.D. (except your children.) No I.D., no visiting. No visitors in rooms.

Signing In/Out:

While in house residents must be signed in. While unemployed, residents may sign out for no more than four hour periods of time. While employed, may sign out for eight hour periods of time.

APPENDIX C

Description of the rehabilitative "Step Program"
used in the Halfway House

Residents: Upon completion of requirements for each step (and a minimum of two weeks will be allowed to do so), you may request to move to the next step during an evaluation meeting. Evaluation meetings will be held individually. Regardless of requirements for attending evaluation meetings, you must complete individual contracts and turn them in with budget forms each week. When you receive a Social restriction you may not be evaluated during a) the time you are on Social restriction and/or b) for that week in which you receive the restriction.

ORIENTATION:- During orientation destinations will be very closely monitored. May not sign out to destination without phone number. May sign out for - hours intervals only.

STEP ONE

1. Rules must be followed with no infractions.
2. House duties must be completed as assigned.
3. Resident may shop for necessities with staff permission, all receipts must be given to staff.
4. Resident will fill out budget form and individual contract each week. May not cash check without turning in budget form. Check stubs are to be attached to budget forms.
5. Children may visit floor with staff permission.
6. Resident may not quit or change jobs prior to presenting facts during an evaluation meeting.
7. Resident must attend weekly group counseling session.
8. Resident must attend weekly house meetings.
9. Resident must sign in/out morning, afternoon and evenings. At no time more than 8 hours.
10. Resident will attend weekly evaluation meeting (to be combined with parole meeting).
11. Resident must meet with counselor twice a week.
12. Resident must be on floor by 9:00 p.m. every night.
13. Resident must secure either full or part time employment.
14. During Step One all money with regard to savings account must be earned through work.
15. Residents will open savings account. Must have \$10.00 in savings account. Staff will assist resident with budgeting to meet obligations and save \$200.00 necessary for graduating from the program.
16. Resident will explain why she deserves Step 2 during evaluation meeting.
17. Before resident can move to Step 2, must have 2 pieces of identification such as State I.D., Social Security Card, Birth Certificate, or New Way In I.D.
18. Resident will be on Step 1 for two weeks.

STEP TWO

Third week!

1. Rules must be followed with no infractions.
2. House duties must be completed as assigned.
3. Resident may shop for necessities with staff permission, receipts must be given to staff.
4. Resident may not cash check until budget form with pay stub attached is turned in and signed by staff.
5. Resident will fill out budget form and individual contract each week.
6. Children may visit floor with staff permission.
7. Resident may not quit or change jobs prior to presenting facts during an evaluation meeting.
8. Resident must attend weekly group counseling sessions.
9. Resident must attend weekly house meetings.
10. Resident must sign in/out morning, afternoon and evening.
11. Resident will attend weekly evaluation meeting (to be combined with parole meeting).
12. Resident must meet with counselor twice a week.
13. Resident must be on floor by 10 p.m. every night.
14. Staff will assist resident with budgeting to meet obligations and save \$200.00 necessary for graduating from the program.
15. Resident must have accumulated minimum of ____ points.
16. Resident must have \$20.00 in savings account.
17. Resident will explain why she deserves Step 3 during evaluation meeting.

STEP THREE

1. Rules must be followed with no infractions.
2. House duties must be completed as assigned.
3. Resident may shop for necessities with staff permission, receipts must be given to staff.
4. Resident will fill out budget form and individual contract each week.
5. Children may visit floor with staff permission.
6. Resident may not quit or change jobs prior to presenting facts during an evaluation meeting.
7. Resident must attend weekly group counseling session.
8. Resident must attend weekly house meetings.
9. Resident must sign in/out morning, afternoon, evenings.
10. Resident will attend weekly evaluation meeting (to be combined with parole meeting).
11. Resident must attend individual session with counselor once a week.
12. Resident must be on floor by 11 p.m. every night.
13. Residents may apply for 24 hour furloughs, talk with parole office about home investigation.
14. Residents must have accumulated minimum of ____ points.
15. Residents must have \$35.00 in savings account.
16. Resident will explain why she deserves Step 4 during evaluation meeting.

STEP FOUR

1. Rules must be followed with no infractions.
2. House duties must be completed as assigned.
3. Resident may shop for necessities with staff permission, receipts must be given to staff.
4. Resident will fill out budget form and individual contract each week.
5. Children may visit floor with staff permission.
6. Resident may not quit or change jobs prior to presenting facts during evaluation meeting.
7. Resident must attend weekly group counseling sessions.
8. Resident must attend weekly house meetings.
9. Resident must sign in/out morning, afternoon.
10. Resident will attend weekly evaluation meeting (to be combined with parole meeting).
11. Resident must attend individual session with counselor once a week.
12. Resident must be on floor by 11 p.m. every night.
13. Resident may apply for 24 hour furlough.
14. Resident must have accumulated minimum of ____ points.
15. Resident must have \$50.00 in savings account.
16. Resident will explain why she deserves Step 5 during evaluation meeting.

