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Eighth Annual Correctional Officers Seminar

A Report

GOVERNMENTAL RESEARCH CENTER
The University of Kansas
Lawrence, Kansas

NCJ-000482

Eighth Annual
Correctional Officers Seminar

A REPORT

Governmental Research Center
The University of Kansas
Lawrence, Kansas

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Special Report No. 168

October 1, 1968

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INTRODUCTION

The Eighth Annual Correctional Officers Seminar was conducted at The University of Kansas on July 24-28, 1967. The Seminar, which comprised a portion of the annual Kansas Peace Officers Training School, was planned by representatives of the Office of the Director of Penal Institutions, the state correctional institutions, and the Governmental Research Center of The University of Kansas.

The Seminar program was designed to afford correctional officers from the various state institutions the opportunity to exchange ideas and experiences with one another and to focus attention on some of the significant areas of concern in the correctional field. Lectures and small group discussions provided officers with new insights and ideas related to their assignments. Methods of treatment for problem cases were explored in group study sessions. Technical aspects of penal administration were considered, and an attempt was made to increase the participants' understanding of inmate behavior and to suggest appropriate norms of institutional response to such behavior.

Much of the Seminar dealt with methods for affecting motivational changes and promoting the formation of desired attitudes in prisoners. The Seminar reflected the philosophy of the sponsoring agencies that correctional work is a profession entrusted with an awesome responsibility--the conversion of the social misfit into an integrated personality capable of a return to constructive membership in human society. To achieve this goal of rehabilitation, correctional officers must continually re-examine their methods and philosophy. The Seminar, hopefully, served to further this ongoing educational process.

The Governmental Research Center is indebted to the speakers, discussion leaders, and participants who made the Seminar a valuable experience. The University Extension managed the many housekeeping details connected with the Seminar and to them, also, a debt of gratitude is acknowledged. The typist for this report was Judy Reaves of the Center secretarial staff.

William H. Cape
Acting Director

Office of the Director
October 1, 1968

SPEAKERS AND DISCUSSION LEADERS

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Jim Banker, Lieutenant, Kansas State Penitentiary, Lansing
William H. Barker, Assistant Superintendent, Kansas State Industrial
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George Thompson, Chief Social Worker, Kansas State Reception and Diagnostic
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Wayne Woolverton, Honor Camp Supervisor, Topeka

SPONSORS

Office of Penal Institutions
Topeka

Governmental Research Center
Lawrence

Kansas State Industrial Reformatory
Hutchinson

Kansas State Penitentiary
Lansing

Kansas State Reception and Diagnostic Center
Topeka

ROSTER
EIGHTH ANNUAL
CORRECTIONAL OFFICERS SEMINAR
July 24-26, 1967
BASIC

Ed Baker
Correctional Officer
Pomona Honor Camp
Lyndon, Kansas

*Jim J. Banker
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Post Stockade
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Correctional Officer
KSP
Lansing, Kansas

Carl Enstrom
Correctional Officer
Toronto Honor Camp
Toronto, Kansas

Harold D. Fevurly
Correctional Officer
KSP
Lansing, Kansas

Jo Ann Gibb
Guidance Supervisor
KSIF
Lansing, Kansas

Virgil Goodin
Correctional Officer
KSP
Lansing, Kansas

Robert D. Hannigan
Correctional Officer
Pomona State Park
Lyndon, Kansas

William C. Harold
Records & I. D.
Sheriff's Department
Topeka, Kansas

*Attended both the Basic and Advanced

George T. Heighton
Correctional Officer
KSP
Lansing, Kansas

Charles L. Jenkins
Correctional Officer
KSIR
Hutchinson, Kansas

Roy W. Jones
Correctional Officer
Toronto Honor Camp
Toronto, Kansas

Robert J. Krug
Correctional Officer
KSIR
Hutchinson, Kansas

Joseph A. Kurek
Penal Clerk
KSP
Lansing, Kansas

Joseph V. Leonhard
Classification Officer
KSP
Lansing, Kansas

Max L. Lingenfelser
Correctional Officer
KSP
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and Diagnostic Center
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Detention Officer
Police Department
Kansas City, Missouri

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Correctional Officer
KSIF
Lansing, Kansas

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Correctional Officer
KSIR
Hutchinson, Kansas

Paul Mosher
Detention Officer
Police Department
Kansas City, Missouri

George L. Payne
Correctional Officer
KSP
Lansing, Kansas

*Miriam D. Phillips
Superintendent
KSIF
Lansing, Kansas

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Protestant Chaplain
KSP
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KSIR
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Storekeeper III
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Hutchinson, Kansas

Martha W. Torline
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Garrison Tucker
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Lansing, Kansas

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Correctional Officer
KSP
Lansing, Kansas

Chester H. Wheatley
Executive I (Industries)
KSP
Lansing, Kansas

Lawrence S. Wheeler
Classification Worker
KSP
Lansing, Kansas

A. E. Wingert
Correctional Officer
KSIR
Hutchinson, Kansas

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KSIR
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Director of Education
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K. C. Police Department
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Personnel Officer
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Maintenance Repair II
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KSIR
Hutchinson, Kansas

Robert E. Long
Correctional Officer
KSIR
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Jacob M. Moppin
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KSP
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Harold L. Nelson
Correctional Officer
KSP
Lansing, Kansas

Joseph A. Noll
Farmer
KSP
Lansing, Kansas

Robert C. Nye
Correctional Officer
KSP
Lansing, Kansas

Reinsford V. Oliver
Classification Worker
KSP
Lansing, Kansas

Robert B. Owens
Elementary Teacher
KSIR
Hutchinson, Kansas

James E. Pool
Records Clerk
KSP
Lansing, Kansas

John Price
Auto Mechanic
KSP
Lansing, Kansas

Neil Prichard
Correctional Supervisor
KSIR
Hutchinson, Kansas

Gary Rayl
Correctional Officer
KSIR
Hutchinson, Kansas

Gary L. Riedel
Ass't. Director of
Office of Director
Penal Institutions
Topeka, Kansas

H. F. Schafer
Kansas State Reception
and Diagnostic Center
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Philip J. Stockton
Vocational Coordinator
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Lansing, Kansas

Father Dennis A. Sculley
Catholic Chaplain
KSP
Lansing, Kansas

D. M. Turpin
Kansas State Reception
and Diagnostic Center
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D. A. Vines
Kansas State Reception
and Diagnostic Center
Topeka, Kansas

Lawrence Wilson
Power Plant Engineer
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Lansing, Kansas

Gary Wait
Sergeant
Detention Unit
K. C. Police Department
Kansas City, Missouri

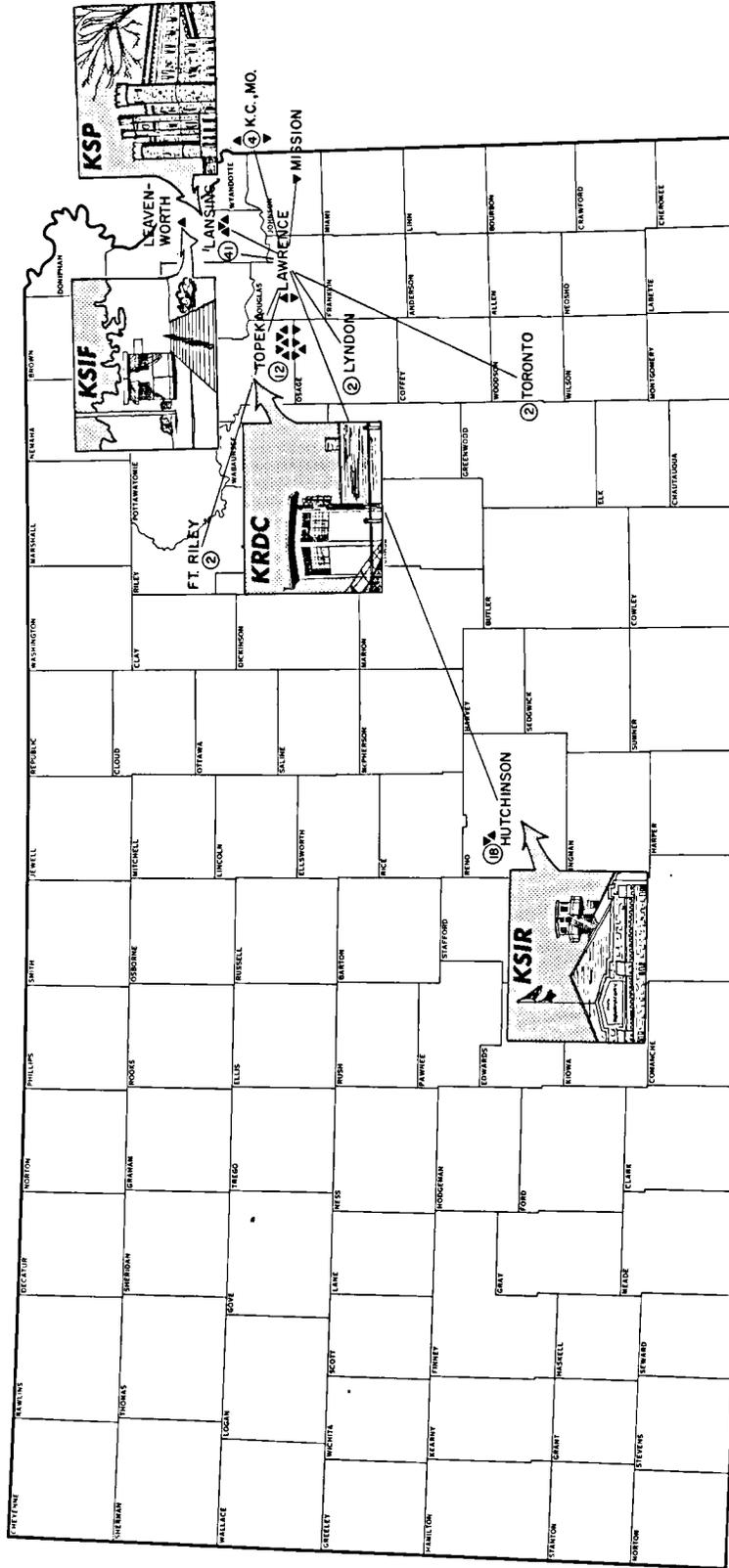
Wayne D. Woolverton
Supervisor of Honor Camps
Director Penal Institution
Honor Camps
Topeka, Kansas

registration of participants

8TH ANNUAL

Correctional Officers Seminar

JULY 24-28, 1967



▲ speaker or discussion leader

○ participants

- KRDC --- KANSAS RECEPTION & DIAGNOSTIC CENTER
- KSIF --- KANSAS STATE INDUSTRIAL FARM
- KSIR --- KANSAS STATE INDUSTRIAL REFORMATORY
- KSP --- KANSAS STATE PENITENTIARY

EIGHTH ANNUAL CORRECTIONAL OFFICERS SEMINAR

James T. Havel, Research Analyst
Governmental Research Center
The University of Kansas

An Annual Correctional Officers Seminar has been held jointly with the Annual Kansas Peace Officers Training School at The University of Kansas for the past several years. The Eighth Annual Correctional Officers Seminar was held on July 24-28, 1967, in conjunction with the law enforcement training assistance (Kansas Grant No. 134) provided through the U.S. Department of Justice. A total of 94 correctional employees participated in the program, which was conducted in two sessions--a basic course for personnel with less than one year's experience and a new advanced course for more experienced employees. In addition to the persons listed as participants, other correctional personnel attended partial sessions of the courses or were present to serve as discussion leaders or speakers.

A program planning group, composed of representatives from each state penal institution, the Office of the Director of Penal Institutions, and the Governmental Research Center of The University of Kansas, selected the subjects and speakers for each Seminar.

The 1967 Seminar

The first session of the basic course related to the historical evolution of the role of the correctional officer. This presentation was followed by a description of the extent of the crime problem portrayed by a professor of sociology at The University of Kansas. Then the director of training for Kansas City, Missouri, offered a dynamic discussion of the techniques for evaluating people--a problem frequently encountered by correctional officers. A representative of the Kansas state highway patrol demonstrated the importance of courtesy and appearance in creating a favorable image for correctional officers.

In the sessions held on the second day of the basic course, the officers heard addresses on such topics as officer-inmate relations, the function of probation and parole, control of contraband, and report writing and internal communications. Included in the agenda for the second day was a discussion period in which case studies were examined by small groups under the direction of a clinical psychologist.

On the final day of the basic course, the chief of police of Mission, Kansas, provided the correctional officers with an insight into a police chief's view of the crime problem and released offenders. The

director of penal institutions then outlined the goals of the Kansas penal system. Closing the schedule of the basic course was a presentation by the Protestant chaplain of the state penitentiary on the role of the chaplain in the correctional system.

The advanced course participants heard reports on the correctional officer as a supervisor, suggestions for the future development of an expanded correctional training program, riot control, and principles of interviewing. One presentation related to the problems of training new correctional officers, while a final address explored shared supervisory problems in the correctional field. As in the basic course, case studies were utilized in the advanced seminar to help illustrate principles and problems confronting correctional officers.

Written Questionnaires

At the conclusion of each seminar, an attempt is customarily made to evaluate the effectiveness of the program and to solicit new ideas for future seminars. Normally, the evaluation process involves the use of questionnaires which are sent to seminar participants. For the 1967 Correctional Officers Seminar, separate questionnaires were prepared for each of the two courses. For the basic course, respondents were asked to evaluate the most and least interesting subjects on the program and to suggest additional subjects to be covered by future seminars. The merits of the case study approach were also to be analyzed by the participants. Finally, those filling out the questionnaire were requested to state their opinions regarding the general training needs of correctional officers.

The questions directed to the participants in the advanced course were similar to those found on the basic course questionnaire, although more emphasis was placed on supervisory training needs. Respondents were asked to indicate whether they favored separate sessions for correctional officers and their supervisors and other institutional employees. Their opinions regarding in-service training of correctional personnel were sought, as were their attitudes toward a college-credit course in criminology.

Fourteen questionnaires were returned by participants in the advanced course. There were 16 respondents among the new correctional officers receiving the questionnaire.

Evaluation of the 1967 Seminar

In general, the basic correctional officers course was well received, but a few participants argued that time considerations limited its value somewhat. Those taking this position endorsed the program enthusiastically.

They seemed to feel that the course should be expanded to give more comprehensive coverage. Several officers attending the advanced course agreed with this conclusion, stating their preference for a longer program which would allow greater development of subjects in depth.

Some respondents in the basic school felt the case studies were the most interesting and valuable topics on the program. They derived insights into the problems and perspectives of other correctional workers from the interaction which occurred in the case study discussion groups. Other participants tended to favor the films on the planned escape, new correctional officers, and the movie titled "The Eye of the Beholder." Several of the presentations also received favorable comment. Among the subjects discussed which were of special interest to the new correctional officers were those relating to the control of contraband, the role of correctional officers, the role of the chaplain, courtesy and appearance in creating an image, evaluating people, officer-inmate relationships, the views of a police chief, and the goals of the Kansas penal system.

The case studies were generally approved by the participants in the advanced course, who also emphasized the value of question-and-answer periods following each presentation. The remarks on riot control and training the new correctional officer were similarly commended by a number of respondents.

Although case studies were the most frequently mentioned topics of value and interest in both groups, there appeared to be some dissatisfaction with this approach among a segment of the seminar participants. Some new officers felt they lacked the necessary experience to benefit from the discussions relating to the cases. Others felt that the case study sessions should be longer, that full exploration of the various aspects of the cases was prevented by time limitations. Among the advanced group, the reactions were much the same. The respondents generally agreed that the case studies were highly valuable learning devices, but they tended to feel that, in some cases, too little information was provided to allow an adequate appraisal. Some were bothered by the lack of a well-defined solution to the predicaments presented in the case materials. Others suggested small discussion groups in future seminars to facilitate participation. But, by and large, both the inexperienced and experienced correctional officers agreed that the cases used represented real life situations and that the study sessions should be continued as a means of exchanging views among correctional workers in such a situational context.

New correctional officers were asked when they thought a correctional officer should attend the basic course. On this question, the respondents were almost evenly split between those suggesting that the program be given as an orientation to correctional work within the first weeks of employment and those advocating that the seminar be held at the end of the probationary period--i.e., after six month's employment at an institution. Participants

favorable to the first suggestion argued that new correctional officers should be given a firm foundation upon which to build their careers in institutional work. To them, a new employee will not yet have developed bad habits which would have to be "unlearned" at the seminar. Instead, he can be shown the right approach to problem solutions early, thereby eliminating many mistakes. Respondents defending the other position maintained that one could not derive the full benefit from the course without having some background of practical experience to relate to it. Perhaps one officer offered a compromise solution, when he stated, "There should be an orientation just after employment, then as soon as the period of Basic Training is complete, the course should be offered."

Suggestions for Future Seminars

In replying to a question relating to future seminar topics, the officers in the advanced course suggested such subjects as self-defense, drug abuse, line staff-supervisor relations, institutional discipline, riot control and conduct, and the relationship between mental health and correctional work. Some respondents mentioned the role of the family, community, and government in reducing social casualties, problem solving techniques, and the problems of line duty. Among the officers taking the basic course, the most popular suggestions were related to officer-inmate relationships--e.g., the legal aspects of these relationships. Some respondents stressed such subjects as the homosexual offender, role playing, the inmate as an individual, security and control of contraband, and the proper use of official forms.

Most participants in both groups seemed to feel that in-service training schools should be conducted on institutional time, with fees paid by the state. The consensus was that schools should be mandatory rather than optional. Apparently, the correctional officers believed that voluntary schools held on the employee's time and at his expense would attract little support and would be poorly attended. They did, however, indicate an interest in an expanded program of training, with a number of respondents endorsing the idea of an academic course for college credit. There was some support for increased discussion of the sociological and psychological implications of criminal behavior to further the understanding of correctional officers in these areas. More emphasis on security, counseling, and police subjects were also mentioned. While some participants favored separate seminars for correctional officers and their supervisors, most seemed to support the concept of an integrated seminar in which all institutional employees were brought together for the exchange of ideas. Support for the basic and advanced schools was, however, quite strong, although one officer commented,

I would suggest that the two courses ("Basic" and "Advanced") be eliminated in name and in fact, and that one combined

course be offered. Thus the Correctional Officer, once having attended the "Basic" course, would not be made to feel that he should not attend again, or should attend only the "Advanced" course. With new and different material being presented each year, or at least a new angle on old material, the course should offer something of value to the employee without regard to his length of service.

Future In-Service Seminars

The illuminating responses to the questionnaires reveal the professional outlook of most correctional officers. Their interest in the various aspects of their work, their desire to maintain institutional security to protect the public peace, and their enthusiasm for the social service concept of penal systems as rehabilitation centers demonstrate their dedication to the goals of their chosen endeavor. Through their participation in the Eighth Annual Correctional Officers Seminar, the participants gained fresh ideas and insights into the nature of their work. At the same time, they were afforded the opportunity to share their experiences and problems with others concerned with essentially the same questions confronting all correctional officers.

In future seminars, the suggestions and evaluations made by the participants in the Eighth Annual Seminar will be critically examined for incorporation into the course content. Hopefully, succeeding seminars will yield continued dividends for correctional officers in meeting the challenges common to their profession.

THE EXTENT OF THE CRIME PROBLEM

Marston M. McCluggage
Professor of Sociology
The University of Kansas

In determining the extent of the crime problem in the United States, a number of factors complicate the interpretation of available statistics. In the first place, much of the data is based on information gathered by the F.B.I. from various law enforcement agencies across the country. While every effort is made to insure the accuracy of the data, the quality of reporting inevitably varies from agency to agency. Some law enforcement agencies maintain highly technical statistics, while others approach the task of reporting crimes less seriously and efficiently. Even with the use of uniform crime report forms, the reports compiled by the F.B.I. may lack strict comparability, so that the figures in each category should be viewed as approximations rather than concrete computations. The classification of crimes is sometimes arbitrary and sometimes inadequate for analytical purposes. For example, what may seem at first glance to be a tremendous increase in the number of crimes reported in a city may, in reality, only reflect new reporting techniques which are more complete and accurate than those previously employed.

Secondly, the reports are based upon crimes which have been discovered. Many crimes are never discovered. The crimes known to police are probably only a small fraction of the total number of crimes committed in the United States. In a study made of a cross section of men and women in the state of New York, for example, the average mean number of offenses for men was 18, while for women the figure was 11. Most of the sample had never been found guilty of any crime in a court of law. Another study at Texas Christian University compared the number of unreported crimes committed by students with similar data collected from youngsters appearing in juvenile courts. The results showed that the college students had committed an average of 11 offenses each, yet none of those interviewed had ever appeared in court on a criminal charge. In some cases, the college students had an unreported criminal record equal to or worse than the records of the youths appearing in juvenile court. A third study at Washington State University indicated that there was very little difference in the amount of delinquent behavior among the general public school population and the population of the boys' training school (reformatory) in the state. For example, 14 percent of the training school boys were actually less delinquent in terms of number of offenses committed than 14 percent of the non-delinquent boys. The President's Commission on Law Enforcement and the Administration of Justice commissioned several surveys which supported the general findings of these studies, further confirming the belief that the amount of crime in the United States far exceeds the amount recorded in crime statistics.

A third limitation in the use of crime reports is the fact that many crimes, even though discovered, are never reported to police. According to the President's Commission on Law Enforcement, one of the main reasons that crimes are not reported is the feeling on the part of many individuals that the police would be unable to help them. (See Table below). Another common reason for the failure to report crimes is the reluctance on the part of many people to harm the offender. Fear of reprisal constituted only a minor consideration for most persons declining to report crimes.

Victims' Most Important Reason for Not
Notifying Police¹
(In percentages)

Crimes	Percent of cases in which police not notified	Reasons for not notifying police				
		Felt it was pri- vate matter or did not want to harm offender	Police could not be effec- tive or would not want to be bothered	Did not want to take time	Too con- fused or did not know how to report	Fear of reprisal
Robbery	35	27	45	9	18	0
Aggravated assault	35	50	25	4	8	13
Simple assault	54	50	35	4	4	7
Burglary	42	30	63	4	2	2
Larceny (\$50 and over)	40	23	62	7	7	0
Larceny (under \$50)	63	31	58	7	3	(*)
Auto theft	11	20 ²	60 ²	0 ²	0 ²	20 ²
Malicious mischief	62	23	68	5	2	2
Consumer fraud	90	50	40	0	10	0
Other fraud (bad checks, swindling, etc.)	74	41	35	16	8	0
Sex offenses (other than forcible rape)	49	40	50	0	5	5
Family crimes (desertion, non-support, etc.)	50	65	17	10	0	7

SOURCE: NORC survey

* Less than 0.5%

¹ Willful homicide, forcible rape, and a few other crimes had too few cases to be statistically useful, and they are therefore excluded.

² There were only 5 instances in which auto theft was not reported.

Another restriction on the applicability of crime statistics is that they do not normally include data on so-called "white collar" crime, i.e., corporate crime (such as price fixing), tax evasion, consumer fraud, and other "gentlemen's crimes." Yet, such crime constitutes a major problem in the United States and is far more extensive than generally recognized.

Finally, certain crime statistics are based on the number of arrests made by police. Since police are not always able to make arrest in cases involving crimes, statistics based on arrests are necessarily less complete than those based on known offenses. Moreover, there is a significant difference between the ratio of offenses and arrests between different categories of crimes. Forty-five percent of all arrests are for crimes without victims or crimes against the public order, such as drunkenness, vagrancy, and prostitution. In many cases, offenses falling within these categories are never prosecuted and the police may adopt an attitude of leniency towards offenders, warning them rather than making an arrest. In addition, arrest statistics measure the number of arrests, but do not measure the number of offenders. Many offenders may be arrested repeatedly.

But, given these limitations on the use of crime reports, one can still obtain some idea of the extent of the crime problem in the United States by reviewing the data which is available for analysis. Trends can be projected with a reasonable degree of accuracy from such information, and the major areas of criminal activity can similarly be discerned.

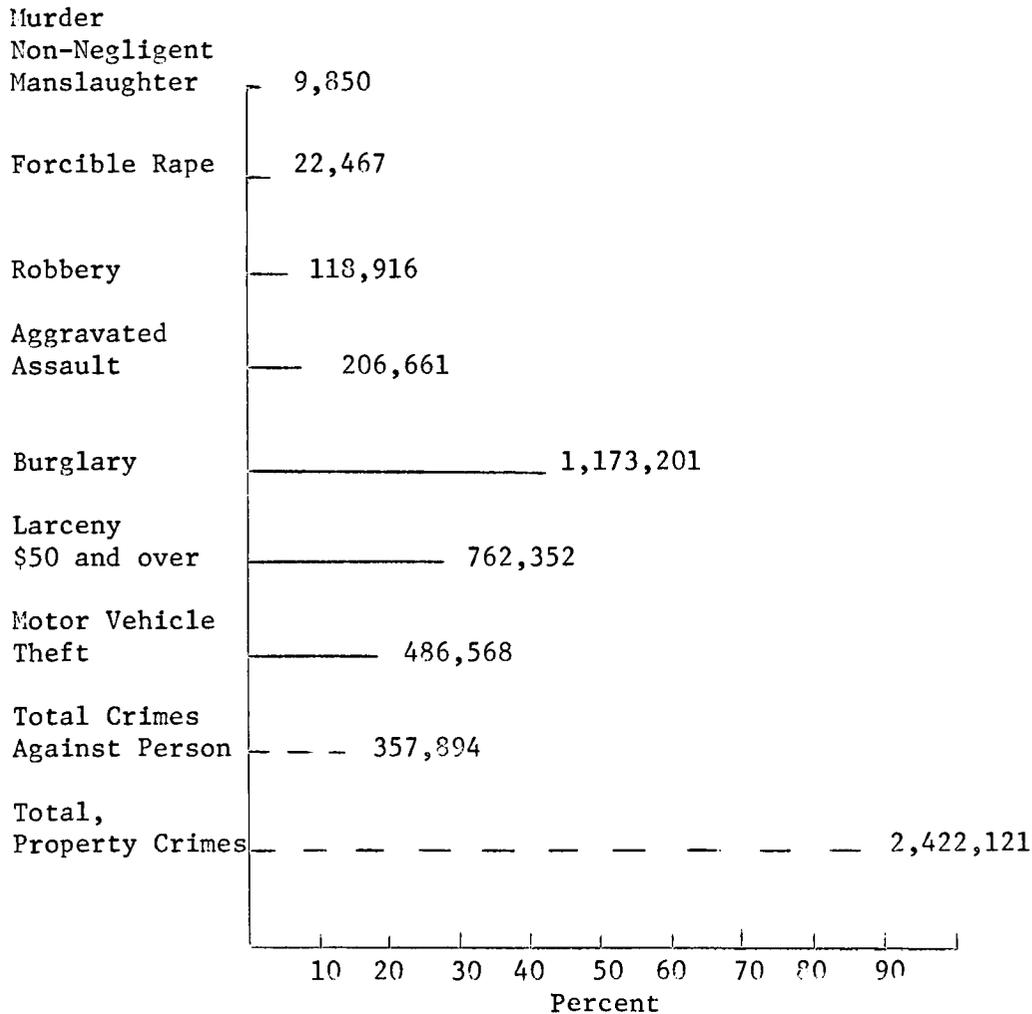
Crime in the United States

Nearly everyone today is concerned about the amount of crime in the United States and how it affects their personal safety and property. As the graph presented below (taken from the President's Commission on Law Enforcement) indicates, the most common and most serious crimes against an individual's person are willful homicide, forcible rape, aggravated assault, and robbery; but these crimes make up only 13 percent of the total volume of crimes committed in this country. Approximately 87 percent of criminal offenses are property crimes, most frequently involving burglary, larceny, and motor vehicle thefts.

The report of the President's Crime Commission focuses considerable attention on crimes which result in personal harm to the victim. These crimes against the person, surprisingly enough, are frequently committed by relatives or friends of the victim. Approximately one-half of all robberies are street robberies and nearly the same number involve the use of weapons. A Washington, D.C., survey indicated that one out of four robberies result in some personal injury. About 15 percent of the homicides

occur in the process of committing other offenses. The President's Commission, working from such data, concluded that the chances of a serious attack on someone was approximately one out of 500. However, the risk of a serious attack from one's spouse, family members, or friends is about twice as great as it is from strangers. Not unexpectedly, the actual risk for slum dwellers is substantially higher than that for persons living outside of the slums.

Estimated Number and Percentage of Index Offenses, 1965



Source: Uniform Crime Reports, 1965.

The ten most frequent offenses in 1965 are presented in the following table taken from the President's Crime Commission report:

Number and Rate of Arrests for the 10
Most Frequent Offenses, 1965
(4,062 agencies reporting: total population 134,095,000)

Rank	Offense	Number	Rate (per 100,000 population)	Percent of total arrests
1	Drunkenness	1,535,040	1,144.7	31.0
2	Disorderly conduct	570,122	425.2	11.5
3	Larceny (over and under \$50)	385,726	286.2	7.7
4	Driving under the influence	241,511	180.1	4.9
5	Simple assault	207,615	154.8	4.2
6	Burglary	197,627	147.4	4.0
7	Liquor laws	179,219	133.7	3.6
8	Vagrancy	120,416	89.8	2.4
9	Gambling	114,294	85.2	2.3
10	Motor vehicle theft	101,763	75.9	2.1
Total, 10 most frequent offenses		3,651,333	2,722.9	73.7
Arrests for all offenses ¹		4,955,047	3,695.2	100.0

¹Does not include arrests for traffic offenses
SOURCE: "Uniform Crime Reports" 1965, pp. 108-109.

As this table illustrates, drunkenness is the most common offense in the United States, with approximately 1,144.7 arrests per 100,000 population. Disorderly conduct, larceny, drunk driving, and simple assault are the next most frequent. For Federal crimes, the table below indicates that immigration violations are the most common cases coming before the courts, followed by narcotics and bootlegging cases. More than 50 percent of all Federal offenses relate to general law enforcement in territorial or maritime jurisdictions directly subject to Federal control or to law enforcement involving both Federal and state jurisdictions.

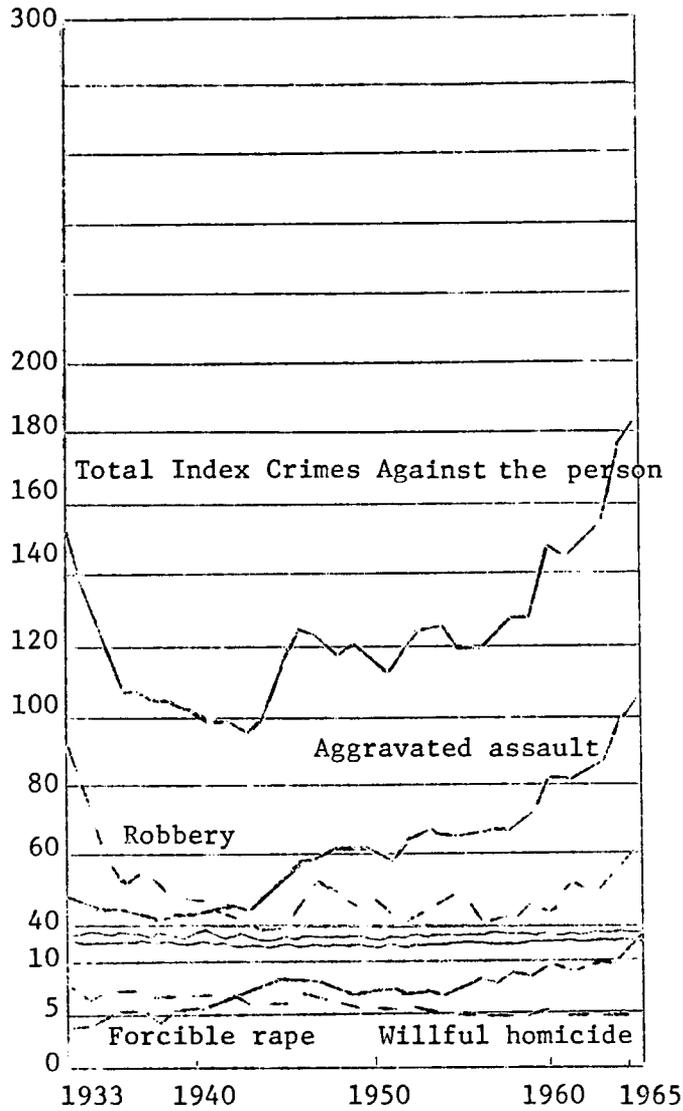
Selected Federal Crimes
(Cases filed in court--1966)

Antitrust	7
Food and drug	350
Income tax evasion	863
Liquor revenue violations	2,729
Narcotics	2,293
Immigration	3,188

SOURCE: Department of Justice

The crime rate in the United States is increasing at a rapid rate, even when population increases are taken into account. The crime rate has increased by 35 percent since 1960. The index of seven major offenses used by the F.B.I. as an index of the crime rate indicated an 11 percent increase in 1966 alone, with manslaughter growing by nine percent, robbery by 14 percent, larceny and auto theft by 12 percent each, and similar increases registered for other crimes. Since 1958, crime has outstripped the population by six to one. The rate of violent crimes against the person rose about 25 percent between 1960 and 1965. Property crimes during the same period went up 36 percent. Thus, crimes against property are increasing more rapidly than crimes against the person, but both are registering significant gains. In a longitudinal study by the F.B.I. and reported by the President's Commission, it was found that reported crimes against the person were increasing in every category except willful homicide, which showed a slight decrease between 1933 and 1965. (See Chart on following page).

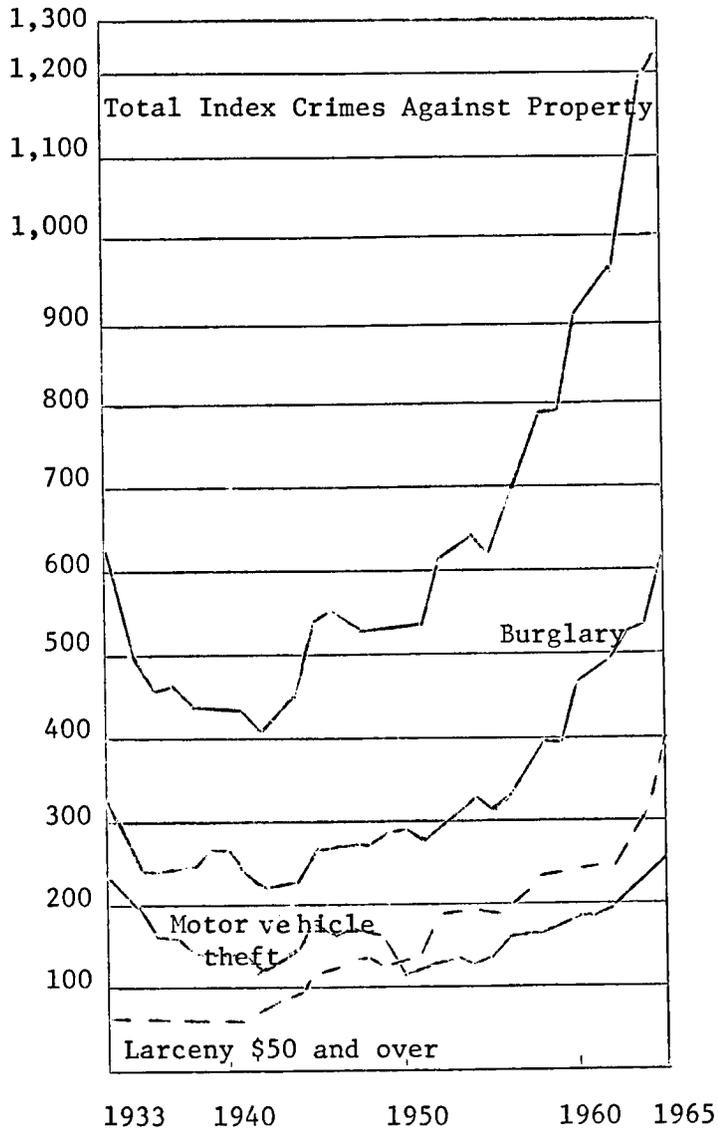
Index Crime Trends, 1933-1965
 Reported Crimes against the person



NOTE: Scale for willful homicide and forcible rape enlarged, to show trend.
 Source: F.B.I., Uniform Crime Reports Section; unpublished data.

Similar figures are revealed in the following chart showing property crime trends between 1933 and 1965:

Index Crime Trends, 1933-1965
 Reported Crimes against property



NOTE: The scale for this figure is not comparable with that used in Figure 3.
 Source: F.B.I. Uniform Crime Reports Section; unpublished data.

Perhaps the chief impression left by a comparison of the two charts is that property crimes are increasing at a more rapid rate than personal crimes.

Juvenile delinquency cases, too, are showing a dramatic rise. In 1966, there were approximately 697,000 delinquency cases appearing in juvenile courts in the United States. The group between the ages of 15 and 19 is the most frequently arrested age group in the nation. This group makes up 21 percent of the total number of criminal arrests, with the 20-24 years of age group ranking second with 12 percent. Thus, the crime problem in America is fundamentally a young population problem. It is also largely a male problem. Five times as many boys under 18 years of age are arrested as girls within the same age group. Four times as many boys as girls go to juvenile court. More than half of the girls referred to the juvenile court were arrested for crimes that would not be criminal if they were committed by adults--e.g., sex involvement, running away from home, and other offenses. If these figures seem to indicate that boys are somehow discriminated against in the administration of justice, they at least may draw comfort from the fact that they are not the only ones fighting unfavorable odds.

The Negro arrest rate for murder runs about ten times the rate for Whites. Negro burglary arrests are about three and one-half times as great as those made in the White community. These statistics, of course, do not indicate any racial proclivity towards crime. They may be the result of numerous factors. Police departments might be more inclined to arrest Negroes. Crime may be correlated with poverty; and, since Negroes are more apt to live in poverty-stricken areas, they might correspondingly be more apt to engage in criminal activity. Finally, until recently, some police departments were inclined to ignore crimes committed in ghetto areas, particularly when both parties involved were Negro. This attitude may have encouraged certain ghetto elements to attempt criminal acts they might otherwise have avoided.

In conclusion, it seems as if there has been a definite and continuing increase in the crime rate in the United States, as indicated by the 1967 Index of Crime summarized below. At the same time, however, there has been an increase in the efficiency and effectiveness of the law enforcement agencies. Penal practices are improving, too, with more emphasis being placed upon the rehabilitation of inmates and the reduction of the recidivism rate. Consequently, the picture is not as bleak as it might appear. As better police practices are developed and as more inmates are returned to constructive membership in the human society, the extent of the crime problem in the United States should begin to decrease.

1967 INDEX OF CRIME
Uniform Crime Reports - 1967, Released August 27, 1968

1967	Total	Murder		Forcible Rape	Robbery	Agg. Assault	Burglary	Larceny (over \$50)	Auto Theft
		Non-Neg.	Msltr.						
U.S. Total per 100,000 pop.	1921.7	6.1		13.7	102.1	128.0	311.5	529.2	331.0
Kansas "	1331.6	4.0		10.7	42.2	86.0	593.2	405.8	134.9
Missouri "	1904.0	7.3		17.1	130.5	122.1	361.1	411.0	355.0
Cities over 250,000 (Index crime)	3783.8	11.4		27.3	330.2	257.6	1473.3	912.7	776.0
K.C., Mo-Ks, Met. Area (Johnson, Wyandotte, Clay, Jackson)	2666.3	8.0		25.1	214.2	165.3	1167.6	562.3	523.9
Topeka (Shawnee Co.)	1304.5	2.6		11.0	57.6	167.0	816.8	526.8	220.7
Wichita (Sedgwick Co.)	2032.9	5.1		20.6	44.9	137.1	314.6	673.0	332.6
Suburban	1475.6	3.3		10.9	33.4	73.9	673.8	459.3	205.4
U.S. Rural (per 100,000 ")	709.2	5.9		8.6	10.9	79.0	348.6	194.7	61.5
Percent change 1960-1967									
per 100,000 pop.	+ 71.1	+22.0		+45.7	+70.5	+51.1	+62.1	+87.5	+62.3
1967 vs. 1966 rate	+ 15.3	+ 8.9		+ 6.2	+27.1	+ 8.1	+14.6	+15.8	+16.4

From 1960 to 1967 index crimes increased 39%, population increased 10%, index crime rate increased 71%. Crimes of violence increased 73% from 1960 to 1967. The rate of violent crime is up 57% from 1960 to 1967. Crimes against property increased 91% from 1960 to 1967 while the rate was up 73%. The risk of being a victim of one of the above crimes has risen 71%.

Arrest of juveniles for serious crimes increased 59% in 1967 over 1960, while the number of persons in the 10-17 age group increased 22%.

The violent crimes (first 4 crimes above) make up 13% of the crime index. Crimes against property make up 87% of the total crimes in the index.

THE FUNCTION OF PROBATION AND PAROLE

William E. Bain
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Kansas Board of Probation and Parole
Topeka, Kansas

In 1597, England passed laws to provide for removing convicted felons from British soil to the new world, calling for banishment beyond the seas for rogues who appeared to be dangerous. By 1617, these laws had been extended to include persons bound by debt or guilty of petty crimes and those condemned to death, as well as political prisoners. The Revolution in America brought an end to the practice long enough for it to be re-instated in Australia. The first shipment of convicts arrived there in June of 1788.

By 1790, under Henry VIII, a system almost identical to modern parole was established providing for "tickets of leave." Under this system the convicted served part of his sentence in prison, then was granted leave from prison to return home, obtain employment, and stay within a specific district and not return to criminal activity. No provision was made for his supervision during the balance of his sentence. Those serving seven year sentences could gain a ticket of leave after four years of imprisonment; those with sentences of 14 years, after serving six years; and those with life sentences, after serving eight years. Ireland developed a similar system with the addition that while on his ticket of leave, the parolee should report to the local police at regular intervals. Failure to comply to the rules of tickets of leave resulted in the parole being revoked and the parolee being returned to prison to serve the balance of his sentence. The first parole officers were in reality members of prisoners aid societies who, by 1864, spent their full time supervising released prisoners.

Origins of Probation and Parole in the United States

Parole in the United States originated at the Elmira Reformatory in New York, where, in 1876, an indeterminate sentence law provided that the prisoner could be released when it appeared he was best able to achieve effective rehabilitation. Parole began as a tool to alleviate the harshness of punishment, in a manner similar to the ticket of leave, the forerunner of parole.

Probation had a much later origin than parole. It began as a tool to return an individual to society and prevent his "contamination" by the unsavory atmosphere of prison in the early 1900's. This legal device calls for the court, upon conviction of the subject, to proceed with sentencing but grant probation for the convicted to continue

to live in his community with his family, producing an income for their support. Under this system the convicted is under supervision of a probation or parole officer, with behavioral limits set under which the probationer must live and work. Failure to comply may result in a revocation of probation and the original sentence carried out. John Agustus, a New England bootmaker first began true probation work when he requested that several convicted juveniles be allowed to go with him instead of to jail in the 1840's. He was quite successful in this effort and devoted the remainder of his adult life to probation.

Probation and Parole in Kansas

The Kansas State Board of Probation and Parole, which handles probation and parole cases in the state, is a full-time agency consisting of a chairman, vice-chairman, and one additional member. In reviewing and disposing of the cases coming before it, the Board has established several standards for parole consideration, based upon the accepted regulations of the National Council on Crime and Delinquency, the Central States Correctional Conference, and the National Institute on Crime and Delinquency. When the Board considers an individual in the parole hearing, it examines his background and personality traits, his prison record, police reports, the reports from the social welfare department on his domestic environment, and other factors. These factors are summarized below.

THE CRITERIA FOR PAROLE CONSIDERATION

- A. The background and personality traits of the inmate when he entered prison.
- B. His achievements and developments while in prison.
 - 1. Previous criminal record
 - 2. Crime for which he was convicted.
 - 3. The age factor.
 - 4. Race and nationality.
 - 5. Mental status.
- C. Adjustment and achievements in prison.
 - 1. Conduct in prison.
 - 2. Progress in prison.
 - 3. Prison work record.
 - 4. Educational achievement in Prison.
 - 5. Personality changes and development.

6. Readiness of the community to accept him.
7. KRDC evaluation reports
 - a. Family attitude.
 - b. Attitude of law enforcement officials.

D. The parole plan

1. Where and with whom does he expect to live after being paroled.
2. What are his chances for employment and what salable job skills does he possess.
3. Who can assist him besides his parole officer, such as sponsor, minister, friend.

E. Other criteria for parole selection

1. Length of time in prison.
2. Recommendation of the institutional staff
3. The hearing before the Board itself where the inmate can be placed under direct observation and questions. This interview is carried out only after complete records of his life have been reviewed by the Board. These records are available during the interview for reference usage.

After the hearing is over, the inmate leaves and is not, at that time, advised of the Board's action. The Board normally decides a case within a day after the hearing, although it sometimes discusses a case for a longer period before rendering its final decision. After a decision has been made, the inmate is notified in writing of the Board's action. A copy of the notice is also sent to the warden or superintendent of the inmate's institution.