STEP FIVE

1. Rules must be followed with no infractions.
2. House duties must be completed as assigned.
3. Resident may shop for necessities with staff permission, receipts must be given to staff.
4. Resident will fill out budget form and individual contract each week.
5. Children may visit floor with staff permission.
6. Resident may not quit, change jobs prior to presenting facts during evaluation meeting.
7. Resident must attend weekly group counseling session.
8. Resident must attend house meeting.
9. Resident must sign in/out morning, afternoon and evening.
10. Resident will attend weekly evaluation meeting (to be combined with parole meeting).
11. Resident will attend weekly evaluation session with counselor once a week.
12. Resident must be on floor by 11 p.m. every night.
13. Resident may apply for 48 hour furlough.
14. Resident must have accumulated minimum of ____ points.
15. Resident must have \$70.00 in savings account.
16. Resident will explain why she deserves Step 6 during evaluation meeting.

STEP SIX

1. Rules must be followed with no infractions.
2. House duties must be completed as assigned.
3. Resident may shop for necessities with staff permission, receipts must be given to staff.
4. Resident will fill out budget form and individual contract each week.
5. Children may visit floor with staff permission.
6. Resident may not quit or change jobs prior to presenting facts during an evaluation meeting.
7. Resident must attend weekly group counseling session.
8. Resident must attend weekly house meeting.
9. Resident must sign in/our morning, afternoon, and evening.
10. Resident must attend bi-weekly evaluation meetings.
11. Resident must attend individual session with counselor once a week.
12. Resident must be on floor by 11 p.m. every night.
13. Resident may apply for 48 hour furlough.
14. Resident must have accumulated minimum of ____ points.
15. Resident must have \$90.00 in savings account.
16. Resident will explain why she deserves Step 7 during evaluation meeting.

STEP SEVEN

1. Rules must be followed with no infraction.
2. House duties must be completed as assigned.
3. Resident may shop for necessities with staff permission, receipts must be given to staff.
4. Resident will fill out budget form and individual contract each week.
5. Children may visit floor with staff permission.
6. Resident may not quit or change jobs prior to presenting facts during an evaluation meeting.
7. Resident must attend weekly group counseling session.
8. Resident must attend weekly house meeting.
9. Resident must sign in/out morning, afternoon and evening.
10. Resident must attend bi-weekly evaluation meetings.
11. Resident must attend individual session with counselor once a week.
12. Resident must be on floor by 11 p.m. every night.
13. Resident may apply for 48 hour furlough.
14. Resident must have accumulated minimum of ____ points.
15. Resident must have \$115.00 in savings account.
16. Resident will explain why she deserves Step 8 during evaluation meeting.
17. Resident must have full-time employment before you may move to Step 8.

STEP EIGHT

1. Rules must be followed with no infractions.
2. House duties must be completed as assigned.
3. Resident may shop for necessities with staff permission, receipts must be given to staff.
4. Resident will fill out budget form and individual contract each week.
5. Children may visit floor with staff permission.
6. Resident may not quit or change jobs prior to presenting facts during an evaluation meeting.
7. Resident must attend weekly group counseling session.
8. Resident must attend weekly house meeting.
9. Resident must sign in/out morning, afternoon and evening.
10. Resident must attend bi-weekly evaluation meetings.
11. Resident must attend individual session with counselor once a week.
12. Resident must on floor by 11 p.m. every night.
13. Resident may apply for 48 hour furlough.
14. Resident must have accumulated minimum of ____ points.
15. Resident must have \$140.00 in savings account.
16. Resident will explain why she deserves Step 9 during evaluation meeting.

STEP NINE

1. Rules must be followed with no infractions.
2. House duties must be completed as assigned.
3. Resident may shop for necessities with staff permission, receipts must be given to staff.
4. Resident will fill out budget form and individual contract each week.
5. Children may visit floor with staff permission.
6. Resident may not quit or change jobs prior to presenting facts during an evaluation meeting.
7. Resident must attend weekly group counseling session.
8. Resident must attend weekly house meeting.
9. Resident must sign in/out stating destination only in the morning and at night.
10. Resident must attend bi-weekly evaluation meetings.
11. Resident must attend individual session with counselor once a week.
12. Resident must be on floor by 11 p.m. every night.
13. Resident may apply for 48 hour furlough.
14. Resident must have accumulated minimum of ____ points.
15. Resident must have \$170.00 in savings account.
16. Resident will explain why she deserves Step 10 during evaluation meeting.

STEP TEN

1. Rules must be followed with no infractions.
2. House duties must be completed as assigned.
3. Residents may shop for necessities, receipts must be given to staff.
4. Resident will fill out budget form and individual contract each week.
5. Children may visit floor with staff permission.
6. Resident may not quit or change jobs prior to presenting facts during an evaluation meeting.
7. Resident must sign in/out stating destinations only in the morning and at night.
8. Resident will attend individual session with counselor once a week.
9. Resident must be on floor by 11 p.m. every night.
10. Resident may apply for 48 hour furlough.
11. Resident must have \$200.00 in savings account prior to graduation.
12. Resident will finalize their plans for after graduation.

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