The costs of maintaining a man in prison are approximately ten times greater than the costs of supervising him on parole. In Kansas the inmate must serve to his minimum sentence date less his good time to be eligible for parole consideration. Lifers and those with flat terms have no parole eligibility. At KSIR and KSIF the inmate may appear before the Board for consideration after serving 16 months provided the minimum sentence is over one year. Normally the prisoner is given a hearing two months prior to his earliest release date. This allows him ample time to develop an approved parole plan for residence and employment if he is granted parole. Prior to his hearing the parole officer conducts a field investigation including obtaining the comments of his relatives, indicated employer and the officials of the district from which he was convicted. This includes the police, sheriff, county attorney, sentencing judge, and the victim or his next of kin in crimes of violence, sex offense, and some involving embezzlement. In some cases, community hostility to the prospective parolee is so great that he cannot

be returned to the same area in which he originally resided. However, the Board attempts to place parolees in their home counties if at all possible. Parolees from out-of-state are similarly encouraged to return to their native states, if those states have acceptable parole plans and will agree to supervise their activities under the terms of the Interstate Corrections Compact.

At the present time, Kansas has 28 state parole officers scattered in districts from Troy and Elkhart to Goodland. Except for large cities like Wichita, Kansas City, and Topeka, most parole offices are single man operations. There is one female parole officer in the system, based in Topeka and assigned cases involving female parolees. The average case load for parole officers in Kansas is 61 cases. Officers now use standardized reporting forms in making their field reports. Many parole officers handle both probation and parole matters, serving district judges in making pre-sentence reports and recommendations and supervising probationers.

The function of the parole officer is to serve society, to protect it from individuals who threaten the public safety. If a client endangers society, in the view of the officer supervising his case, then it is the duty of that officer to have him returned to custody and report the situation to the state Board. But the parole officer is no longer a law enforcement officer. His chief concern is no longer the transportation of parole violators back to prison. Today, the parole officer is primarily a counselor and advisor. He evaluates the programs of parolees and makes necessary decisions regarding adjustments. Perhaps the major criterion for a parole officer is good common sense and judgment. He is often caught in a cross-fire of public opinion, being accused of being "too harsh" by one segment of a community, while another segment blames him for "coddling criminals." To walk the tightrope of community relations and still perform his duties effectively, the parole officer must be a diplomat as well as a supervisor.

Very few individuals remain in prison forever. Most are eventually released through pardon, executive clemency, or parole. Probation and parole have worked in the past as useful tools in the rehabilitation of prisoners. It seems likely that they will continue to provide a viable means of easing the transition from institutional life to useful citizenship for those who have committed offenses against society.

EVALUATION OF PEOPLE

Discussion Leader

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Correctional officers are in the business of evaluating people. They also need to know the basic concepts of sound management. Sound management is based on several aspects: (1) a knowledge of management principles and a skillful and conscientious application of these principles, (2) a conscious awareness of the possible effects of all administrative actions, (3) a program of cost control and waste prevention, and (4) a complete integration of administration and operation processes. Since the correctional officer must work with supervisors, fellow officers, and inmates, these concepts of sound management are important in the evaluation of the people in his institution. In addition, the functions of management include forecasting, planning, organizing, directing, coordinating and controlling, while one of the functions of the correctional officer is evaluation.

A workshop approach to the problem of evaluating and judging people can be centered around the film case study titled "The Eyes of the Beholder." The objectives of this film are:

1. To show the importance of caution in evaluating or judging other people.
2. To show that there are widespread differences between judgments or evaluating people and that no two people see the same thing in the same way.
3. To show the value of empathy and the effect of lack of empathy.
4. To discuss the rigidity of snap judgments in evaluating or judging people.

This film reveals some of the ways we judge or evaluate people and some of the possible errors in personal judgment. Do correctional officers judge and evaluate cautiously or are they guilty of snap judgment?

The film is about a man named Michael Gerard and the way he impresses the people with whom he comes in contact. In this film we do not initially meet Michael directly, but see and hear only through others. It is as if the microphone were placed back of your ears and the camera back of your

eyes. We shall find that these different beholders do not agree with each other in what they see and hear. It is something like a situation in which a correctional officer has the task of evaluating the behavior of an inmate. When fellow officers in the institution are asked about this inmate, each will probably give a different story. In all probability no two people will see the same things in him.

"The Eyes of the Beholder" dramatizes the story of 12 hours in the life of Michael Gerard. After a brief introduction of cartoon illustrations which makes the point that we can easily be misled (the old shell game, the top hat illusion, the ambiguous cube figure), we see Michael standing amid a disarray of spilled paints and a knife, with an apparently lifeless young woman lying on a couch.

From here, the film flashes back to give the impressions Michael has made in the minds of five people with whom he has come in contact, as follows:

A. Waiter sees a . . . "lady's man"

The evening before, he was in a night club and the waiter testifies to his conviction that Michael is a smooth lady's man. It develops that the waiter had formed this judgment quickly--"When I served him his first drink I could tell he's a lady's man alright."

B. Mother sees a . . . "good boy"

Michael's mother says that he is unappreciative, thoughtless and moody, but that at heart he is a good boy. She finds him very hard to understand and believes that he never listens to a word she says. The fact of preoccupation is apparent here in the mother's determination to get Michael to eat his breakfast.

C. Cabbie sees . . . "a hood"

Michael leaves the house by taxi on his way to his studio. The Cabbie sees a grim, tough Michael, hat brim pulled down, coat collar up, a bulge under the coat . . . Like the waiter, the Cabbie is an expert at rapid diagnosis--"In my business you learn to size up a guy fast . . . right away, I had him spotted . . . he's a hood, a real hood." The mechanism of projection becomes very transparent when the commentator asks why he is sure Gerard is a hoodlum.

D. Landlord sees . . . "a looney"

At the door of the studio building Michael is greeted by the landlord, Koppelmeyer, who tells us that his building is full of artists and they are all peculiar, but that Gerard is the maddest of the lot. Here the mechanism of projection is transparent as Koppelmeyer talks.

E. Cleaning woman sees . . . "a murderer"

The cleaning woman gives the most sinister interpretation of all . . . "That Mr. Gerard is a murderer." She watches Michael stalk menacingly up the stairs. A few minutes later, the blond arrives--a young, sweet, innocent girl as the cleaning woman sees her. The cleaning woman is guilty of predisposition in her evaluation.

After this first portion of the film was shown, there was a discussion of the various views expressed by the different characters and an attempt was made to determine the true facts. Committees or buzz groups were used for a workshop approach. General recommendations for these groups were outlined as follows:

I. Procedure

- A. Each committee selects a chairman or a spokesman for the group (volunteer, vote, or appoint.)
- B. Select a recorder. (This should be done by the chairman or spokesman.)

II. Instructions for Chairman or Spokesman

- A. Give everyone a chance to talk.
- B. Keep discussion on subject or the question.
- C. Draw out the timid soul.
- D. Call on group to clarify, analyze, and summarize problems and suggested solutions.
- E. Help recorder to get all important notes or comments. Also consult on kind of report to be made to the group.
- F. Make the report for his group from the notes of the reporter.
- G. Plan in terms of time available and all resources.

III. Instructions to Recorder

- A. Keep a record of the main problems, issues, ideas, facts, and decisions as they develop in the group discussions.
- B. Summarize points and report to his buzz groups from time to time as needed.
- C. Help the chairman or spokesman with the final report.

IV. Instructions to Each Committee or Buzz Group Member

- A. Help decide on specific problem or question and ways of working as a group.
- B. Contribute ideas and suggestions related to the problem.
- C. Listen to what other members say and seek helpful ideas and insights.
- D. Request clarification when needed.
- E. Observe the group process and make suggestions.

In the discussion of the film, "The Eyes of the Beholder," the following questions were considered:

1. What do you think of Michael Gerard? Why?
2. Would you appoint or recommend Michael Gerard as a Correctional Officer or a Training Officer? Why, or why not?
3. Which of the different points of view in the film is likely to be nearest the truth? Why?
4. How could we account for the rapid change in Gerard's clothing?
5. What qualities are necessary for good judgment of others?
6. Ester, the brunette, seems to understand Michael better than the others. What special talents does she have in this regard which the others do not possess? Maybe you do not agree with this, but it seems from study of this film that she seems to understand Michael better. However, this is only one opinion, you give yours.
7. Explain or analyze why the waiter sees a lady's man in Michael Gerard. The waiter's statement "I know how to get around well myself" may be very important in his judgment of Michael. Why?
8. In this film we have learned very little of Michael but we do know something about each of the beholders. Analyze why such a statement as this should be made. Does it tell us anything about the evaluating or judging of people insofar as the Correctional Officer is concerned?
9. The mechanism of projection is transparent in some of these opinions of Michael Gerard. What is the mechanism of projection? Should this

- mechanism be used in evaluation or judgment of people? How often do we find it used in personal or inter-personal relations.
10. Do you think Michael Gerard was guilty of poor judgment in his enthusiasm for the blonde? What do you think happened here? The cleaning woman was guilty of predisposition in her opinion of Michael. Explain this in your own words.
 11. What is empathy? Did any of the characters in the film show any empathy? Robert N. McMurray wrote in *Advanced Management* in July, 1953,--"Empathy, Management's Greatest Need." Do you agree with Dr. McMurray? If so, why? If you don't, why?

In the group reports which were presented at the conclusion of the discussions, the participants revealed a decided difference of opinion regarding Gerard's character and conduct. Some individuals felt he was a "typical artist"--i.e., high-strung, emotional, moody. Some perceived him as sensitive, with deep insights into the personalities of others; while other discussants argued that he was enthusiastic and energetic, resourceful and goal-oriented. The disagreement between observers similarly extended to the nature of his activities as revealed in the first portion of the film. A few group members felt Gerard's actions revealed immoral motives. Another section seemed to feel that he was only interested in his work and that he was creating a scene or mood he hoped to capture on canvas. Still other persons "saw" the murder of Gerard's model.

At this point the remaining portion of the film was shown and the vagueness surrounding Gerard's motives and activities was dispelled. The film contains several examples of mistakes which should be avoided by correctional officers if they are to get along with people. These mistakes are principally errors made in the process of judging and evaluating people. Among the pitfalls to be avoided are snap judgments, projection, prejudice, predisposition, and lack of appreciation for other people's dreams and ideas. The lack of empathy is perhaps the most important of the pitfalls to be avoided. It is impossible for people to understand each other and work together effectively without empathy.

Correctional officers, to do their jobs in the most effective way, must be able to get along with their fellow officers, their superiors, and the inmate population. Consequently, they should exercise good judgment and use empathy in their interpersonal relationships, because successful communication and mutual understanding are necessary elements in the achievement of healthy correctional practices.

COURTESY AND APPEARANCE IN CREATING AN IMAGE

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Webster defines an image as a likeness of a person, animal, or thing. Everyone wants a good image, including public officials. Correctional officers should be concerned with the image they present to those outside of their profession; for how they look and act are important determinants of how they will be judged by others. Beyond the officer's image as an individual, however, the public image of the correctional system itself is determined, in part, by the manner in which each member of the profession conducts himself in his daily contacts with people. People tend to categorize others on the basis of group identification. The courtesy and appearance of a correctional officer will consequently have a direct bearing on the image of his profession and his institution, as well as affecting his personal relationship with the public.

The art of conversation must be mastered by those interested in maintaining a favorable public image. Officers should pronounce words clearly to facilitate understanding on the part of the listener. They should also talk loudly enough to be heard without difficulty. No one likes to listen to someone mumble under his breath or address the spots on his tie. Nor do most people enjoy straining to hear someone who speaks in whispered tones. When addressing someone, a person should refrain from speaking with an object in his mouth. Matches, toothpicks, and cigarettes are sometimes offensive and always distracting. The listener's attention may shift from the message being conveyed to the speaker's manipulation of a matchstick or his balancing of cigarette ashes. To be effective, one should look directly at the person with whom he is speaking. Eye contact is a valuable source of rapport. Other activity should be avoided while conversing. An individual should try to give his undivided attention to the other person. Trying to do two things at once usually results in neither being done very well.

One's attitude should reflect friendliness, warmth, and respect for the other person. Facial expressions and gestures are quickly perceived as cues to a speaker's attitude. The way he is interpreted by the listener can often change the meaning of a speaker's words entirely. Thus, depending on the context, gestures and expressions can be an aid or a detriment to communication. For example, smiling frequently aids communication, but it is not always suitable to particular occasions. If a police officer gives a ticket to a speeder, and the person receiving the ticket sees a cheerful grin on the officer's face, he may react in a hostile manner, thinking to himself, "Look at that guy. He really

enjoys giving us poor motorists tickets." On the other hand, in the same situation, no expression may be interpreted as "coldheartedness," and a frown may be seen as a "brutal" expression. Sometimes the situation must dictate the use of gestures and expressions.

Word selection, too, is highly important to the art of communication. If one uses words with highly emotional or unfavorable connotations, the reaction which is likely to arise in the listener is one sympathetic to the emotional or unfavorable tone of the words employed. Or, laudatory words and favorable allusions describing the same activity may evoke a completely opposite reaction. For example, if one refers to a "poor, homeless old man," the listener is moved to compassion; but if he mentions a "dirty, old tramp," the listener will probably conjure up a picture of a distasteful individual. Yet, in essence, the two descriptive phrases have the same meaning. In the same fashion, the emphasis given to words can affect their meaning. If one takes the simple sentence "I didn't say you could use my car" and emphasizes the various words in separate sentences, he finds that each sentence has a different meaning, even though the words themselves never change.

Care must be exercised that directions or requests are clearly understood. The basis for statements, actions, and decisions should be explained as completely and lucidly as possible, for compliance is more easily gained through cooperation than through coercion.

Conversation, of course, implies both talking and listening. Being a good listener is equally as important as being a good talker. In fact, in many respects, it is more important and more difficult. Physically, officers should be able to hear what others say to them. This means that they should have their hearing checked on a regular basis. But physical hearing defects are not as common, nor as difficult to overcome, as psychological impediments to hearing. One must take the time to listen, without being oversensitive to interruptions from telephones, intercoms, and other outside sources. The person addressing a public official should be made to feel at ease. Tension is a very real barrier to communication. A person should not be reminded by the manner of the officer that there is a time shortage and that his presentation should be quickly concluded. The mere use of words, language patterns, and speech do not necessarily imply that two parties are communicating. There is a great void between a speaker and a listener that can only be bridged by effort on the part of both. Listening is an improbable skill. It is not something one does naturally. It takes more energy to listen than to speak. One must always assume that whenever a person indicates a desire to talk with him, he does so because he thinks what he has to say is important and of interest.

Personal appearance, too, has its effect on creating a proper impression on people. The way a person looks can influence the way in

which his message is received. If an individual has unkempt nails, shaggy hair, or a disagreeable demeanor, the image he creates is likely to be highly unfavorable. Similarly, if one leans on objects while speaking, he conveys to his listener the image of laziness and unconcern. Politeness dictates that an individual should demonstrate consideration for the feelings of others in any interpersonal relationship. Smoking, for example, is sometimes considered bad manners when one is conversing with another person and may be a source of irritation or distraction for the listener.

Public officials must always conduct themselves in their public and private affairs in such a manner as to favorably influence popular opinion. If they gossip, betray confidences, act immorally, or otherwise behave in an unacceptable fashion, they will not maintain a good image. In fact, they may destroy whatever good image they may already have. An officer should never be overbearing, nor should he be subservient. He should be encouraged to continue good habits like attending church. Only in this way can a good image be created and sustained.

Law enforcement officials are more effective than they sometimes realize. Everyone operates in an area of some influence. Regardless of how meager a personal contact is with an individual, an official can make an impression upon him that will influence his attitude toward law enforcement agencies. Consequently, every member of a law enforcement institution has a responsibility to the profession he represents to create a good public image through courtesy, manner, and appearance.

OFFICER-INMATE RELATIONSHIPS

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Introduction:

The correctional officer has a wide variety of face to face contacts with the inmates. It makes no difference whether the officer is in a cell block, a supervisor in the carpenter shop, or a classification officer, he or she will have face to face contact with the inmates. How officers and inmates interact or get along with each other in these encounters is very important. If good, friendly professional relationships are developed, then good attitudes toward treatment efforts can be expected. Correctional officers are society's representatives and their actions will have an impact for good or bad upon the inmate which he or she will take back to the free community upon release. The officer's day-to-day relationship with inmates is the starting point for building a solid foundation of good morale. At all times, he must be consistent in his relationships, day-to-day and minute-by-minute. Any inconsistency or break down is spotted by inmates immediately because they are very sensitive to the attitude of employees. The example set for them by staff is the most potent equipment an institution has and can be used to develop an environment in which employees command respect and inspire confidence by their actions alone.

Good Interpersonal Relationships are Morale Builders

The acceptance of inmates as human beings on an objective and professional basis should not be very difficult because they are people. They should be treated with courtesy and respect for their human dignity. Through the practice of good, everyday human relations, the correctional officer can show courtesy and respect for the human dignity of the inmate. Specifically, the officer should always be polite; speak in a low calm voice and remain unruffled by rudeness or by a crisis in the behavior of the inmate. Sometimes the staff is responsible for indifferent behavior on the part of inmates. As indicated, inmates are very sensitive to employee attitudes toward them and know if they are regarded as inferior subhumans or if they are considered to be people who desire to do the right thing. An inmate in prison has two sets of values, one written by the institution and the other, an unwritten one for inmates. A primary goal of the staff should be to harmonize these two value systems. A first step

in this direction is for employees to demonstrate to the inmates that they are all subject to the same standards of courtesy and respect and should be working for a common cause.

First Impressions: Entry Into The Prison System

The entrance of an inmate into the prison system is a very important time. At this time a little friendliness and kindness will get the staff-inmate relationship off on the right foot. When a person first enters through the gate, his mind is in a turmoil. He is scared and understandably so. He has been through an ordeal during arrest, trial, and sentencing. If the staff does not exercise care, prison will be seen as just another extension of this ordeal. Prisoners at the time of their admission already are ashamed of the disgrace they have brought upon their families and are bitter about the sentence they have received. How they are accepted is most important. All too frequently, a number of the aspects of the reception process serve to lessen the inmate's self respect even further. When first received, the inmate is deprived of all his personal belongings, often without any explanation of why this necessary. Then he is stripped and searched and given new and strange clothing which might or might not fit. He soon discovers that he has no choice of food, quarters, or work assignment. He has been flung into a strange society--a one-sex community--and he needs preparation if he is to adjust satisfactorily. As a minimum, this preparation should include information and advice about what to expect, rules regarding correspondence and visits, spending personal funds and whom to see if problems arise. During this critical period inmates need to be given some hope. They need to know someone is concerned about them. If they are not given accurate information, they will get information from other inmates which could be right or wrong.

Be Friendly, but do not Fraternize

Perhaps the most perplexing advice a new prison employee receives in his early days of training is "to be friendly to inmates, but do not fraternize." It is good advice, but a new employee needs a great deal of practice and guidance before he can learn how to apply this principle. Usually, during a period early in his career, he will swing from one extreme to another before he is able to get his balance and begin to understand just what this rule means. "DON'T FRATERNIZE" does not mean that the employee cannot show an air of friendliness in prison work. A display of kindness is not something to be avoided and the officer can have a friendly manner without appearing to be "easy." He does not have to 'scowl and bark' orders to avoid fraternizing. It has been demonstrated that phrasing orders and instructions in the mildest possible terms is much more likely to gain proper consideration and cooperation.

"DON'T FRATERNIZE" does mean that officers must avoid discussing their personal affairs in the presence of inmates. Many prisoners are extremely cunning and capable of eliciting personal remarks from employees and using those remarks to embarrass them at a later date. Consequently, gossip within the institution--whether about officers or inmates--should be discouraged. Of course, derogatory discussions of institutional policies should not be permitted.

An over-sympathetic attitude should be avoided. The fact that an inmate is serving a long sentence or that his wife just sent him a "Dear John" letter does not call for tears. It does, however, call for a little understanding. In such a situation, the most helpful thing that can be done is to help the inmate stand on his own feet and face up to his problems. On further analysis, it might be concluded that "Be Friendly--But do not Fraternize" is a rather ambiguous bit of advice based on good intentions. There should be a better way to convey this idea to new personnel in the training process. But until such a method is developed, it should be recognized that almost every new prison employee will be thoroughly confused when he hears that trite phrase until he learns just where to draw that imaginary line between "friendliness" and "fraternization." This understanding is not achieved easily, but can be done by experience and self-discipline.

Guidelines for Constructive Relationships

The officer who wants to develop positive relationships with inmates should be aware of the number of different ways he may influence inmate behavior. For example, he should recognize the importance of praise for a job well done in building the employee-inmate relationship. People learn best by gratification and a little word of encouragement often is one of the best means for stimulating self-discipline. All people like to be told they have done a good job, so why should not an inmate also respond to this type of recognition? Perhaps a good rule for the correctional officer would be to be a little quicker to praise a job well done and a little slower to criticize a poor job.

In addition to the positive value of praise, the officer also will find that inmates will respond favorably to the employee who shows a real interest in his work. If a man views his work as just another eight hour assignment that brings him a day closer to pay day, his fellow employees and the inmates he comes into contact with will sense it. Inmates have the ability to detect "phonies" and can tell if an officer really is interested in his work and concerned about the inmate. The officer who has a sincere interest in his job in corrections and a concern for welfare of inmates will find that inmates not only recognize his sincerity but respond to it in a constructive manner. Inmates also understandably expect an officer to be honest with them. If an inmate

asks a question, he is entitled to a straight answer. If the officer does not know, then he should tell him so. He should not alibi that the question is not in his department. If the matter concerns someone else, he should tell the inmate whom he should see for help, or better yet, take him to that person.

And if an officer tells an inmate he can do something, he should make sure that he can. For example, if an employee advises an inmate he will find out if he can enroll in school, he should make sure that he receives a prompt answer. Or if an inmate is told that he can change cells, the officer should make sure that the change actually is accomplished. If for some reason an officer tells an inmate he can do something only to find out later that he cannot, that officer should then go to him and tell him that he made a mistake. The inmate will respect the officer who is big enough to admit that he has been human and made a mistake.

Whatever the employee's assignment in the institution, he must willingly and openly accept the responsibility for that job. In prison work, this means that all employees must accept responsibility for maintenance of custody. Penal regulations require that staff members exercise authority over inmates. This authority can be exercised in a variety of ways--some positive and some quite negative. The rules do not require that an officer use his authority to make the inmate's life a misery or to make fear the basis for his discipline. Unfortunately, some officers may believe that they need to cajole or bribe inmates to gain obedience. Others make the mistake of assuming that they only need bark out their orders to gain instant compliance. How responsibility is accepted is directly related to inmate welfare. Most inmates will want and even require that the staff assume the essential function of control. They know that a shakedown which uncovers a file intended for an escape will also detect a knife intended for the back of a friend. They also realize that a control system which is lax enough to permit widespread thievery and intimidation must eventually rob them of dignity and respect. The consistent exercise of authority has important implications for the total correctional process within an institution, for how can inmates be expected to accept their responsibilities if they see staff members disregarding theirs?

The employee's attitude to his responsibilities and his relationships to inmates will be expressed in many phases of his day-to-day duties. His approach to the shakedown of an inmate's cell is a concrete example of this attitude. An inmate's cell--small and plain as it may be--nevertheless is his home and the authorized place for his few personal belongings. As his home, an inmate's cell should be respected. The reason for any shakedown is to find and eliminate contraband, check on security, and maintain high sanitary standards. The manner in which a shakedown is conducted has much to do with the degree of resentment felt by a prisoner. Any personal property which an inmate is authorized to have

in his possession, whether he has purchased it in the commissary or whether it has been sent to them through legal channels, has great value to him. An inmate resents having his home turned upside down as would any person. Consequently, during a shakedown, an officer should be sure that any articles confiscated are actually contraband. The inmate's personal property should not be broken or his cell turned upside down with all his belongings left in a pile. A common rule for all officers should be to leave the cell as nearly as possible in the condition in which it was found. If personal possessions are found to be authorized and not contraband, it is just as easy to replace them as it is to put them somewhere else or to throw them on the floor. The same rule applies to work areas where an inmate's authorized tools and materials are stored.

It also is most important that the personal body search be conducted in a professional manner. When an officer starts putting his hands on an inmate, what he says or does should be beyond criticism. He should never make any degrading comment about the inmate or his body or do anything to put the inmate in a bad light in front of his friends. Sometimes staff members give the inmate a defiant role to play and he does, even if he would rather conform. If shakedowns and body searches are carried out in a business-like manner there need be no loss of dignity for either officers or inmates.

Consistency and Fairness

In all relations with inmates, officers must strive to be as consistent and as fair as humanly possible so that inmates will know what to expect from the staff. It is not fair to the inmate if an employee changes his attitude from day-to-day or fails to apply the rules in a consistent and understandable manner. If an officer scowls one day and smiles the next he cannot expect the inmate to respond to him the same way each day. The officer who allows his personal problems to affect his attitude toward inmates or the one who experiences drastic shifts in his moods is easily identified by the men in the prison population. When they are subject to such erratic behavior they might be heard to say "Officer so-and-so got up on the wrong side of the bed today."

It has been mentioned that each employee is responsible for custody. Every employee is a disciplinarian. The manner in which inmates and employees get along and cooperate for maintenance of order within an institution will depend in large measure on the employees' ideas about discipline. The aim of discipline is to teach inmates to control themselves and to channel anti-social tendencies into accepted and acceptable patterns of behavior. The view of discipline as a responsibility of every employee, regardless of assignment, holds that the maintenance of discipline does not just involve making written reports of minor infractions, but also includes counseling and advising the inmate about what

is acceptable conduct. Of course, any serious violation of the rules must be reported in writing, but each institutional staff must also develop effective procedures for correcting the multitude of minor offenses that occur in almost any group setting. Ideally, these offenses must be corrected before they become serious violations and disrupt good employee-inmate relationships. Correction of these offenses can be a positive and constructive influence; on the other hand, threats are negative and destructive for good relationships in giving correction. In making corrections, the employee should first of all be genuinely interested in helping the individual. A friendly word of caution or instruction or even a friendly but significant glance or gesture is often enough to do the job. Part of correction should involve showing the inmate how to avoid future errors and an explanation of the "why" of the rules. This information should be given at the time of the infraction when it will have the greatest impact and not a day later. Another essential step in the disciplinary process is following up action taken in the case. The officer correcting or reporting an inmate should be concerned with the results of that action on that inmate's behavior and future adjustment. The officer must realize that the disciplinary committee will determine the most appropriate measures to be taken after an inmate has been reported for a violation. Only such a committee can properly evaluate all the factors that need to be considered in such cases, but the officer who initiated the process by writing an offense report should follow through to determine if the disciplinary action had the effect he intended. Perhaps if staff members were required to check on the inmates who are involved in disciplinary actions they might become better counselors.

Disciplinary procedures and policies are difficult to describe in cut and dried rules. When possible, disciplinary actions should be tempered with a little compassion and understanding of the individual concerned.

Summary

In the total view, it should be remembered that employees contribute to the establishment of cooperation with inmates by example, personal integrity, character, dignity and self-respect. The employee who is loyal to his co-workers and to institutional programs will gain respect from inmates. Additionally, if he can approach his job with real enthusiasm and come to the institution each morning ready for work and with a smile for the inmate and fellow employee, his own attitude will provide encouragement for the man assigned to his supervision. Further, if he is business-like in his approach to his job and maintains high standards for himself in his language, conduct, and relations with his fellow employees, he will find that he has made an almost immeasurable contribution to good inmate-staff relationships. As society's representatives, prison

workers must be constantly aware of the influence they have upon the inmate. By their own activities, personal appearance, decisions, and interpretations of the treatment programs and policies, they set the tone of the institution.

REPORT WRITING AND INTERNAL COMMUNICATIONS

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Written reports are one of the most effective tools available to correctional officers. They provide an opportunity to evaluate the effectiveness of correctional procedures and methods and form the basis for planning future activities. Information in the form of written reports can be used to coordinate the activities of the different departments of an institution and integrate them into a workable system. When an evaluation of a written report indicates that changes are needed, the communication can be instrumental in focusing attention on the problem area and securing the desired reforms.

It is necessary for the correctional officer to be able to write a good report so that changes made due to reports will have a firm base of support. Many times, the value of an employee to an organization is judged by his ability to prepare reports that are complete, concise, and properly prepared. A poorly written report will likely cause the management to have doubts about the abilities of its writer.

Types of Reports

There are many types of reports that a correctional officer may be called upon to write. For example, he may find it necessary to report unusual events noticed while serving at the observation post--e.g., an inmate putting pipes or lumber next to the wall. In the shop, he may have to write daily production reports.

Safety and security reports are other areas in which the correctional officer must resort to written communications. As an employee, he should observe everything that may affect institutional security and report on it--regardless of whether or not it happens to be in his particular area. Reports should also be made on anything which appears to be unsafe or potentially injurious, such as loose hand rails, faulty machinery, or fire hazards. Unsanitary conditions which might affect the health of the institution's population should also be included in reports.

Proper forms should be used in preparing repair reports. These memorandums should show low pressured or plugged fire extinguishers, broken windows, equipment in need of repair, chipped or peeling paint, and other items requiring attention.

Budget requests for new equipment are another type of report used by correctional officers. In writing up such requests, the officer should justify the expenditure by indicating how he intends to use the new equipment and why he needs it. He should also estimate how long he expects the item will be serviceable.

Suggestion forms are usually available to officers who wish to report new ideas for improving the operation of the institution. These forms provide an opportunity for demonstrating initiative, imagination, and involvement in solving institutional problems.

There is another area of report writing of vital interest to the correctional officer. This is the written report on the activities of inmates. It is much more challenging than writing a report about a broken window or a room that needs painting. Inmates are human beings with feelings, hopes, fears, desires, and needs. When a report is written on an inmate it must be absolutely accurate, since his future may well be affected by it. The classification committee may determine his custody on the basis of such a report or the parole board may give this kind of report sufficient weight to deny parole on its recommendation. Parole, of course, has serious consequences for the inmate and his family--to be denied parole on the basis of a report may lead to the break-up of an inmate's family. So, the importance of writing an accurate and objective report on inmate activities can readily be seen.

Types of Inmate Reports

There are three major types of reports concerning inmates:

1. Investigation reports
2. Information reports
3. Court Line reports

Investigation Reports

Investigation reports are usually of a serious nature and require an officer to do some prior planning as to his response in the event that he becomes a witness to a crime within the institution. Outside law enforcement agencies are brought in when a serious crime is committed; however, the officer on the scene has certain duties he must perform. His first duty, of course, is to gain control of the offender. Secondly, he should summon aid for the injured. The third duty of the officer is to preserve the scene of the crime and the evidence. He should try to get extra help to expedite the accomplishment of this duty. Finally, he should make notes covering everything he witnessed. These notes

should be neat, accurate, and written while the incident is fresh in his mind, for they may later be used in court. Some of the items which should be recorded are:

1. The exact time of the incident.
2. The persons involved.
3. Other witnesses, such as officers and inmates.
4. The exact location of the crime, which may be found by measuring distances from identified objects (buildings) to the spot.
5. The observer's location at the time of the incident.
6. Lighting conditions.
7. Whether or not the observer was wearing eyeglasses at the time of the crime.
8. The nature of the criminal act.
9. How the act was done.
10. A description of the weapon used, if any.
11. A description of the victim's location at the time of attack and his position when the injury was inflicted.
12. The position of the attacker.
13. A description of the clothing worn by the parties to the incident.

Photographs, if available, should be included in the report. If a weapon--such as a knife--were used, it should not be moved or handled until other law enforcement officials arrive. Otherwise, the fingerprints on the weapon might be rendered useless. When the weapon is turned over to another person, the officer on the scene should initial the weapon so that he can make a positive identification at a later date. This incident should also be recorded in the notes. As time elapses, the details of the crime may begin to fade, but if an officer uses the notes he has written on the scene while testifying in court, he will be able to avoid embarrassment due to inconsistencies and faulty memory.

Information Reports

Information reports on inmates are directed to the classification department for placement in inmate files as evaluation aids. If an inmate is doing a particularly outstanding job--putting extra effort into his duties or making helpful suggestions--a note should be placed in his file. In the same manner, recognition of changed attitudes or work habits should be noted in information reports. If an inmate becomes depressed or elated, a note should be made. Some of this information may seem insignificant to the individual officer at the time; however, it may be the very piece of information needed by the classification department to resolve a question confronting them.

Disciplinary Reports

Disciplinary reports become a permanent part of an inmate's record and parole boards usually take these reports into consideration. For example, deliberations regarding parole frequently center about disciplinary reports. The persons who make these critical decisions do not usually possess first-hand knowledge of an inmate's character, nor are they generally acquainted with the specifics of the incidents described in disciplinary reports. Consequently, it is imperative that the reports convey all of the essential information relating to an incident in order to understand what happened.

Essentials of Report Writing

There are basically eight essential ingredients in writing a report on inmate activities:

1. When--When did the rule violation occur or when was the violation discovered?
2. Who--Identify the inmates involved by name and number. The names of any officers who witnessed the violation should also be included.
3. What--What happened (property damage, stolen articles, etc.)? What evidence was found?
4. Where--The exact location of the violation should be noted.
5. Why--Why did the violation occur? In answer to this question, the report should include only known facts, not hearsay.
6. How--Describe events in chronological order. How was the violation discovered?
7. Action--What action was taken in response to the violation?
8. Submission--Submit the report as soon as possible after the incident.

While these essentials must be completed in each report, there are other requirements to be considered. For example, the officer should strive to make his report:

1. Complete--All essential facts must be included, so that additional information will not be needed later.
2. Simple--The report should be straightforward, simple, and concise. It should not contain unnecessary words or phrases.
3. Clear--The report should stick to the actual facts, without confusing the issue with guesses or opinions.
4. Correct--The report should be neat, using correct spelling and grammar.

5. Signing Report--The officer writing a report should always sign it. His signature serves as a guarantee that all facts are correct.

In writing a report, a correctional officer puts his reputation on the line. It takes time and effort to write a report. If it is worth writing, it is worth spending enough time to make it out correctly. A poorly written report will not enhance an officer's reputation.

After the officer signs a disciplinary report and turns it in, the next action is that taken by the adjustment committee. Their action is based on the report written by the officer, in conjunction with a review of the past performance of the inmate and his present attitude. The committee has all of the available information on the inmate to assist them in arriving at a decision.

If the officer who wrote the report does not agree with the decision, he should not complain. He did his duty when he properly completed the report and turned it in.

Major rule violations will require disciplinary reports. However, many of the minor problems can be handled by the officer with a reprimand or by counseling. When in doubt regarding the necessity for a report, the officer should consult his supervisor. An inmate has certain rights when he is placed on report. The officer should inform the inmate that he is being placed on report and explain the reason for the action taken. Under no circumstances should an officer "play" with the inmate and tell him he is on report when he isn't.

When to Write a Report

In the not too distant past, correctional officers operated under an authoritarian regime which demanded an inflexible application of the rules of an institution. The letter, rather than the spirit, of the rules was enforced. Each infraction required a report. Frequently, the officer who wrote a large number of reports was highly regarded by the administration. During this period, the gap between the goals of the officers and the goals of the inmates was extremely wide. This created a problem for any officer trying to change an inmate's attitude, since effective channels of communication were normally lacking. The system fostered attempts to circumvent the rules and made institutional life a constant confrontation between officers and inmates. The inmates became institutionalized more quickly because they were told every move to make, and, as a result, their actions became mechanized. Regimentation does not promote initiative, nor does it stimulate thinking on the part of an inmate. Consequently, when inmates were released after living in such an environment, they genererally had great difficulty in adjusting to society.

To correct the defects in this approach, the trend has been toward a more flexible application of rules and regulations, with emphasis on effective officer-inmate communication. In-service training programs in the institutions are designed to provide correctional officers with the necessary skills and perspectives to accomplish this flexibility. So, too, are various university seminars and other training classes held for correctional officers. These programs help correctional officers understand what is expected of them in the performance of their duties.

The aim of corrections is to resocialize, not desocialize or institutionalize, inmates. To accomplish resocialization, an officer must focus his attention on the personal qualities and the social environment of the inmate. The inmate chooses little of what he would like to do in an institution. On the outside, he is able to make most of his own choices. Upon release, the change from being unable to make choices to again making choices is quite difficult. By allowing an inmate to make more choices and exercise more initiative, hopefully some of these difficulties will be mitigated. By allowing an inmate more "self determination" in what he does and how he expresses himself, the institution can encourage him to identify himself with the total social order, both inside and outside of the confines of the prison.

The involvement of the community in the process of re-socialization is most important and should be developed to an even greater extent than it is at present. One device for accomplishing this involvement is the recent formation of Jay-Cee chapters in the institutions. One can already notice a change in attitude among many of the inmate participants. Athletic teams offer another opportunity for advancing re-socialization. They provide a link of communication with the outside world. In competing with non-institutional teams, inmate teams can develop a competitive spirit and desire to win which will be most useful to the participants upon release. Good sportsmanship and other social skills may also be learned on the playing field. Alcoholics Anonymous and various church groups have long been active in institutions and they, too, have a role in helping the inmate maintain social ties with the outside world. Community interest, however, is not the only ingredient in the resocialization process. Perhaps even more important is the attitude of the correctional officer in his relationships with the inmates. The officer sees an inmate in his housing unit, in the shops, in the yard, and at the dinner table. With such frequent contact, the correctional officer is bound to have a significant influence over the attitude and behavior of the inmate. Thus, it is imperative that the officer knows the goals of the institution regarding the socialization of the inmate and how he can best serve to implement those goals through his contacts.

To communicate effectively with an inmate, the correctional officer must be a behavioral model in self-control and maturity. He must be alert

to potential consequences of his words and actions. He must develop sensitivity to the feelings of others. In short, he must learn to practice good human relations with inmates. Of course, one must recognize that the values and attitudes of inmates are likely to differ from his own; but these attitudes and values are derived from the inmate's environment--these biases and prejudices identify him as an individual. The correctional officer must be sensitive to these individual differences and realize that a "stereotyped" response will not fit all occasions.

One key factor that the correctional officer should keep in mind is that nearly everyone has a drive for self-esteem. Few people like to spend time thinking about their failures. Normally, they would much rather think about their successes. The correctional officer can use this natural inclination to form a basis for effective communication with an inmate.

The officer needs to think about the manner in which his actions will affect the inmate. Constant reprimands or disciplinary reports leave little time for efforts at changing inmate attitudes and values. To eliminate the need for continual reminders, an officer should thoroughly plan job assignments and give clear and detailed instructions before a job is started. If proper instructions are given--even if they are not followed to the letter--a reprimand should not be used unless absolutely necessary for the successful completion of a task. When a job is finished, a compliment to the inmate, such as "You certainly worked hard on that!" will let him know that his efforts are appreciated.

The use of these and other techniques will aid in the formation of effective communications between inmates and officers. When an inmate begins to listen to an officer and feel he is accepted as an individual, the officer is in a position to be a positive influence in the resocialization process. He can then teach inmates new social skills, since he will have become an acceptable model for inmates to follow.

Internal Communications

Inmates, as a whole, are sensitive to the attitudes of correctional officers. Looks, gestures, facial expressions, words, or emotions employed by officers are viewed by inmates as communication signals to them. If an officer is going to be a positive influence upon the inmate, he must be conscious of these signals and the meanings they have for the person he seeks to help. If the officer, when talking to an inmate, appears nervous, uncomfortable, or shrugs off questions, effective communication will not take place. Being a good listener is difficult, but the achievement of this talent is well worth the effort. Listening may be more effective in working out an inmate's problem than talking. For example, if an inmate is emotionally upset, he is likely to make

unreasonable statements. There is little use in trying to convince him of of the unreasonableness of his remarks. He can't be reasonable until he vents the emotions causing his outburst. In a case like this, the officer should not judge the inmate, give him advice, or attempt to talk. He should just listen. He should let the inmate relieve himself of his emotional burden so that he can relax.

A proper reprimand is actually a method of treating an inmate. A person who receives a reprimand when it isn't deserved is likely to become emotionally upset. One should not issue a reprimand until he has ascertained the facts in a given situation. If a reprimand is in order, it should be given in a calm, courteous, and direct manner. Emotional reprimands only increase inmate resistance to re-socialization. Any communication in such an atmosphere should be conducted in private if at all possible. During a reprimand, bystanders overhearing the criticism may force the inmate to "save face" by reacting violently to the officer's comments. In private, the inmate is more likely to act reasonably. One must make sure that the inmate understands exactly what his error was and why the reprimand was necessary. Where a wrong procedure or unacceptable behavior is involved, it might be helpful to suggest to the inmate the correct mode of conduct; but an officer should never cite another inmate as a "shining example" to be followed. No one appreciates an unfavorable comparison. After the incident, it should be forgotten and further reference to it avoided.

Seemingly minor incidents can sometimes be "blown out of proportion," particularly if an officer does not maintain self-control. For example, in one institution, a long-term inmate started to go in a door to an area in which he didn't belong. The officer nearby yelled at him and said, "Hey, boy, you can't go in that door." The inmate came up to the officer and said, "Very few people ever called me 'boy,' and none ever got away with it." At this point, the officer's response was of critical importance. If he would have assumed a belligerent stance, the incident could have become serious. But instead the officer quickly said, "Your're right. I'm sorry. I shouldn't have said that, but you still can't go through that door." The inmate so infuriated at being called "boy" would probably have attacked the officer, but the officer's quick thinking stopped what would have been a very serious situation. The inmate was so stunned by the reply that he turned and walked away without saying another word.

Rules of Communication

A few simple rules will assist the correctional officer in maintaining proper communications with the inmates and eliminate many minor problems:

1. An inmate should be called by name when an officer wants his attention. Inmates are especially sensitive to having someone punch them with a finger or grab them by an arm. Even a gesture of friendship--such as laying a hand on an inmate's shoulder--should not be done.
2. Inmates should not be cursed. Swearing at inmates is greatly resented and does little to teach new social skills. The officer should refrain from the use of any profanity. He cannot correct an inmate's language when he used the same language himself.
3. The officer should maintain self control at all times. He is expected to act in a professional manner and should not become emotionally involved in inmate problems.
4. Horseplay should not be indulged in. An officer cannot maintain his role of leadership and respect while playing with the inmates. Such behavior often creates disciplinary problems. When an inmate violates a rule requiring a written report by an officer, he is more apt to resent the officer for performing his duty if the two have engaged in horseplay in the past.
5. Courtesy is contagious and is an excellent way to teach inmates new social skills. Courtesy is a demonstration of respect for an individual. It usually produces a favorable response from inmates.
6. The correctional officer should listen when an inmate talks to him. He may have a serious problem which requires attention. The fact that he seeks an officer's advice is a compliment to the officer. It reveals the inmate's estimate of his ability to handle a situation. One should give his full attention to listening, without trying to rush through the conversation or "cut off" the inmate.
7. Respect should be shown for the inmate as a person. In addition, the officer should show respect for the inmate's personal property. During a shakedown of an inmate's quarters, it is not necessary to leave the cell a complete wreck. The inmate's belongings should be replaced as nearly as possible. They should not be thrown on the floor or broken while it is not necessary to remake a bed after a shakedown, the sheets and blankets should be placed on the bed and not on the floor.

Inmates listen when officers talk to each other. When an inmate hears one officer say something to another about "those no good inmates," he immediately identifies with the inmate population. As the result of such an overheard conversation, another barrier to effective communication is erected between the officer and the inmate.

Proper communication is useful in building inmate morale. Inmates have few possessions and privileges. When there is a rule change which

affects those they do have, inmates are naturally vitally interested. The officer should be prepared to thoroughly explain the reason behind any changes which affect the inmate.

Inmate complaints about mail service should be investigated, even though the correctional officer is certain they have no substance. An inmate may get the idea that the post office is holding up his mail, but if the officer will check on it, the inmate is likely to be at least partially satisfied. Complaints about food are common, too, and, even though they are unjustified, it helps to listen. If complaints about food are numerous, this information should be passed on to the supervisor, so that a check can be made. Complaints about clothing, recreational opportunities, treatment by officers, and other subjects should similarly be checked out and, if need be, action should be taken to correct bad situations.

When an officer promises an inmate that he will look into something, he should carry through on his pledge. Promises of this type should never be used to "get rid" of an inmate. When a promise is made, it might be well for the officer to make a note of it, so that he won't forget to fulfill it. If an officer cannot comply with an inmate request, he should explain his reasons for refusing.

Summary

While it is necessary to know how to write reports, hopefully few will be necessary. When a report is written, all essential information should be included--when, who, what, where, why, and how. The report should be simple and correct. The officer will be judged by the administration on the basis of the reports he writes.

Proper communication by the correctional officer with inmates is necessary for the achievement of institutional goals. The correctional agency is supposed to instill in its inmates an identification with the total social order. Its task is to reorient inmate attitudes toward a more constructive and positive form. The institution should be a therapeutic community with an attitudinal climate conducive to rehabilitation. This idealized standard represents the goal toward which the correctional officer should strive. Officers must receive training in the skills necessary to promote this goal. Therapeutic ideology views offenders as persons of value with potential for improvement. This improvement can be gained when correctional officers learn to effectively communicate with inmates, administer the rules in a flexible manner, and accept inmates as human beings. Constant alertness and sensitivity on the part of correctional officers are necessary to create an institutional environment in which re-socialization can take place.

CASE STUDY DISCUSSION SESSIONS

Moderator
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Dr. Harold Mandl distributed to the Seminar participants a series of 23 case studies of actual situations involving correctional officers and inmates. In addition, he distributed an excerpt from Criminology and Penology by Richard R. Korn and Lloyd W. McCorkle (New York, Holt, 1959). The participants were then divided into five groups, with each group being assigned different cases for evaluation. The discussion was conducted in four sessions, held at intervals throughout the duration of the Seminar. The first study session was devoted to the consideration of the material presented from Korn and McCorkle, with the remaining sessions directed toward the study of actual cases. At the conclusion of each session, the groups reassembled for the presentation of reports by group recorders and a summation by Dr. Mandl.

In his introduction to the case materials, Dr. Mandl suggested that each participant in the ensuing discussions ask himself the following questions:

1. What type of individual is depicted in the case?
2. What relationship does he have to the institution and to the officers involved in the situation?
3. What is the best way for the officers to react to the situation?

With these questions as guidelines for discussion, officers were requested to view the situations from the perspectives of both the inmates and the officers portrayed in the cases.

Although the materials discussed were presented in four sessions, they will be integrated below in a single resumé. A synopsis of the group reports will follow each case discussed in the study groups.

Discussion of Excerpt from Criminology and Penology

Each of the five discussion groups was asked to consider the following rules prepared for custodians at the New Jersey State Prison, as reported by Korn and McCorkle:

Recently there has been a growing recognition of the importance of social distance in the maintenance of

discipline and good order. This recognition was by no means spontaneous or easy to achieve among men whose interpersonal habits, formed in an easy-going egalitarian society, have poorly prepared them to act as the foundation supports of a frankly authoritarian social structure. Continual reminders, both in the form of personal conferences and group lectures, are necessary for the preservation of this culturally abnormal way of relating. The following are excerpts from an in-service training lecture prepared for custodians at the New Jersey State Prison:

1. Avoid becoming involved in the personal problems of inmates. This inevitably results in having to take sides for some and against others, a procedure which directly paves the way for favoritism. Do not give any form of personal advice that is not directly connected with your running of the wing. Refer all other problems to the chaplain, the psychologist and the counselors.
2. In your conversation with inmates, never engage in or permit personal familiarity. The old adage that "Familiarity breeds contempt" was never more apt than in a prison. The inmates who are able to call Officer X by his familiar nickname "Bill" when they are feeling "friendly" toward him are just as apt to call him by equally familiar but less affectionate names when he is forced to crack down on them. Nothing is more corrupting to good discipline than this process of reducing an officer to the inmate level by the use of first names or nicknames.
3. Never discuss other institutional officials--or reveal in any way your favorites or dislikes among your brother officers or superiors. Inmates will attempt to ferret these feelings out and use them to play on your sympathies. Worse--they will attempt to blame their own violations on people they know you dislike: "even you have to admit that so-and-so is no good."
4. Do not become identified with or dependent upon any inmate or group of inmates--especially your runners (inmate assistants). The whole wing will be watching you, testing you, trying to identify your "special" men. Favoritism is deadly in prison. Not only does it make it difficult to say "No" to the favorite, but

it gives him power to push other inmates around. Above all, do not become overreliant on inmate sources of information, even if that information is usually correct. The inmates whose opinion you depend on will eventually hold your confidence in them as a club over the heads of other men. They will be able to say to other inmates: "Do what I want or I'll give you a rap with the keeper." In this way the officer becomes not a keeper, but a tool of the wing "con men."

5. This next point might be called the keystone of the whole arch of good discipline. In all of your relations with inmates, never give any sign that you are becoming emotionally involved. Never lose your temper or show personal anger. Men instinctively realize that the basis of anger is fear, and the man who easily loses his temper and "throws his weight around" is quickly revealed as weak and unstable. The man who has to raise his voice and use profanity in order to get a job done is telling everybody that he feels too weak and insecure to get the same job done quietly and calmly. He is, in fact, telling everybody: "Don't take me seriously until I get excited." The good officer is above and beyond any personal involvement. When an inmate commits a serious infraction or does something which requires prompt action, that action should be carried out smoothly and unexcitedly. The officer should should never act as if the offense were a personal affront to him. The truly forceful person rarely has to display his force in any obvious way. By acting methodically and calmly, he is expressing his confidence in himself and creating that confidence in others.

In analyzing these rules, the members of all five groups were in substantial agreement that they represented sound principles for correctional officers to follow in their relationships with inmates. However, there were some minor variations on the themes expressed by Korn and McCorkle. For example, some discussants felt that Rule 1 was too negatively oriented. They agreed that correctional officers generally should not become involved in the personal problems of inmates, but contended that some interest should be shown when personal problems are brought to their attention. Some involvement is inevitable, but care should be exercised that the involvement remains basically neutral and detached. The officer should be a good listener. He should try to be helpful whenever he can. But he should never take sides in a dispute or become overly sympathetic toward an inmate. Whenever personal problems arise, the inmate should be referred to the proper authority for counseling.

In discussing Rule 2, a number of participants felt that some familiarity can, at times, be helpful in dealing with inmates. They argued that a correctional officer should be close enough to the inmates in his charge to be able to guide them toward rehabilitation and correct their mistakes without unduly antagonizing them. Some felt that nicknames were occasionally appropriate, although most participants believed that they caused a breakdown of respect and authority. Several groups suggested an addition to the rule which they contended would further increase its value. The rule recommends that inmates be addressed by their proper names; but these groups believed the rule should be extended to include the use of proper names when one officer addresses another in view of the inmates. The groups reached a consensus, however, that an officer should not, under most circumstances, call an inmate by his first name or allow the inmate to address him by his first name.

Rule 3 was enthusiastically endorsed by the Seminar participants, who maintained that private affairs should not be publicly discussed. Officers should never show favoritism, lest their actions provide inmates with a means for causing dissention among the guards and administration.

Rule 4 was similarly applauded by the members of the various groups. They agreed with the assertion that favoritism of any sort is deadly to effective correctional work. Correctional officers, in their judgment, should emphasize equal treatment for all inmates.

While Rule 5 was generally praised as a laudable goal for correctional officers, most participants viewed it as unrealistic. Some group members claimed that a show of justifiable anger under extreme provocation can sometimes be beneficial to all concerned. However, anger should never be displayed in an immature fashion. Rather, the officer should speak his anger in a voice of authority, so that the inmates will understand what he means. Holding one's temper is often quite difficult, but most participants believed it is best not to show or lose your temper in front of inmates. One individual suggested that officers should first leave the room, count to ten, and then return to talk over the situation with the inmate who aroused the anger.

The reporters from several groups identified the five rules as interrelated. In their comments, they frequently mentioned the common element which they believed to be the key to the conduct of successful correctional officers; i.e., the correctional officer should always be committed to his duties, but he should avoid any heavy emotional investment in the inmates he supervises. His work should not become a "cause," nor his interest "involvement."

Case Studies

1. Inmate Patrick wanted to be a trusty, but only on the condition he could pick his own job. He was advised by the Classification Committee that he could ask for a certain job and the Committee would give it proper consideration with his record. His record made him ineligible for the job he had asked for. When advised on his request he began denouncing the officials and the institution. He was sent to the Treatment and Adjust Building.

Evaluation: The group studying Case 1 believed that inmate Patrick may have been turned down because he was immature. If this was the case, the action of the classification committee was certainly justifiable, as his later emotional outbreak demonstrated. However, Patrick felt he was treated unfairly, an attitude which is bound to have unfavorable consequences unless some effort is made to counsel with him and alleviate his frustration. The group contended that inmate Patrick should be given another chance and that he should be allowed to discuss his qualifications with his reporting officer and others involved in the decision.

2. Inmate Thomas reported to the Hospital and requested that he be admitted. On entrance to the hospital he was examined and his request for admission was denied. The inmate returned to his duty assignment with the remark to the Correctional Officer on duty at the hospital desk: "that he would be admitted."

The inmate returned to the Laundry of the institution, where he worked as part of a crew on a sleeve press, and resumed his work as directed. The following morning his hand was caught in the sleeve press, where it was badly mashed and severely scalded by steam, all under very unusual circumstances. The subject was admitted to the hospital as an emergency.

The following day the Correctional Officer to whom he had previously made the statement of his intent to be admitted, had occasion to be in the hospital ward where this subject was a patient, and recognizing him, asked him what he was doing in bed. Inmate Thomas replied: "Didn't I tell you that I would be admitted to this hospital."

During his stay in the hospital Thomas developed into a very uncooperative patient, and as his injury grew more painful he became more uncooperative. On his release from the hospital he continued uncooperative and his actions were such that proper medical care became almost impossible, with the result that infection set in his injured hand and blood poisoning and gangrene ultimately resulted in the necessary amputation of his hand to save his life. He continued surly and uncooperative.

Evaluation: Inmate Thomas' statement that "he would be admitted" should have been reported by the correctional officer on duty at the hospital desk, in the opinion of the members of the group studying this case. In addition, the doctor probably should have been more alert to what was bothering the inmate. One participant expressed the view that it was not the duty of the correctional officer at the desk to diagnose the statement made by inmate Thomas, but rather the responsibility of the cell block supervisor to report Thomas' action to the proper authorities. The actions and remarks of Thomas indicate his instability. It may be that he was seeking attention, or he may have been expressing suicidal tendencies. The group advocated extensive training, psychiatric counseling, and physical rehabilitation for him.

3. Inmate Jacobs is a chronic writ writer. He will write a writ for any inmate on any complaint the inmate cares to make. His writs for inmates have been instrumental in several of them obtaining their release through the courts. He has success to his credit for other inmates, but he states he is unable to get the courts to act favorably on his "bum rap" sentence he is now serving.

Evaluation: Inmate Jacobs appears to be well educated and aware of his legal and institutional rights. It may be that his writ writing activities on behalf of other inmates provide him with a source of extra income. According to the group discussing his case, Jacobs should be encouraged to pursue some hobby, so that his talents might be channeled in a more constructive direction. He might profitably be assigned to the institution's print shop, where he could write for the institutional publications, gratifying his literary ambitions.

4. Inmate Dixon filed suit against several officials of the penal system for a staggering sum of money. He alleges in the suit that he has been deprived of his constitutional rights--his liberty and religious freedom--and also asks for total release from the institution. Several inmates have let it be known that these are nuisance suits to harass the officials into fearing lawsuits being made against them.

Evaluation: Dixon obviously has little respect for the correctional officers in his institution. Some members of the group studying his case suggested that his harassment tactics indicated his desires to have someone listen to his problems. They contended that the officers should listen to him intently, but essentially ignore his remarks, letting them "go in one ear and out the other." Others suggested that he should be re-evaluated for a more constructive work assignment.

and that an attempt should be made to develop a better rapport with him, in the hope of changing his attitudes towards the institution and officers.

5. Inmate Kelly was interviewed in reference to a letter received by the Warden wanting to know why he did not write to his father. He stated that he did write regularly while his mother was living but since her death his father has written him one letter in over a year, so why should he waste his correspondence privilege writing someone that did not answer his letters. He further stated that when he was out he lived just four blocks from his folks and his father never set foot in his house. He did consent to writing his younger brother at home letting him know he is in good health.

Evaluation: Kelly, in the view of the group reviewing his situation may have blamed his father for his mother's death, which would account for his antagonism towards his father. At any rate, the father-son relationship in this instance was an unhealthy one. The father didn't seem to care about Kelly, and the feeling was apparently reciprocal. Group participants agreed that Kelly should either be referred to the chaplain or the psychiatrist for counseling, with some contact being made with the family to try to achieve a reconciliation.

6. Jeff, a slight, rather young, relatively new inmate, was discovered missing at evening count and was found a short time later hiding in one of the buildings inside the walls. Seen later he quietly admitted he had intended to escape because this was the first time he had been locked up and he wanted to get home but he assured us that he could now see the folly of his plan and that he was prepared to do his time.

It was decided to just take one year's good time from him as punishment. Everyone was fairly certain he had "learned his lesson." Recently, about two months after his first attempt, he left the hospital in the night and tried to climb a pole in an attempt to get over the wall, falling, however, before he could get to the top.

Evaluation: It was the consensus of the group studying Jeff's case that he was homesick. He wanted attention. It seemed obvious to the group that he needed further evaluation. It may have been that he was trying to create a false image for the institution's officials. However, since this was his first confinement, he was probably genuinely frightened. The prison represented a threat to him. He lacked confidence in his new environment. He apparently received little orientation to prison life and found it difficult to adjust. Consequently, he rebelled against the authority figures within

the institution. But the group agreed that he possessed a definite potential for rehabilitation. They viewed him as basically an immature young man--a human being rather than a number. They contended that he needed and deserved more help in adjusting to his environment than he had thus far received.

7. Jack, in the short time he had been at the institution, had already had several quarrels and scuffles. Then he got into an actual fight and was put into isolation. Later, on referral to the psychiatrist, on the one hand he told the Doctor that the fight was not his fault because the other fellow had called him names, while on the other hand, he requested to be transferred to a mental hospital for help in overcoming his temper. The Doctor agreed to schedule sessions to help Jack determine the cause of his temper but explained to him that basically the control of his temper was up to him (Jack). A short time later Jack got into another fight. While in isolation he pleaded, "I can't stand it in here. If I can talk to the Captain he will let me out; I can explain to him that the other guy started it by calling me names."

Evaluation: The study group examining Jack's case concluded that he was probably an older, more mature individual than Jeff--the inmate in the previous case. Participants believed he could not control his emotions, demonstrating an inability to adjust to society--whether it be prison society or the free society beyond the institution. He seemed to provoke situations in which he would be aggravated to fight. Although he appears to have confidence in the institution and to expect help from it, he represents a security risk, according to the group considering this case. He seems unwilling to face facts and should probably be given psychiatric guidance.

8. Report from psychologist: Gene was distraught from having just been passed for nine more months on his second parole board hearing. In addition to the members of the parole board he was upset with his detail officer who, he said, gave him a very bad work report which was instrumental in his failure to be paroled. I reminded him that his courtline offenses also left quite a lot to be desired and he admitted this, claiming, however, that he was "bum rapped" several times. He made several wild-sounding statements which I hoped were only a result of his emotional condition but which, I feared, were to some extent made seriously. Some time later he confirmed my dismay over his attitude with these statements: "When I see my next board I will have twelve months until my CR (conditional release) so I'm going to tell the board to cram their parole and when I get out I am going to get me a couple of screws. I'm not going to lift another hand here and I'm not going to work after I get out. If they would have let me out I would have tried to go straight but now I'm going to make a dollar any way I can."

Evaluation: In this case, the discussants felt that the parole board correctly refused to reveal why Gene was passed over for parole. In doing so, however, they shifted the responsibility for explanation to the correctional officers, placing them in an awkward position. Gene did show some willingness to talk with the psychologist, and the group suggested that additional sessions might produce beneficial results. It also asserted that the inmate's detail officer should be consulted to determine what basis, if any, the inmate had for his charges of being "bum rapped." A different work assignment and a more agreeable detail officer might produce satisfactory results. Finally, the psychologist should inform the detail officer and other staff members of Gene's feelings of anger and persecution. In discussing this matter with the staff, he might be able to increase their understanding of the inmate's problems and better equip them to cope with Gene's emotional outbursts.

9. Lee was always in the middle of anything going on which was against the rules. He hated to work and did so as little as possible. He had a dislike, to say the least, for the officers and occasionally refused their orders or insulted them. He has even been known to steal things from inmates. Many of these rule infractions were on his record and mainly for this reason he had been passed by the parole board once but his record did not improve thereafter. As he approached the month in which he was to have his next parole hearing he went to the psychologist and demanded, "You have to help me, Doc. I'm always getting in trouble and I don't know why."

Evaluation: Inmate Lee was seen by the reviewers of his case as a young, immature man who "just decided he wasn't going to do anything." He seemed to be asking the doctor for help, so there appeared to be hope that he could yet be reached through appropriate therapy. The group contended that Lee should be given psychological assistance and, once the doctor had ascertained his emotional problems, he should be asked to attend regularly scheduled guidance sessions. The doctor should simultaneously coordinate a consistent plan of approach for all persons coming into contact with him, so that Lee's progress would not be impeded by an unanticipated response from some officer who was unaware of his difficulty.

10. Officer's report: Two brothers were incarcerated at our institution at the same time. Let's call the eldest one Tom and the other one Jerry.

When Tom and Jerry came into the institution they were put on my floor. Just as I was about to lock the cell door behind Tom, he said,

"If I were you I wouldn't do that." I asked him why. He said that he and Jerry were kidnapped and held against their will and would sue me for \$100 everytime I locked the door. Everytime Tom made a statement, Jerry repeated it.

Tom told me one night when I turned out the lights that he and Jerry were going to have my bosses and me locked up. He then wanted some writing paper and form 400's (Inmate-Request to Staff Member). That is when they started writing writs and trying to sue people.

One night after the evening meal Tom and Jerry started telling me how many writs they had written and how many people they were suing. If I remember correctly, Tom told me that he would have a million dollars from the suits that he had written. Jerry said that he was going to have to have the same amount.

Throughout their stay at the institution, if Tom went on sick call, Jerry went also. Both had the same ailments and wanted the same medications.

Tom told me that he was going to be a lawyer, in addition to being a writer of country and western music. He showed me some law books that he had gotten from the records office. That is when he and his brother started to really get to work and write writs instead of studying law.

When they were assigned to institutions, Tom went to K.S.P. and Jerry went to K.S.I.R.

Evaluation: The group studying the case of Tom and Jerry concluded that both were extremely resentful of authority. They appeared to be quite close to one another. The younger brother seemed to rely on his older brother for guidance. Tom, the older of the two, was characterized as intelligent and curious. He was the prime mover behind the writ writing exercises. Jerry appeared quite obedient to his brother's will. When Tom became sick, so did Jerry. When Tom said something, Jerry repeated it. To the correctional officers examining this case, Jerry's subservience could be readily turned into an asset. If the two brothers were separated, Jerry might begin to look to his correctional officer for guidance. He might come to rely on his suggestions and imitate his behavior. Tom, on the other hand, should be given constructive substitutes for writ writing during his leisure time. He should not be intimidated, nor should efforts be made to suppress his writ writing activities, however. If he were given an acceptable outlet for his time, the group seemed to believe he might be voluntarily persuaded to pursue activities other than his legal fantasies.

11. An inmate who had committed the crime of incest against his teenage daughter was being interviewed in the records office shortly after his admission. He appeared to be quite helpful and anxious to please and do what he thought was expected of him. Suddenly he broke down and began to cry and had difficulty controlling his emotions. What reasons can you give that might explain his behavior, and how should you react to this situation? (He had no previous record and had been a stable member of his community and a good provider for his family.)

Evaluation: Incest is viewed as a very serious crime by society. The taboos against such behavior in society-at-large are frequently found within the institutional setting as well. The group considering this case explained the inmate's behavior as a reaction to the disgrace and humiliation his action had caused him. He may have realized that he was a very unstable person. He was certainly aware of the hostile attitude of his community and may have feared the reactions of other inmates to the nature of his offense. Regardless of the character of his crime, however, the group agreed that he should be treated the same as any other prisoner by the correctional officers coming into contact with him. Since he was young and immature, the group decided he had a good chance for rehabilitation. He had been a good provider for his family and had never been in trouble before. He realized his guilt and was quite cooperative. It was suggested that the officers supervising him should "let him cry himself out" and then try to help him return to a normal standard of conduct.

12. Dora was brought in from county jail to serve 15 years. She had caused continual disturbance because of her violent behavior and obscene language. Records claimed that she had a sanity hearing and was declared competent.

Upon arrival, staff showed her kindness and understanding. She was placed on a detail, assigned to a floor to live with the population. Soon certain inmates discovered that she could be "triggered off" by laughing at her vocabulary. It is impossible to reason with her. Therefore she cannot be kept on a detail nor live on a cottage floor. It has been necessary to house her now in maximum security.

Evaluation: The group discussing Dora's problem believed that she was a person with limited education, since she resorted to profanity and employed a generally restricted vocabulary. She apparently was embittered because of some prior rejection by authority figures in her life. It may be that she knew how to get along with others, but simply refused to cooperate. She obviously resents the institution and everything associated with it. As a solution to her problem, the group suggested

training and coaching the staff to be alert to opportunities to "get through to her." The entire staff must cooperate in helping her to adjust to institutional life.

13. Inmate Clara is 30 years old and has been in two mental hospitals, one prison and had a long record of arrests before she was committed to our institution. Previous institutional records reveal that she has assaulted staff, as well as other inmates. She has made it plain to administration that she hates anyone in authority and even feels that they should be killed. She claims that her only reason for acquiring any friendship with anyone is purely for her gain.

What does an institution have to offer--or is this a case for custody only?

Evaluation: Inmate Clara's case was seen as a difficult one to resolve by the panel examining her record. She had probably been mistreated from childhood physically, mentally, and sexually. Although she had been confined to a mental institution on two different occasions and had served a term in prison, she had failed to respond to treatment. The group seemed to believe that the treatment she had received was inadequate. The participants argued that Clara was acutely aware of the absence of love and understanding in her life and required extensive counseling. Her aggression might be interpreted as a desire to reach people, but her constant rejection by others has probably only served to further intensify her feelings of frustration. The group agreed that Clara needed psychological examination and guidance. Members did seem to have some hope for her successful rehabilitation, although it was contingent upon the equality of training and therapy she received in the institution.

14. Inmate Green was a model inmate while serving his sentence inside the institution. He was released on Parole and within a short time he returned as a parole violator. When asked why he returned, he replied: "Alcohol. One drink and I was off on a good drunk. When I woke up I was in jail and on my way back here. By the way, can I have my old job back?"

Evaluation: The group studying inmate Green's case agreed that he probably wasn't an alcoholic, because his record was good while he was in the institution. An alcoholic, in their view would have been more of a trouble-maker, possibly even becoming involved in the manufacture of prison "hootch." If Green had been an alcoholic, the group contended that the institution's authorities should attempt to interest him in the Alcoholics Anonymous program. Approximately half of the group felt that a new job might stimulate Green's thinking and cause

him to make responsible decisions similar to those he would have to make on the outside. However, if his old job were open, some argued that he should be allowed to return to it. They asserted that he should not be deprived of it as a punishment for his parole violation. Many members of the group believed that Green had become institutionalized. He had come to rely upon the regimentation and security of prison life, in their estimation. Some discussants interpreted his actions as an indication of his desire to return to institutionalized life.

15. Inmate Martha is now an adult who has been in trouble since she was a teenager. She was committed here in 1961. Since that time she has spent two and one half years on the outside. While out, it was necessary for her to be hospitalized for mental disturbance. She was returned and adjusted fairly well. She attended school and was able to participate in general activities.

After she met the board and the date was set for her release she "went to pieces." She became so disturbed that it was necessary to keep her isolated. She was finally committed to a state hospital where she spent 13 months. Again, she was returned to our institution as a parole violator, because she had been delinquent two days.

The reason given for her return to the institution was inmate's desire to further her education.

Evaluation: Martha was evidently a juvenile delinquent in her youth because of a lack of proper supervision, according to the study group reviewing her case. The group characterized her as fearful, easily upset, and unable to express herself in an acceptable fashion. In their opinion, she needed kindness and understanding. She was dependent upon the institution for the security she had been unable to find in the noninstitutional environment. The prison setting offered her a chance for a structured existence, security, and group identity. The correctional officer seemed to serve as her substitute for internal control mechanisms. In addition to protecting Martha from her own instability, the officer also offered the potential for understanding and the establishment of a personal relationship. The group contended that Martha should be given further education and should be taught a trade; but she should also be referred to the chaplain for spiritual and social guidance and possibly assigned to a mental hospital on an outpatient basis.

16. 39 year old Hellen came to our institution on a 1-5 year sentence for having written at least 2 misdemeanor checks within a two year period.

She had previously been admitted 3 times to a state hospital, in addition to 6 different periods at another hospital for suicide attempts. She was on heavy medication at the hospital, but she eloped and since she was there on a voluntary basis, she was dismissed against medical advice.

She came to us completely run down suffering from chronic emphysema. Many times she has been carried to the hospital suffering because of her breathing difficulty. Because of her physical disability, detail activity is very limited as well as her participation in any part of our program.

Evaluation: The panel discussing Helen's case described her as emotionally upset and apparently in great need of physical and psychiatric attention. She appeared to be depressed and to have a low regard for herself. She lacked the courage to overcome her physical disability and the group recommended that she be given intensive medical care. In addition, they advised that she be assigned responsibilities within the institution that she could adequately handle and in which she could take pride. Helen might also profit from out-patient medical treatment after her condition had improved.

17. Inmate Jones in his late fifties could not read or write. One day he came in the office and asked his Classification Officer's advice about school. Arrangements were made for him to attend school part time. Several months later in a fairly smooth handwriting we received this note: "This is my first time to write a letter, thanks, Jones." As time went by Jones was making good progress in school. Then one day a letter that was typewritten came to the office with these words: "I am learning to type. It took me many years and your help to learn that there are other things in life besides stealing. Thank you, Jones."

Evaluation: The case of inmate Jones presented an entirely different situation from earlier cases. Jones had no apparent "problem" in adjustment to prison life, nor was he overly institutionalized. Instead, he seemed to be making significant progress on the road to rehabilitation. His future seemed optimistic. The "problem" in this case, in the view of the group studying Jones' record, was the manner in which the institution could best further his prospects for a successful re-entry into noninstitutional society. The group believed that Jones had already developed a respect for law and learned the value of education. He demonstrated his patience and perseverance and was receptive to new ideas presented to him. The correctional officers in the institution probably helped Jones by counseling and advice. They may also have been

instrumental in instilling in him a respect for authority. At any rate, the members of the group studying his case believed the institution should continue to counsel him-- explaining retirement benefits which might be available to him, suggesting groups with which he might like to associate, and advising him on other matters which would be of concern to him upon release. Efforts should be made to secure employment for him after he is returned to society. All participants agreed that Jones had excellent prospects for useful citizenship when he leaves the institution.

18. John is a 17 year old Caucasian male who was born the 10th of 11 siblings. Birth was not normal; there was no assistance. Resultant damage occurred along the right side and back of his skull.

John had temper tantrums at an early age and lacked self-control. During his younger years of schooling, adjustment was fair. Schooling was terminated at age 15 because of infractions of the law, and he was sent to B.I.S. for breaking and entering. During his stay there he was involved in numerous incidents ranging from escape (of which he had 11) to fighting, and homosexuality.

He seems to have poor judgment, not much self-control, and acts impulsively.

While in this institution he showed no respect for authority, being quite rebellious. He was involved in many incidents such as cursing officers, breaking windows, tearing of state wearing apparel, throwing feces at personnel, setting fires, etc. As you can see, he was quite a management problem.

John is now imprisoned at Larned State Hospital under maximum security. His adjustment is not known to the writer.

Evaluation: The group considering John's record believed he suffered permanent brain damage during birth. His problems relating to his mental inadequacies were exacerbated by the lack of parental understanding and assistance. He apparently received little attention or affection at home because of his birth defects and the size of the family. His formal education was insufficient to equip him for adulthood. He was unable to recognize or direct his sexual drives and energies. His behavior indicates that he was similarly unable to comprehend the nature of authority or to respond to its exercise in an acceptable manner. The institution probably posed a threat for John, since he seemed incapable of adapting to environmental changes. The group recommended that he be given proper medical assistance and that he be sent to a school for

the mentally retarded. He might eventually be employed in a simple job under close supervision; but, in the group's opinion, he must first receive psychiatric care and occupational training.

19. The subject is a sixteen year old, single, white, Catholic, common laborer from Topeka, Kansas. He has served five months in B.I.S. He broke into a school house and stole \$129.00. He was sentenced 1-5 years for grand larceny.

He is the sixth oldest of twelve children. He lived with his father following a divorce when he was three. He is small built, blond headed and acts like a Banty Rooster. He was in constant trouble here by lipping off to Officers and prisoners and spent a lot of time in the strip cell. While here he received word of a sister drowning and this depressed him for a short time. He was sent to KSIR in Hutchinson and stayed there until November 1966.

The prisoner's family did not want him, and he could not support himself. He was too old for B.I.S. and did not qualify for emergency admission to Kansas Treatment Center for Children. KSIR was the only place left even though he might be unable to benefit from what they have to offer. He would need protection from the other inmates there because of his childish immaturity. But there is no other choice.

Note. Subject was granted parole in November 1966. Shortly thereafter he was charged with breaking and entering and while on bond from that charge, he became involved in a rape case and for which case charges are now pending.

Evaluation: The subject of this case has been appropriately given no name. This omission is symbolic of the rejection he has endured all of his life. He was rejected first by his mother when she divorced his father. He was rejected by his friends because of his small stature. He was even rejected by the state when it couldn't find a place for him in the penal system! He was brought up by his father from the age of three and seemed to have a sexual identity problem. He emulated the archetypal male--aggressive, boastful, quarrelsome. His attitude probably stemmed from his sensitivity about his size. To compensate for his physical inferiority, he attempted to "cut everyone else down to size." According to the group, "He was nobody trying to be scmebody." He seemed to enjoy sensationalism and he apparently inflicted punishment on himself to prove his manhood. At first, he had almost no respect for authority, but during his tenure in the institution, he developed an adjustment to supervision. He may have become institutionalized, perferring the security

of prison life to the uncertainty of the outside world; but the group believed he had strong rehabilitation possibilities. They suggested that he be paroled under close supervision of a competent adult. The parole plan should be strict and should situate the subject at a distance from the general public, e.g., on a farm.

20. Officer's report: I was called to get inmate "X" to the Lt.'s office. I took inmate "X" to his office and was returning him to his cell when inmate "X" bolted out of the door of the main building. I shouted for him to stop, but he just kept on running.

He went over the inner perimeter fence and started over the outer fence, still ignoring my command. He hit the ground on the outside of both fences running, when the gate tower officer fired a disabling shot.

This inmate has been in and out of trouble all of his life. He has been in state hospitals; he was released from the U.S. Army because he did not like to take orders, was insubordinate, A.W.O.L., and in the stockade frequently during the year he was in service.

He told me that his family didn't care what happened to him. The only one that he seemed to talk about was his twin sister. I do not recall ever hearing him say a kind word about his mother or father. He did say that "his damned father wasn't any good" and that he hated him.

This inmate has an older brother who has served time in a reformatory. When inmate "X's" parents were notified that he was in the hospital from gun shot wounds received during an attempted escape, the father's answer was "so what, he has been in trouble all his life!"

Evaluation: Inmate "X" appeared, to those examining his case, to be an impulsive person. The group assumed that something must have been said in the lieutenant's office to have caused "X's" action. Although he was resentful towards all authority--even cursing his mother and father--he seems to have retained some familial ties through his relationship with his twin sister. "X" was characterized by a number of group participants as an unstable individual--aware of the absence of parental love, irresponsible, filled with self-hatred. Some claimed that his escape attempt could have been an act of self-destruction, since he must have known he would be shot making the attempt. The group agreed that "X" should not be prejudged on the basis of his past record. Many members felt that more care should have been taken in the handling of the inmate, that the staff should have been more aware of his mental problems. It was the consensus of the group that

the institution had failed to provide "X" with the necessary controls to prevent such rash acts. It was suggested that the inmate needed further evaluation and treatment to determine his interests and the strengths and weaknesses of his psychic personality. Efforts could be exerted to limit "X's" temptations to escape by close supervision. "X" should be given responsibility in the institution and should be taught to accept orders from those in authority. He should be helped to form lasting family and social relationships. Finally, officers should probably praise him when his work is satisfactory. "X" has probably never received praise from those closest to him, and the group contended that a few words of appreciation might motivate him to perform at a higher level of achievement.

21. Officer Hannon, while making a routine check of the cell-house, noticed that Inmate Howard was reading a book in his cell. Hannon, stopping in front of the cell said, "Well, Howard, it's good to see that you're applying yourself. What are you reading?"

"It's a book on shop mathematics, Mr. Hannon," Howard replied.

"Good," Hannon said, "A man should use his time in here constructively and advance his education."

Howard suppressed a smile and said, "If I'm able to improve my education, it will be in spite of some of the people here. Every time I've talked about going to school for half a day, Old Man Green, my shop foreman, has let me know for sure that I would lose my incentive pay and maybe even get transferred out of the shop. There's not much chance for a real education under this set up."

Evaluation: Howard was an ambitious, self-motivated inmate who wanted to improve himself by studying shop mathematics, according to a majority of the members of the group studying his case. He showed a definite interest in his work and apparently handled frustration well, since he wasn't overly concerned about the lack of encouragement he had received inside the institution. However, Howard was critical of the conflicting goals of the prison which partially accounted for his dilemma. The institution stressed the need for an education, but simultaneously demanded high productivity on work details, even to the detriment of educational ambitions. The group agreed that Mr. Green was wrong to force him to choose between going to school and fulfilling his job quota by threatening to eliminate Howard's incentive pay. Some participants, however, believed that the inmate might be using his self-improvement plan as a means of manipulating the situation to his

favor--possibly to create "cause" for complaint against Green. Other group members asserted that the institution seemed more interested in production than rehabilitation, and that this inconsistent attitude and improper assignment of priorities should be changed. Officer Hanncn was generally commended for his interest in inmate Howard and the advice he offered; but a number of participants argued that further advice was in order. These individuals would have stressed to Howard the necessity for sacrifice in the effort to attain goals and the importance of following proper procedures within the institution. They claimed that certain channels have been established to permit inmates to voice their complaints to the administration. All group members agreed, however, that Howard's case demonstrates the need for a consistent and sound institutional education program.

22. Report from the institutional psychologist: Tom feels he does not deserve to be incarcerated and that he is not like "the guys in here." He is, incidentally, very quick to indulge in self-pity with the slightest excuse. He told me he had to make his approaching parole board because "this place is playing with my mind" and asked me what I thought his chances were. I considered his past and his present record which included several courtlines, and told him I thought he did have a chance to make it but that he should be very careful not to have any more rule infractions because one more might mean the difference of getting out or not. He was very upset when he came to see me later, complaining that he had been "put on the dock" for skating. (Being away from assigned area.) I asked him why in the world he took such a foolish chance with his parole and he demanded, "Why the hell shouldn't I skate? Everyone else in my cellhouse does."

Evaluation: Tom, in the view of the group examining his case, appeared apprehensive about his pending parole. He seemed to have two goals--to satisfy the administration that he deserves parole and to maintain his relations to his fellow inmates. Since the inmates "skate," he "skates," even though his action may endanger his chances for parole. The "skating" episode illustrates another conflict bothering Tom--he knows "skating" is against the rules, yet he sees "everyone else doing it," and feels pressure to both conform and violate the rule. If he is to succeed outside the prison environment, the group asserted that Tom must learn to adjust to such ambiguities inside the institution. Similar inconsistencies are frequently found in non-institutional society. If he cannot handle these problems in the prison, he probably won't be able to manage them when he is released either. The group suggested that the psychologist explain to Tom the importance of

institutional and social rules, the existence of inconsistencies within and outside of the prison, and the necessity for coping with ambiguous situations in an acceptable manner whenever they occur.

23. Officer Crawford, a relatively new and intelligent young correctional officer, has asked to talk to you. As captain of the Guard, you have told the new men in their orientation training program that your door is always open if they have a serious problem.

Crawford tells you that he likes correctional work and feels that he, at last, is performing a service that is worthwhile. "The problem is," Crawford says, "that I don't know what is expected of me. In the orientation training I was told that I should be able to listen to inmates' complaints and problems and a couple of the books that I have read say that I can have a "positive influence" on inmates since I am in such close contact with them. But on the job in the cellhouse my lieutenant, Lt. Harper, has been on my back because I try to help the inmates.

For example, the other day Inmate Fisher, a new man, sat in his cell for about an hour with his head in his hands. I think that he was crying. After a while, I stopped to talk to him to see if I could find out what the trouble was. It turned out that he was missing his family pretty badly that day and he had gotten pretty confused about the correspondence and visiting rules. After a little conversation I got him straightened out and was feeling pretty good about it. Then Lt. Harper came into the cellhouse and started raising hell with me for the poor housekeeping in the place. He told me that if I tended to my own duties and didn't spend so much time 'gabbing' with inmates, I'd be able to push the porters harder to keep up with the cleaning.

"I guess that the main floor did need a good cleaning, but the Lieutenant didn't give me a chance to explain. Really, I just don't know where I stand and what's expected of me. I want to stay with this job and improve myself, but I'm confused right now about what my most important duties are."

Evaluation: The group evaluating this case maintained that the lieutenant was unduly harsh with the new officer. He should have explained to him what his primary responsibilities were. Then, if the new officer repeated his mistake, he should have been reprimanded for his negligence. The case illustrates a lack of communication between the two officers. Crawford thought he was helping the inmate and thus performing his appropriate role. The lieutenant was concerned because Crawford failed to keep the premises clean. The group believed that the lieutenant probably wanted the areas within his jurisdiction in order to avoid being

"chewed out" by the captain. It was suggested that the new officer, the lieutenant, and the captain should arrange a meeting to discuss the situation and perhaps come to a mutually acceptable agreement. In addition, the lieutenant would probably have avoided such a problem if he had maintained an "open door" policy with his subordinates. Under such a policy, Officer Crawford could have brought his problem to the lieutenant before it reached the stage requiring a reprimand. As it was, Crawford apparently was unable to freely discuss such matters with the lieutenant except under formal circumstances. The group concluded that the lieutenant handled the situation poorly and would be well advised to try a different approach in the future.

Summary

Correctional officers, like other human beings, are frequently plagued by the problem of social distance. In dealing with inmates, they are constantly exposed to individuals who have violated society's most sacred mores. An inmate may be mentally disturbed, have a poor education, rely upon obscenity and profanity as a substitute for language, display aggressive behavior, engage in disruptive activities, have a bad odor about him, or be sexually maladjusted--for any of a number of reasons, he may evoke a distasteful response from a correctional officer. As many participants in the discussions state, "An officer has to be careful not to become too involved with an inmate." Yet these same participants recognized the need to get close enough to the inmate to have some impact on his life. This, in essence, is the dilemma of social distance confronting correctional officers--How does one remain distant enough to retain his objective judgment, yet close enough to develop a constructive relationship with an inmate?

Perhaps the answer to this problem is empathy--the ability to place yourself in another person's shoes. Correctional officers must realize that the disagreeable persons with whom they deal are first and foremost human beings, with needs and desires similar to their own. Most of them would probably prefer a life which would bring them greater gratification than the one which brought them to the institution. They would prefer a more enjoyable life, one which would have allowed them to develop differently. If the correctional officer could only feel the frustrations, anxieties, and needs of the inmates committed to his supervision, he would be better equipped to handle the natural reaction of revulsion which too often extends the social distance between himself and those he is supposed to guide toward rehabilitation.

Most inmates seek friendship and understanding, the same as the rest of society. Yet, by and large, the hand of real friendship has

never been extended to them. Whenever they have attempted to win someone's affection, more likely than not, their overtures have been rejected. They want someone to like them and to care about them, but experience has taught them to distrust their fellows and to avoid potentially damaging involvement. The correctional officer should take into account these feelings, as well as the external reality of the inmate's situation. Of course, a certain amount of social distance between custodial authorities and the inmate population is both necessary and desirable; but to influence the inmates, some contact must be made.

Another theme expressed in the various group reports was the frustration frequently encountered by correctional officers who want to be positive influences in the rehabilitation of inmates. For example, a young person with brain damage since birth is placed in the institution and the correctional officer assigned to him says to himself, "I'm supposed to help this fellow, but how can I do it?" Resources are limited in many institutions. There are not enough psychologists, clergymen, doctors, or counsellors to handle all potential cases. Job training is sometimes inadequate. The hospitals may not have the facilities to handle a patient. The correctional officer may lack sufficient training to properly cope with an inmate's problems. Yet, in such situations, the correctional officer is somehow expected to help rehabilitate the inmates. He may recognize what needs to be done, but he is handicapped by circumstances. He is frustrated by external conditions. In another instance, he may not have the slightest idea of what is wrong with an inmate. Again, he is frustrated--this time by his own internal limitations.

The correctional officer who wants to be constructive, when he faces these frustrations, should seek the advice of his supervisor. He should encourage the administration to re-evaluate the prisoner's situation, shedding whatever light he can on the subject. If he does not know the answer, he should never feel ashamed; but neither should he expect miracles from so-called "specialists" to whom he refers his problem. Psychologists and doctors and chaplains have special tools, training and facilities for finding the answers to particular questions, but they are seldom miracle-workers. Rehabilitation is not a "now or never" proposition. Reform rarely happens overnight. Too frequently, correctional officers refuse to let an inmate problem rest. They pursue its solution so relentlessly that they drive themselves to exhaustion. It is important to remember that an inmate is likely to remain within the institution for an extended period of time. If the solution to his problem is not immediately forthcoming, if his rehabilitation is not complete in the first week, if the secret "key" to his attitude is not discovered in the first interview, the walls will not crumble. Time is on the side of the correctional officer searching for ways to help prepare an inmate for re-entry into the society-at-large. In little ways, the officer may daily exert a subtle influence over the lives of

the inmates he supervises. He can be an instrument in the reconstruction of their usefulness to the social order.

Each correctional officer has his own ways to communicate with individual members of the prison population. No single approach is perfect or most desirable. The important point is to work with the inmates in terms of the problems that confront them at the present time, without losing sight of long-range goals. Short-term and long-term goals should not be viewed as mutually exclusive; rather, they should be integrated into a coordinated whole directed toward the ultimate rehabilitation of the inmate. The officer must, of course, support the structure of the institution. He must respect its rules and regulations and enforce them among the inmates. He should be firm and let the inmates know where they stand at all times. He should avoid involved relationships with prisoners, maintaining a proper social distance. But more importantly, perhaps, he must learn to differentiate between judging inmates and understanding them. He must learn to listen to problems, accept inmates for what they are, help them as best he can, and avoid pre-judgments. Most of all, he should strive to be an effective model for inmates to emulate in the struggle to regain their usefulness as private citizens.

THE CORRECTIONAL OFFICER AS A SUPERVISOR

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Leadership is the art of influencing people. As a supervisor, the correctional officer must be a leader--he must influence the inmates in the correctional institution. Thus, it might be helpful for correctional officers to examine some of the techniques which are used to influence people. The film entitled "The Engineering of Agreement" is designed to illustrate some of the common methods and mistakes found in human encounters in which two persons are trying to reach an agreement on some matter. It has three basic objectives:

1. To discuss the "drawing out" of the other fellow so as to obtain an understanding of his viewpoint.
2. To demonstrate methods of directing thought towards an agreement which will be acceptable to the other person.
3. To promote understanding of non-directive techniques which may be effective in dealing with people.

These are not manipulative devices to be used in an unscrupulous manner. Their success depends on a genuine interest and concern for the person whose agreement the correctional officer is trying to obtain. In the hands of people who are self-centered and unethical, they will not prove effective. They will only serve to accent insincerity. But they are excellent tools for the person truly interested in obtaining agreement on those things beneficial to all concerned.

The correctional officer should be interested in the process of "selling" ideas for several reasons. Almost everybody in correctional work today agrees that you can get more out of the inmates in the prisons if they carry out orders willingly, rather than if they do so because they have to. In other words, it is to the correctional officer's benefit to be able to enlist the wholehearted cooperation of the inmates he supervises. If he knows how to obtain agreement, his job is easier and he achieves better inmate performance.

But there is another and equally important reason the correctional officer must be concerned with his ability to "sell" his ideas. In most cases, he is the "man in the middle." He not only has to get the job done, but he has to represent his section or department to higher management at the prison. This means that he has to obtain equipment, personnel, supplies, budgets, acceptance of schedules and many other things from his fellow correctional officers and from his own boss. The best plans

have often died because a correctional officer was unable to get acceptance for them. The following film takes some of the most common practices that are used to obtain agreement and shows why they frequently fail. It also presents some techniques which have been proven to be very successful in the majority of situations.

The Engineering of Disagreement (The first interview)

We can very often profit by observing the mistakes of others. For this reason, the film begins with an attempt to obtain agreement that ends in failure. The mistakes are not obvious ones. In fact, they are risks that are taken every day by people who are sincere, enthusiastic and hard working. The film, which shows an interview between Mr. Sawyer and Mr. Castle, dramatizes the following mistakes.

Mistake #1. Lack of consideration for the other person's point of view.

"We know it works, I'd like to see you try it out." Very often a person is so engrossed in his own ideas that he fails to consider how things look to the other person. Not only are people flattered by interest in their opinions, but it is most important for the clerk to have knowledge of the other person's feelings in order to know what approach to use in obtaining his agreement.

Mistake #2. Trying to rush the other person into acceptance.

"Don't you agree that this is a good idea?" This is a loaded question--one which tries to suggest an answer--an answer he may not be ready to give. Most people don't like to be pushed. And in the very beginning of a conversation, aimed at getting agreement, the person jumped the gun by trying to get an immediate expression of consent. All this does is build resentment and give the other fellow a chance to say "no."

Mistake #3. Arguing.

"But this program doesn't take much of your time. It actually takes very little." Nobody likes to be told that they are wrong. And very often, even after they find out their errors, they will continue to maintain a position just to "save face." Remember, the agreement finding process is not a debate. One cannot win by beating the other person down. Either the other person's objection is rational and well-founded or irrational and baseless. If it is a valid objection, one had better not argue. Resisting him will tend to build it up out of proportion to its importance. Accepting it will enable him to proceed in this thinking to other factors which may be more favorable to another point of view. If the objection is

irrational, the clerk is better off accepting it temporarily and proceeding in a manner that will enable him to see for himself that he was illogical in his thinking and basing his opinions on false fears and doubts.

Mistake #4. Failure to listen with understanding.

Castle: "But there are a lot of other things to be considered, too."

Sawyer: "Let me go over the advantages again . . ."

This was Mr. Sawyer's chance to find out a lot of things about Mr. Castle's views. But he could not find out what these "other things" were so long as he continued talking, pouncing away, himself. After all, an agreement is a "meeting of the minds." And how can a person ever expect to get such a meeting if he will not even allow the other person to express his thoughts?

Mistake #5. Threatening the other person.

"I think you'll regret it if you turn this down." Agreement was already lost when Mr. Sawyer said this. However, it is a common mistake and the surest way to alienate the other person.

There are a number of other things which Mr. Sawyer does that make it almost impossible for him to succeed in obtaining agreement. He fails to look Mr. Castle in the eye. He does not even wait for Mr. Castle to express himself fully before he replies. He fiddles with a pencil and fidgets in his chair. All these things, plus the mistakes enumerated above, add up to convey an overall attitude to the other person. Do you find yourself tending to agree with people who are self-centered and argumentative?

The Engineering of Agreement (The second interview)

The following excerpt from the script illustrates how several techniques are used. The material identifies each technique as it is being used. This conversation might have gone quite differently at any specific point and still reached agreement. In other words, there is no one correct response for each statement. Notice the difference between this interview and the one in which agreement broke down. Notice the different reactions on the part of Mr. Castle not only to the specific techniques used but to the entire attitude of Mr. Sawyer.

Sawyer: So, John, that's the complete program, I've given it a lot of thought, but I'd like to know what you think about it.

(open question--requests a sincere expression of opinion.)

Castle: Well, Bill . . . I don't know. We tried something like this before and it didn't work.

(Shows some doubt.)

Sawyer: How long do you think it would take to put this into effect?

(Reflection--restates his doubt.)

Castle: Yes, I was approached a couple of years ago with a very similar program and, as I said, we tried it out. But we ran into problems almost immediately. There seemed to be a good deal of confusion and a number of misunderstandings. But there's no use going into detail. Conditions have changed a lot since then.

(Minimizes his own objections.)

Sawyer: You feel that what happened then may not apply now.

(Reflection--encourages him to express himself further.)

Castle: Well, the other plan was a little different and maybe we didn't give it enough of a chance. But one thing that never changes is that I just don't have any time.

(He sees fallacy of what he has said.)

Sawyer: You believe that this program would take a considerable amount of your time.

(Reflection--reflects his objection.)

Castle: Well, you know, Bill, the pressure around here is so great that I hate the idea of taking on anything else. It's always a lot of work when you try anything new.

(Gives expression of feeling.)

Sawyer: How long do you think it would take to put this into effect?

(Directive Question--directs him to a more favorable area.)

Castle: Oh, at least a couple of weeks just to make the transition. After that it's hard to say.

Sawyer: Do you think that possibly after the first couple of weeks it won't require so much of your time and attention?

(Directive Question--directs him toward overcoming his objection.)

Castle: Oh, I suppose that that's true . . . just following through-- (pause) but this program's going to cost an awful lot . . . especially now.

(He comes part of the way. Another objection.)

Sawyer: You feel this plan would be expensive.

(Reflection: reflects, does not argue.)

Castle: Yes, Particularly at first . . . during the period of changeover.

(Elaborates on his objection.)

Sawyer: After that what do you think the relationship of cost to savings would be?

(Directive Question--directs him to more favorable aspect of plan.)

Castle: Well, there's no doubt that if we could get it going the savings would outweigh the increased costs. But what worries me is how long this would last . . . is it really practical, in the long run? Tell me, what's happened with people who have been with it some time?

(Overcomes his own objection, but expresses another doubt.)

Sawyer: In addition to saving money, as you pointed out, John, they keep finding more advantages all along. For instance, they find that once they have made the changeover, there's not much time or effort required at all.

(Answers a factual question.)

Castle: But what you don't understand is that my situation is different than anybody else's. I just can't take this on because it seems to work for other people. We have a unique problem here.

(Objection.)

Sawyer: You have a different setup?

(Reflection--reflects--no argument.)

Castle: Well, not completely different, but the program would have to be tailor-made for our needs . . . It would need some adaptation to our situation.

(Backs away from his objection.)

Sawyer: You think, then, that this program might be made to fit your needs with some modification?

(Directive Question--directing toward agreement.)

Castle: Yes, I can see that it would work out all right with a few changes. Let me tell you what I would like to see done and I think it might work for us.

Sawyer: Okay. Where would you like to start?

Castle: Right here. This is what I mean. If we took . . . (fade out).

Summary

The risks involved in some of the common mistakes made in trying to get other people to agree have been illustrated. A number of techniques are available in promoting consensus. The importance of discovering the feelings and opinions of the other person has been mentioned.

Research has shown that the very act of talking about or expressing fears, doubts, or objections can play an important part in overcoming them. Techniques that will encourage the other person to continue to express himself until he has aired all of his doubts and objections are helpful. Finally, a technique is needed which will get the other person to focus his attention on the areas of agreement so that the parties can proceed to reach a mutual conclusion.

The following techniques, presented in the film, cannot be used in any predetermined pattern or sequence. Some or all might be used depending upon the situation. They are all tried and tested methods which experience has shown actually do work in most situations. They are not manipulative or unethical in any sense. None of them will make anyone do anything unless it is to his interest to do it. Used correctly, they will reduce the risk of being turned down and increase the probability of getting agreement.

Open Questions. Open questions are ones which cannot be answered yes or no--questions which invite a true expression of opinion and feelings regardless of whether they are favorable or unfavorable to your point of view. For example: What do you think of . . . ? How do you feel about . . . ? The advantages of using open questions are:

They show one's interest in the other person. Most people are flattered when others are interested in them and what they think.

They make the other person more comfortable and secure because they put him in the driver's seat.

They get him to think about your plan.

They draw him out, letting you learn more about him, and what is on his mind. His answers indicate where the real blocks to acceptance are so that you can design your approach accordingly.

Reflection. The repetition or rephrasing in one's own words of what another person is trying to say is reflection. The first essential to reflection is careful listening and the second is selectivity. To reflect properly the other person's feelings, one must listen and not be thinking about his own plan or what he is going to say next. He must then select the most important idea or feeling from what he hears and put it in his own words. In engineering agreement, reflection does several things:

It is a good way of avoiding argument because it enables the person to respond without either rejecting or accepting what the other has said.

It shows that one understands what another has said. If the reflection is erroneous, a correction can be made. This, in itself, can go a long way toward creating mutual understanding. The sharing of feelings tends to create a "climate for agreement."

If the person has been illogical or irrational (basing his ideas on false fears), he will very often be able to see the error better when it is expressed by another. Getting him to correct his own mistaken impressions relieves the supervisor of this responsibility without creating friction between the parties.

If one has presented a bad idea, very often he will forget it after another has apparently accepted it.

Reflection enables people to pick up the main idea so that they may continue a logical progression in their thinking.

It encourages them to express themselves further or to clarify something they had said.

Directive Questions. Questions which request expansion or further explanation on one particular point are directive in nature. Generally speaking, one should hold these directive questions off until he has had a complete expression of feelings and opinions so that he understands the other individual's view as much as possible. Directive questions keep two-way communication going, but they also accomplish some things in which the questioner is directly interested:

They give you more information about his thinking, especially on points where you need such information.

They tend to make him more favorable to your position because "the more one explores the area of agreement, the less important the area of disagreement will seem."

They give him the opportunity to convince himself. If he concentrates on the positive factors, very often he will realize that it is to his advantage to accept an alternative plan.

In summary then, the use of the hints on influencing others and the utilization of the principles or techniques of engineering agreement can aid the correctional officer in dealing with others. Through improved relations with inmates, his fellow officers, and the administration, the correctional officer can do a better and more efficient job and thus make the penal system truly correctional and rehabilitative in nature.

DEMONSTRATIONS, CROWDS, AND RIOTS

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When a riot occurs, the mission of the police is to restore and maintain law and order. Decisive control measures are absolutely necessary for the successful accomplishment of this mission. Sound judgment dictates that only the force necessary be used against rioters; to do otherwise may unnecessarily jeopardize life and property. Members of a mob are quick to sense fear, indecision, and poor organization of officials performing riot control duty. Therefore, successful riot control is dependent upon efficiently executed tactics by a group of law enforcement officers dedicated to team work, mutual support, and the principles of law and order.

Degrees of Force

There are several degrees of force which may be employed by police officials to meet the demands of various riot situations. Among these are:

1. The Show of Force. There has been a great deal of discussion among law enforcement officials regarding the value of military riot formations, with some individuals maintaining that such formations are obsolete. A military riot formation is not obsolete if it is used against an immovable mass of people. In such a situation, it can create fear within individual members of the mob who find themselves confronted by an advancing, armed, determined, and organized force of uniformed men. This type of maneuver can never be outdated if a show of force continues to be effective in dispersing a mob while avoiding physical contact between the rioters and the policemen.

The skirmish line using platoon strength is probably the most effective formation for law enforcement in riot situations. It takes less manpower to form and riot squads can operate easily through the skirmish line. Vehicles can be integrated into formations, adding strength and bulk; but they must be protected with personnel on both sides. Otherwise, they will be highly vulnerable to attack by rioters. Motorized roving patrols can also be used to prevent crimes and maintain order. Such patrols should be organized on a four-man-to-a-car basis.

2. The Employment of Police Batons. Batons should be displayed when a show of force is necessary. They are useful when employed to

control large masses of people or when a mob is combative but no weapons are being used against police. The manual of baton drill may maximize the psychological advantage of the baton as a control instrument.

3. The Employment of Riot Control Chemical Agents. Chemical agents may be used where a mob becomes violent and begins to use non-lethal weapons. It may be necessary to employ them on an unruly crowd of overwhelming numbers. Fear of public reaction should not cause a police administrator to be indecisive in the use of such agents. Tear gas (CN) is one of the most common chemical agents. When used, it causes profuse watering and partial closing of the eyes and a burning sensation on moist skin areas. For first aid treatment, one should not rub his eyes. Instead, he should stand with his eyes open facing the wind. The burning sensation is apparent, but not real. For allergies a doctor should be consulted. Another widely used chemical is the irritant agent (CS). This irritant also causes copious tears, involuntary closing of the eyes, and extreme burning sensation on moist parts of the body. In addition, it causes coughing and chest tightening and sinus and nasal drip. CS is generally more effective than CN because its effects are more severe. It forces the rioter to vacate the area and lose all desire to return. First aid treatment for the irritant agent is the same as the treatment for tear gas.

4. The Employment of Trained Police Dogs. Due to natural resentment and ill feelings on the part of the public resulting from the indiscriminate use of dogs, they should probably only be employed where absolutely necessary. Situations which could justify the use of dogs include those involving the security of vital installations, the physical safety of peace officers, search operations designed to "flush out" rioters or felons. Dogs cannot be used where the CS irritant agent has been employed. It is important for both the dogs and their handlers to be well trained and disciplined if they are to be effective in their riot control tasks.

5. Fire by Selected Marksmen. Select marksmanship is the most effective method of terminating the use of lethal weapons against the police or the innocent populace. It is to be used against rioters who attempt to inflict casualties upon the police through the use of small arms fire, explosive, fire bombs, and other lethal devices. To be effective, good equipment must be employed--e.g., a military or hunting rifle with a scope of at least 10-power and ammunition with great shocking power and velocity to propel a bullet with accuracy for a distance of 200 yards or more. In recruiting select marksmen, volunteers should be chosen who are willing to go through intensive training and serve "on call," if need be. They must also be capable of following orders instantly, without question or hesitation.

6. The Use of Unit or Individual Fire. Rioting usually comes under the legal category of a misdemeanor. However, in many instances, extreme violence is a direct result of riots. An officer may open fire during mob violence for any of the following reasons:

- a. To defend himself from death or serious injury.
- b. To defend another person unlawfully attacked from death or serious injury.

The most effective riot control lethal weapon is the 12 gauge shotgun using double 0 buckshot or rifled slug ammunition.

Conclusion

Only the measure of force needed to control a specific situation should be used--no more and no less. To use more force than is necessary is brutality. However, to use less force than is necessary is ineffective law enforcement and may lead to total anarchy.

PRINCIPLES OF INTERVIEWING

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There are two basic kinds of human encounters: (1) the social encounter, in which two people attempt to establish a friendly relationship and spend time together in the pursuit of some pleasurable experience such as entertainment or conversation; and (2) the professional encounter or interview relationship. In any normal interview situation, two people meet for the expressed purpose of exchanging information and gaining some objective, be it a job, a security clearance, or some other goal. They are seeking a solution to some problem and, at the same time, assessing one another's capabilities and personalities. They each have certain expectations of the other participant.

The first portion of most interviews may be labeled the "warming up" period, when roles are defined, steps are taken to establish a human relationship, and the individuals involved begin to "size up" each other. But later, a different kind of relationship is established, one which is much more goal oriented. This relationship may be appropriately called the professional relationship.

The professional relationship focuses on the human readiness to help one another solve problems. Most frequently, however, the relationship is not truly reciprocal. Instead, the interviewer is in the position where he can render assistance in the solution of problems confronting the interviewee. The interviewer will establish a human relationship with the person he is interviewing, but it will be a relationship of a restricted nature, rather than one as open as that between social companions. His private life will remain outside the bounds of discussion, or only enter at such junctions where it becomes necessary to the discharge of his responsibilities.

Some interviewees seem to probe for information about the private lives of those who interview them. The professional person can employ different techniques to protect his privacy without insulting the individual he is trying to help. For example, a correctional officer may interview an inmate and show him pictures of his family--his wife and children and grandchildren. In response, the prisoner may ask about personal details concerning his family that the correctional officer would rather not reveal. To handle this situation, the correctional officer should not say, "Shut up. That is none of your business." Instead, it might be better for him to say something like, "I will be very glad to tell you all about my family if you will tell me how this will help you."

Interviewing is an art that only comes with experience. Techniques may be learned, but they can only be refined and polished through application and practice. One must learn through experience how to bring himself, his past, his manner of dealing with people, his ability to manage stressful situations, and his professional expertise, into the interview setting in a way designed to promote the achievement of his objectives.

The basic principle of interviewing is to be a good listener, but this principle is more difficult to apply in practice than it might seem. One of the reasons for this difficulty is that interviewers and interviewees alike are engaged not only in conversation with each other, but they are also carrying on a dialogue with themselves. Communication between two persons is really a complex network of at least three channels--the external interpersonal discussion and two internal intrapersonal dialogues. While an individual talks to another person, he is simultaneously asking himself, "What does he think of me? Am I making my position clear? How should I handle this situation? Is he listening to me?" In a sense, he is, in fact, communicating to himself before he communicates with the other person. An interviewer must be careful that he does not become so involved in his internal dialogue that he loses the sense of the external conversation. One cannot eliminate internal communication entirely, but if he is to be a good listener, he must learn to control it and relegate it to a secondary position. He must concentrate on listening to the other person rather than to himself.

Examples of Interviewing Techniques

Perhaps some examples would serve to illustrate the principles mentioned above. The following conversation is an imaginary interview between a correctional officer and a prospective applicant for the position of chaplain in a penal institution:

Doctor: I am Doctor X. I understand that you have applied for our position as Chaplain?

Interviewee: Yes, doctor.

Doctor: We are glad that you have applied. How did you come to Topeka?

Interviewee: I came through the Menninger Foundation for training and at that point in my career, I decided I needed a change. Correctional work fascinates me and I would like to become a part of it.

Doctor: Do you know how this institution operates, what its goals are?

Interviewee: Well, I have a vague idea, but I certainly have a lot more to learn.

Doctor: What makes you think that you will make a good chaplain inside the prison system?

Interviewee: Well, for one thing, I spent most of my life in the pastorate and I was 45 years old before I was able to see a prisoner. I was very impressed by the fact that the churches, with the exception of the Roman Catholic Church, seemed to have very little interest in prisoners. I feel like I would like to become a part of this institution.

Doctor: Well, you put it very nicely. I can see why you would like to become a part of the penal system. Are you married?

Interviewee: Yes. I have two children--one 12 and one 22.

Doctor: I hear that you recently became a grandfather. How was your trip down here? Did you come by car?

Interviewee: We had a pleasant journey, but we came in a car and had a flat tire on the way.

Doctor: I would like to introduce you to the staff and after we get better acquainted, I think we will find that we can work together satisfactorily.

Interviewee: Even though I am a theologian and a pastor, I recognize the need to rely on the other disciplines in the effort to understand human behavior. There must be a marriage between disciplines, with each helping the other.

Doctor: I should probably point out to you that you may not always find prisoners responsive to your work.

Interviewee: Well, I don't feel that my primary responsibility is to jam religion down their throats. As a pastor, my primary responsibility is to help men understand themselves--where they are, why they are here, and where they are going.

Doctor: Your ideas seem to be quite good. Now, your application will be given further consideration and you will hear from us very soon.

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In this interview, the exchange of information flowed in both directions. The doctor quickly established some conception of the applicant's qualifications and motivation. The applicant, on the other hand,

was able to learn what he could expect in the way of obstacles of his work should he be employed. The "warming up" period in this interview consisted of a few remarks about the applicant's trip and his family, but it was cut short by an unexpected response to an early question. When the interviewer asked, "How did you come to Topeka?" he probably expected an answer relating to the applicant's trip. Instead, the interviewee interpreted the words to mean, "What career did you follow that caused you to seek this position?" Thus, the interview quickly entered the substantive phase of a professional relationship.

An employment interview, of course, is different from one in which a person comes to an interviewer seeking counsel or assistance. Since this type of interview is more commonly encountered by correctional officers, it might be beneficial to illustrate the types of relationship which can develop in this kind of situation. In the following case, the doctor is meeting with a Mr. Davis, an inmate at the institution.

Doctor: Hello, Mr. Davis. I hear that you want to see me.

Davis: I do want to see you.

Doctor: What is it about?

Davis: I just wish I could get rid of this feeling that I don't want to live anymore.

Doctor: Did this feeling suddenly come over you or did it develop slowly?

Davis: It came when I was arrested.

Doctor: Have you had these spells before?

Davis: Yes. I remember when we had fights at home and I would go to my room and cry by myself.

Doctor: Are you saying that you feel depressed and sorry for yourself?

Davis: No. I'm not feeling sorry for myself--just depressed.

Doctor: How long have you been here?

Davis: I've been here three weeks now.

Doctor: Three weeks? Did you find anything here which might interest you?

Davis: There's nothing to do around here. All you hear is dormitory chatter about how the men are going to "pull a job" when they get out. It all seems to make me feel worse than ever.

Doctor: Do you ever go out in the yard to walk around?

Davis: No. I feel worse out there. I went out once and just paced back and forth and didn't talk to anybody.

Doctor: You are obviously depressed, but do you think you can get out of this mood?

Davis: I had hoped you would be able to help me.

Doctor: When you were depressed in the past, what did you do to get out of that mood?

Davis: I seemed to feel better when I got back to work.

Doctor: Mr. Davis, let's talk about your work. We've heard enough about your crying spells and you have just admitted that there are ways of getting out of them.

Davis: I am a brick layer and when I start laying bricks, I seem to feel much better.

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In this interview, the doctor attempted to find the mechanism used by the patient to cope with his periodic fits of depression. He tried to accumulate background information about the client and use this knowledge to help resolve the problem. Many times, such efforts pay dividends. In this case, for example, the inmate may have been shown the cause of his depression and, in having the solution (work) identified, been given some guidance in the appropriate method of coping with his problem.

In another interview situation between a correctional officer and an inmate, one might imagine the following dialogue:

Doctor: Well, Davis. What do you want?

Davis: I wanted you to know exactly what I think of you.

Doctor: Are you angry?

Davis: You bet I'm angry.

Doctor: Do you care to tell me what brought on this anger?

Davis: Well, I keep hearing about prison rehabilitation and it bothers me. I feel tortured by it.

Doctor: This feeling of being tortured--is it new to you?

Davis: No. I haven't found very many good people on the outside either. They're always on my back.

Doctor: When we say people, we can mean two persons or many persons. Is there someone special on your back?

Davis: Yes. On my job, for example. I was working as a carpenter, but the boss was always telling me how to drive nails, cut beams, and do other things I already knew how to do. I'm a good carpenter and I don't need him telling me what to do.

Doctor: Do you react this way in other situations, when someone tells you what to do? When did you begin to feel this way?

Davis: Well, my old man was always telling me what to do--when to come home, and when to eat, and what to wear.

Doctor: Did I say anything to you yesterday or the day before that sounded like your old man?

Davis: Yes. You told me to clean up my cell.

Doctor: What would you tell me if I were your old man?

Davis: Well, I finally got to the point where I refused to listen to him and told him off.

Doctor: Do we understand each other a little better now? Can you see where you may have cursed me because I reminded you of your father? Do you feel better?

Davis: Yes. I feel better now.

Doctor: Good. I'm glad you feel better.

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In this situation, the doctor could have responded to the inmate in anger. He could have returned hostility for hostility. But such a reaction would have completely destroyed any chance of communication.

It would have had an adverse effect upon the inmate and probably would have caused him to take an even more extreme and defiant stance. Instead of responding in this manner, the doctor tried to find the cause of the inmate's irrational anger. With patience, he responded to hostility with understanding. Eventually, he was able to isolate the cause of the patient's anger--his father. The doctor was really only a substitute figure for the object of the inmate's aggression. The prisoner was mad at his father, not at the doctor. Once the doctor understood the dynamics of his behavior, he was better able to cope with it and relieve some of his client's pent-up emotion. He was dealing with the psychiatric principle of transference, which simply means that an emotional response is displaced from its true object to something else.

In interviewing patients who display hostility, one must exercise care not to become too involved, not to take outbursts as personal assaults. Flattery, too, works in much the same fashion. One cannot take it too seriously, for it may again be an indication of a transferred feeling--only in this case one of submission.

The interviewer must also be aware of his own prejudices and try to keep them from interfering with his professional responsibilities. For example, an interviewer may be prejudiced toward bald men, racial minorities, or any of a number of different things. Some of these irrational prejudices may have their roots in one's early childhood experiences. An interviewer might dislike bald men because his overly-demanding father was bald. He may dislike Negroes because a member of that race once frightened him as a child. But whatever the prejudice, whatever the reason, the interviewer must recognize it for what it is. He must not allow it to destroy his ability to objectively analyze and assist those coming to him for help. Transference of this sort on the part of the interviewer can be equally as disruptive to a fruitful meeting as transference on the part of the inmate if it is not handled properly.

In another illustration, the doctor and Mr. Davis might interact somewhat differently:

Doctor: I got your 400 form (requesting permission to meet with the doctor) and I would be very glad to give you some of my time.

Davis: I understand I was sent here for some help, but so far I haven't gotten any.

Doctor: What really is your trouble, Davis?

Davis: My trouble is I can't stop writing checks. I've been writing them all of my life and this is my fourth hitch. I can't seem to do anything to stop it.

Doctor: It is true that, at present, you cannot do anything to stop writing checks, but what we want to do is to help you understand why you write checks.

Davis: They told me in court that you could help me to change, that you could explain things to me.

Doctor: We are not magicians. We cannot work miracles.

Davis: But I expect you to help me change my ways.

Doctor: We can help you, but not exactly on the terms you expect. You see, when you write a check you declare on paper that you have money to cover the check. It seems to me that you believe in certain magical qualities of checks--that when you write them you are obtaining money from a magical source.

Davis: Doctor, I'm not a bad guy. I get my back against the wall and I need money. I can't go to welfare, so I write checks. What's wrong with that?

Doctor: Psychologically, at the time you write the check you seem to feel that you have no other choice, that writing a check is the only way out of your predicament. Let's think back to see how you came to these conclusions.

Davis: Well, for one thing, doctor, I have never felt the need for help. I don't think I need anything except to know how to stop writing checks.

Doctor: We are making a little progress. We find that when you get angry at people you strike back at them by writing bad checks.

Davis: How do I get back at someone by doing that?

Doctor: If someone doesn't live up to your expectations, you seem to say, "I'll show him. I'll write a bogus check."

Davis: I had a friend once and he tried to help me, but I thought I was smarter and better than he was, so that I had no need for his help.

Doctor: You seem to be looking for a magical cure--something we can give you without any effort on your part.

Davis: I think doctors ought to help people.

Doctor: They will help, but the conditions of help are a little bit different from what you imagine. We have to work together, without

magic or injections, so that we can both learn to understand what causes your behavior.

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Doctors cannot always achieve the results they would like. In some interview situations, the client is unwilling to do more than say, "Here I am. Cure me." Unless there is an atmosphere of mutual trust, understanding, and cooperation, the interviewer cannot always render a service to the person seeking his counsel. Inmate expectations must not be too high. If a person expects miracles, he will seldom find them in an interview setting. Progress can be made, but the patient must cooperate and have more motivation to help himself than that required to say "Here I am."

The supervisor's office is a sanctuary in which the professional interview can proceed without outside interference. But that sanctuary, like any other sanctuary, can be defiled by improper conduct and language. The correctional officer, or whoever conducts the interview must always be on guard against his prejudices and biases. He must learn to listen with his "third ear," by quieting the dialogue he conducts with himself and concentrating on the other person. He must be cautious in his use of language and mannerisms. His whole attitude and demeanor must be conducive to achieving his objectives.

TRAINING THE NEW CORRECTIONAL OFFICER

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A number of new ideas are being tried in the correctional field. Most of these ideas will directly affect correctional officers in Kansas within the next few years. Although Kansas has been progressive and receptive to new ideas in the penal field in recent years, new impetus has been added by an all-out effort by the Federal government to find solutions to the pressing problems of crime and delinquency.

The President's Commission on Law Enforcement

An important source of stimulation for the recent activity in the area of corrections has been the report of the President's Commission on Law Enforcement and the Administration of Justice (normally referred to as the Crime Commission). The President's Crime Commission compiled research results--along with recommendations for improvements--in most areas of law enforcement and penology. Its findings were based upon intensive studies conducted by various task forces created by the Commission. The task force on corrections included persons from a number of disciplines and businesses, rather than just the correctional field. The result of their combined labors was a fresh insight into the correctional field, with suggested reforms for correcting present inadequacies. The task force, in general, took a rather dim view of present correctional systems. It seemed to believe that, in the past, changes were instituted on the basis of intuitive judgment or goal-oriented guessing as to necessary adjustments within the system. The task force argued that errors have been repeated because there has not been any systematic attempt to research and evaluate correctional programs.

The criticisms of the Commission's task force on corrections have not fallen on deaf ears. Research people are becoming increasingly interested in correctional studies and their efforts should provide valuable guidelines for the measurement of program effectiveness. Research will take time, and many problems demand immediate action. In the present state of affairs, the research that is available can be used to assist administrators in the decision-making process, but it is not generally sufficiently advanced to enable personnel in the correctional field to identify and distinguish between productive and ineffective programs on a scientific basis. For the time being, intuition and guessing must continue, to a great extent, to guide judgment in penal work.

Training Needs in the Area of Corrections

Efforts are being made to train correctional officers, so that the judgment they exercise in the decision-making process will have a firm foundation in the experience and principles of their profession. Noticeable progress has been made in several problem areas. For example, attention has been focused on the training and recruitment needs of the correctional system. Salaries paid to penal workers in Kansas are probably better than those paid in most other states, but recruiting problems remain--largely because institutional salaries are still generally lower than those found in the private sector of the economy. In addition, qualified professional people with specialized training are too few in number to make staffing an easy chore.

The federal government is currently working on an incentive program which is designed to interest universities in training correctional officers and to encourage institutional in-service training programs. This new program calls for federal grants over a two-year period to fund initial training programs for correctional officers. At the end of the two-year period, a state can continue the program on its own financial resources or cancel it entirely. If a training program proves successful, the state will be more likely to provide financial assistance for its continued existence.

Kansas has applied for and has been accepted for one such program. The University of Kansas has been funded in the amount of \$15,000 for one year to find out what is needed and how it can be achieved. The University program is designed to assist and supplement institutional training programs. In the second year of the federal grant, \$30,000 will be advanced to help implement the programs planned during the first year.

The training of staff training officers for the reformatory and the penitentiary constitute another phase of federal assistance in the correctional field. This program is paid for from Manpower Training and Development Commission funds. The Commission worked closely with the task force on corrections in establishing a school at Southern Illinois University which was responsible for training 17 staff training officers from various states. Initially, each participating state was allowed to send one man to the school. When one state dropped out of the program, Kansas requested and received the open position. The school lasted nine weeks and was divided into three main parts. The first six weeks were devoted to teaching instructional techniques, such as the use of visual aids (films, overhead projectors, slides, etc.), training tapes, and posters. The seventh and eighth weeks were spent in actual teaching situations involving 45 correctional officer-students from the institutions of the training officers. The final week consisted of a joint middle management-training officer seminar. The purpose of this seminar was to explain the training program and enlist support for it among the administrators from the officers' home institutions.

The philosophy of the training school was that the task of corrections is to resocialize inmates. The prison environment is substantially different from the "outside" world. Part of the resocialization process is directed toward the elimination of this environmental disparity. In the attempt to accomplish this, the inmate should be allowed more "self-determination"--i.e., more freedom in expressing his feelings without fear of rejection. If he is granted this latitude, it can be expected to result in a reduced institutionalization of his attitudes and behavior. Consequently, when he is released, the shock of readjustment will not be so great as it might otherwise have been. Community programs are also expected to aid in resocialization of inmates. For example, the activities of the Jay Cees, Alcoholics Anonymous, various church groups, and athletic teams all help to narrow the gap between the artificial setting within the prison and the "real" world outside.

The correctional system seems to be moving away from authoritarianism, which allows no flexibility in the making of decisions by officers. Authoritarian administrative practices permit little leeway; rules and regulations must be strictly enforced without regard for the capabilities or intentions of inmates. Under this type of system, inmates were frequently denied simple courtesies like greetings, being deemed unworthy of consideration. Such an official attitude was hardly conducive to the positive rehabilitation of prisoners. Instead, it usually engendered only resentment and frustration.

The current therapeutic ideology in the correctional field requires officers to seek rapport with inmates, in the effort to enlist voluntary participation in the resocialization process. To achieve rapport, the correctional officer must remain alert to the human relations aspects of his job. He must be a behavioral model in self control and maturity worthy of emulation by inmates. He must be sensitive to the effects of his actions on others. When this level of professionalism is reached by the correctional officer, there will likely be fewer transgressions of institutional rules by inmates under his supervision. Some individuals may feel that the control over inmates has been lost when this method is employed, but the reverse seems to be the case. The officer's control over inmates is enhanced by the influence he gains by proper treatment and the sensible application of the rules and regulations of the formal organization.

In-Service Training

When new employees come to work in an institution, it is necessary that their early training be in line with good correctional practices. The usual training procedure--which is necessary--includes a tour of the institution and classroom work covering the philosophy of corrections, security, and techniques of handling inmates. However, more emphasis should

probably be given to the incorporation of techniques involving trainees in actual work situations. As important as lectures and seminars may be in a training program, an essential part of training new officers is on-the-job training. A program using this method of instruction in conjunction with more traditional forms gives trainees an opportunity to test and practice what they have learned in the classroom.

In-service training should be an organized sequence of many varied and graduated learning experiences through which the employee attains increasing skill in the performance of his duties. Training is not an isolated undertaking distinct from the daily operation of the institution. Teaching is a two-way affair, with the teacher and those being taught engaged in a partnership enterprise. Each employee should have his own contribution to make to the classroom and the institution as a whole.

After a new employee has completed his classroom training, he will be placed with a veteran employee for on-the-job training--training which is likely to have a greater impact on him than that he received in the classroom. When a new employee is placed with a more experienced officer for on-the-job training, the veteran should remember the following helpful guidelines:

1. He should have patience. A work schedule may be slowed by a patient approach, but the wear-and-tear on one's nerves will likely pay dividends in a better employee. A new employee will probably be extremely sensitive to the reactions of the officer in whose charge he is placed for on-the-job training. It requires patience to teach routine procedures and techniques to new personnel.

2. The new man should be made welcome. Many times a warm welcome will ease some of the strain a new man feels in his first days on the job. Some fear is present in most new employees, even though some show it and others do not. New employees are frequently afraid that they will do something wrong or make a serious mistake. The veteran employee should explain to the new officer that everyone makes mistakes and that he should not be overly concerned about his errors. If the recruit makes a mistake, the experienced officer should guide him back to the correct way of doing things. The lines of communication should be kept open. If a man is too eager, his mentor should talk to him and attempt to maintain his enthusiasm within reasonable bounds. If he hesitates to get involved, he should be encouraged or perhaps assigned a specific responsibility.

3. The experienced officer should discuss all activities with the new man. Everything an experienced correctional officer does is likely to seem strange to a new employee. Consequently, an effort should always be made to explain one's activities to him to the fullest extent necessary. Of course, the better a job an experienced officer does, the better example he will be for the man assigned to him.

4. The correctional officer should help the new man understand key correctional concepts. An officer should try to promote acceptance of basic ideas of his profession on the part of the new employee. He can better accomplish this aim if he indicates a definite interest in helping the new man.

5. One should always be friendly and considerate. Good human relations pay off. Uncertainty is present in almost every new employee. He can never be sure how the other employees feel about him unless this uncertainty is dismissed at the very start.

6. The supervision should give a pat on the back to the new employee when he does something correctly.

7. He should not act superior to the new man.

8. The experienced officer should answer all of the new employee's questions, even though some may seem unimportant to him. No question is unimportant if the new man does not know the answer. The wrong attitude toward his questions may cause him to quit asking, thereby cutting off a valuable means of supplying him with the information he needs to know.

9. An employee's "newness" should not be emphasized. He is certainly more aware of his inexperience than anyone else and reference to his lack of experience will only increase his discomfort. If the new officer receives proper training, he will avoid many pitfalls which would otherwise result from his "newness." His success is a commentary on his supervisor's ability as a teacher.

10. Prison slang and profanity should be avoided. Such terms as "hole" and "panic cell" are inappropriate jargon. They do not fit in with current institutional practices.

11. If the experienced officer makes a mistake, he should admit it and explain what happened to the new man. If this is not done, the new employee may learn the wrong methods.

12. The institution or other employees should never be "run down" with criticism. Nothing can be gained from such a practice except the creation of poor employee morale.

13. A correctional officer should always show pride in his work.

14. If a new employee needs additional training in a certain area, the training officer should be informed about this need so that arrangements can be made to provide the supplemental instruction.

When a new man is assigned to one of the shifts for on-the-job training, he is quickly taught the set of attitudes and concepts shared by the employee group. This orientation process takes place with amazing speed and efficiency in comparison with formal instructions. Some of the factors related to this speed and efficiency of learning are identified below.

To start with, one's first experience in a cell house is inescapably dramatic to the individual and the sub-culture of the officers defines it as charged with elements of danger. In the work group, each officer is directly affected by the competence of the new man and is thus personally concerned with his training. The problems of the job are dramatized and the concepts are communicated in direct application to the problems. These problems are practical in nature and the concepts provided to cope with them are constantly reinforced by association with the other officers. Social sanctions may be applied against a new officer who fails to learn and to conform to the expectations of his fellow officers. The presence of such sanctions facilitates speed and efficiency in learning the required orientation. Given the speed with which basic on-the-job training is accomplished, it is very important that the early concepts learned by the novice do not negate the philosophy and rules of the administration.

Much of what is learned in an institution is never really verbally communicated to the correctional officer, or else it contradicts what is explicitly expressed. For example, an officer may be told that custody and treatment are equally important. If he finds through experience that he is judged solely on the basis of his reports on custodial matters, he will quickly learn to slight the treatment aspects of his job. It is futile to communicate concepts and attitudes to the new employee when those concepts and attitudes are not used in practice. Consequently, when a new employee is placed with an experienced officer for on-the-job training, the rules of the institution should be applied and the philosophy of the administration should be observed in the custody and treatment of inmates.

Rules for Trainee Supervisors

Experienced correctional officers should observe certain rules regarding their behavior when they are given charge over a new employee for in-service training. They should always show pride in their work, keeping their work areas clean and their persons neat. They should maintain a pleasant disposition, never forgetting to smile on occasion.

As a model for the new employee, the veteran officer should avoid jumping to conclusions. He should think before he acts. When talking with inmates, he should speak with assurance and mean what he says. If

he does, inmates will know where they stand and what they can expect from the officer. The result will be increased inmate confidence in his ability and respect for his person. Horseplay and kidding should be avoided, but courtesy and friendliness are proper and necessary to good officer-inmate relationships. When giving reprimands or counseling inmates, the officer should be firm but reasonable. He should be willing to listen to the inmate's side of the story. He should remain calm and under complete self-control at all times, refraining from shouting or the use of profanity. He should always follow correct procedures in the shakedown of a cell, the issuance of inmate passes, the transportation of prisoners, and the locking or unlocking of cells. If he follows these simple rules of behavior, he will be a model worthy of imitation by the new employee.

Summary

To summarize, increasing emphasis is being placed on training at the present time. Training implies change and it involves all correctional personnel. Research is underway to help correctional officers and administrators in the evaluation of their methods. As certain methods are proven effective or ineffective, more changes are likely to follow. Resistance to change is normal, but the correctional officer must learn to assess the causes for his resistance and accommodate himself to those changes which will be occurring. Part of the officer's job is to help train new employees. These employees learn very quickly in on-the-job situations, so a maximum effort must be exerted to teach them proper techniques, custodial procedures, and methods of handling and communicating with inmates. It is better to teach good work habits early than to try to correct bad ones later on.

THE ROLE OF THE CHAPLAIN

James E. Post, Protestant Chaplain
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The prison chaplain has a unique position within penal institutions. In fact, serving as an institutional, interdenominational chaplain is probably one of the most unique privileges in the ministry today. The prison setting offers a minister tremendous opportunities to provide services for inmates and correctional officers alike. But a chaplain must not undertake his work with any misconceptions about the manner in which he will be received. He may find, for example, that the warden or certain guards resent his presence. He may be looked upon as a "do-gooder" and be informed that he will not be allowed "to run the prison"--that he will be tolerated only so long as he remains within a restricted role as a spiritual advisor. Inmates, too, may sometimes have a hostile attitude toward the chaplain. To many prisoners, the chaplain represents authority. To others, whose experience with preachers has been unsatisfactory, he may be seen as only one more scoundrel in clerical garb. So a new chaplain cannot always expect a warm reception when he first enters the prison environment. That environment is, in many respects, a different world than he may have known before, although the men and women confined to the prison have the same spiritual needs as anyone else. One soon learns that convicts are not physically different from other people. They do not all have broken noses, or crewcuts, or bumps on their heads. The new chaplain can see what is visually apparent regarding the physical appearance of prisoners. What may be more difficult for him to realize is that the emotional needs and desires of prisoners are also similar to those of men and women on the outside.

The chaplain must learn to serve as an example of what a minister should be, of what he can do for the persons seeking his advice. He should always remember that he is a minister first and only secondarily an institutional official. If he is called upon to marry prisoners upon their release or perform other services of a spiritual character for them, he should not hesitate to do what is requested of him. After all, a minister's chosen labor is to be of comfort and assistance to others.

Chaplains might find it useful to devote some attention to the task of acquainting other ministers to the nature of the prison ministry and to the problems of inmates and ex-convicts. Far too many ministers have no interest in persons confined in penal institutions. They seem to have "written them off" as hopeless causes. The chaplain is in an excellent position to awaken them to the need for religious support and concern for the plight of the prisoner.

Ninety percent of the people coming into our prisons need advice regarding the control of alcoholic consumption. The chaplain, working with Alcoholics Anonymous, can help to educate problem drinkers in the need for reform. He can recommend the A.A. program to alcoholics and explain what the organization is and what it hopes to accomplish.

The chaplain can also become involved in educational duties such as teaching self-realization courses, or he can conduct pre-release classes. In all of the activities he engages in, he must strive to keep the lines of communication between himself and the inmates open for discussions of personal problems and other prisoner confidences. The minister must maintain inviolate the privileged character of the information conveyed to him by prisoners. This, of course, does not mean that the chaplain must be an accomplice of the inmates who seek to disregard institutional regulations. Security must be enforced to protect the safety of inmates and officials. So the chaplain should never be a party to any infraction of the rules. For example, he should never agree to sneak unauthorized letters out of the prison. The chaplain must obey the regulations of the institution in the same fashion as other employees and he should be punished in the same manner for violations.

Penal reform is often a healthy thing and the chaplain can be instrumental in securing needed reforms. But the prison minister must exercise care that his involvement in reform movements does not hinder his effectiveness in the institutional setting. He must not become a "bleeding heart" in the sense that he fails to recognize the need for prisons. Some men need walls. They need confinement. They should be removed from society, for their sake and society's. The Chaplain must expect some failures among those he counsels, but he must also continue to trust inmates in the hopes that his trust will bear fruit. The object of penal work is correction, not punishment. The prison minister should render whatever assistance he can to any inmate who can use his help, regardless of the prospects for successful rehabilitation. One can never know what dividends his labors will produce. If penal workers hate or despise any inmates, they probably do not belong in penal administration.

The work of the prison chaplain can be a rewarding experience. He can help prisoners learn new skills. He can assist them in gaining a new perspective in life. He can encourage their motivation to stay out of prison upon release. He can provide them with religious counsel and guidance and help them gain a strength and confidence in their personal worth as human beings. He can, in short, bring the church and all that it has to offer inside the prison, to the people most in need of its services.

THE CONTROL OF CONTRABAND

Tony Coons
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As an introduction to his presentation, Mr. Coons showed a film entitled "The Anatomy of Escape," which involved the forceful escape from the penitentiary in Lewisburg, Pennsylvania by three inmates. The film illustrated the various techniques for obtaining contraband within an institution and some of the mistakes made by the prison administration in managing the institution--e.g., poor operating procedures, lack of continuity in orders, and inadequate communications. After the film, Mr. Coons displayed a number of contraband items confiscated from prisoners and discussed some of the techniques used to smuggle them into the institution or conceal them from the authorities.

Remarks by Tony Coons

Today's prisoners are no longer chained to walls or confined to individual cells. Trustees are no longer required to wear the ball-and-chain or the leaden shoes. Indeed, modern penological practices require a relatively mobile prison population. The institutional programs for recreation, industrial and vocational training, religious training, education, and counseling all require inmates to move from one area to another. Consequently, inmates have increased opportunities to escape and more contacts for securing contraband materials.

The film illustrated the fact that, although many correctional officers seem to think an escape is unlikely in their institution, no inmate can be trusted completely. An escape attempt may be made by the most unlikely prisoners under the most unlikely circumstances at the most unexpected moment. So the correctional officer must always maintain a certain degree of skepticism about the reliability of "trustworthy" inmates.

Some inmates use their idle hours to plot escapes, noting the time schedules of cell keepers, the hours when power is reduced, the distances between certain points, and other details useful to those devising escape plans. For example, at times, some institutions fail to man certain guard towers for reasons of economy. The consequences of such a practice were demonstrated in the film, which showed the escapees using this policy to their advantage. Tower guards should always be able to see one another, especially on foggy days or at times when visibility is poor. Under these circumstances, all towers should always be manned.

The film also indicated a breakdown in the institution's system of tool control and its shakedown procedures. Guards should never hesitate to report anything they consider to be of a suspicious nature. The prevention of escape, however, is not the sole responsibility of the guards. It is a cooperative endeavor, involving clerks, plant foreman, detail officers, parole officers--everyone connected with the proper functioning of the institution and the control of the inmate population. In the prevention of escape, the control of contraband assumes a critical importance.

Contraband has been defined as any item or article not issued to the prisoner or authorized for his personal use by the jail administration. The concept of contraband is frequently so vague, however, that one finds institutional employees interpreting its meaning differently. One guard may consider a particular item as contraband, while his replacement on the next shift may view the same item as legitimate. Where this confusion exists, it is extremely difficult for the inmates to know what articles they are allowed to have. Thus, it is highly desirable for institutions to maintain a list of approved items, so that prisoners and custodians will know exactly what items are permitted.

Contraband detection procedures in the film were grossly inadequate. Had there been sufficient control of contraband materials, the pieces of pipe used by the inmates in making their escape would have been found in the dormitory. Similarly, the tools used by the inmates would have been reported missing by the shop foreman, if he had made a regular tool check.

While most contraband is essentially harmless (the so-called "nuisance" variety of contraband), much of it can be properly classified as dangerous and potentially useful in an escape attempt. In fact, seemingly harmless "nuisance" contraband may, in reality, become exceedingly dangerous. A simple bobby pin, for example, can easily be fashioned into a key. Paper may be mixed with flour to make a model gun. Cigarette package cellophane can be made into a bomb. In fact, almost any innocuous item can, with ingenuity, become a deadly weapon or a passport to escape. Thus, there must be a continual and thorough program of shakedowns of personnel and areas within an institution if contraband is to be adequately controlled. Items going into and out of the institution should be individually examined and cleared. Visitors, of course, cannot have their rights violated by overzealous security officers, but they should be watched closely. Following visits, prisoners should be shook down, along with the entire area where the visit took place. Even cardboard enclosed along with letters or pictures should be checked for possible contraband concealed in the corrugations. The shakedown for contraband is a continual chore, which requires a consistently suspicious attitude on the part of the correctional officer.

Contraband can never be completely eliminated, but it can be controlled and kept at a minimal level. Through vigilance, constant supervision, frequent shakedowns, and adequate formal controls over tools, mail, and other items, an institution can become much more efficient in preventing escapes similar to the one portrayed in the film.