

# VOLUNTEERS

in

# ADULT CORRECTIONS

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STATE OF WASHINGTON  
OFFICE OF THE GOVERNOR  
OLYMPIA

**DANIEL J. EVANS**  
Governor

My fellow Washingtonians:

Volunteerism has come of age in the State of Washington. In recent years, we have made unprecedented strides in involving citizens in a wide variety of governmental services and programs. Most notable have been our efforts in corrections.

We have learned, sometimes painfully, that public dollars, no matter how generous, and public administration, no matter how dedicated, alone cannot resolve our great problems because they are simply one dimension. We must involve every private citizen in the basic concerns of our society.

Today, thousands of individuals complement and extend the services provided by professional correctional staff. Frequently, volunteers have been the key to previously unknown or untapped resources. Time and time again, volunteers have demonstrated that they are not just a desirable but very essential ingredient in the total effort to meet the needs of those persons for whom the state is responsible.

Our needs are great, but our assets are many. I am convinced that the potent combination of dedicated volunteers and professional expertise can provide fuller, richer lives for our less fortunate and troubled citizens.

Sincerely,

**DANIEL J. EVANS**  
Governor

## INTRODUCTION

The Adult Corrections Division is pleased to present *Volunteers in Adult Corrections*. This manual is intended to be an expanded text for volunteers, and replaces the previous manual prepared by the Office of Adult Probation and Parole.

We have increased the content in order to cover the broader spectrum of volunteerism. Volunteers are now serving in more capacities than one-to-one sponsors, and we especially wanted to pass this point on to the reader.

This simply means that there is a need for *more* volunteers from *every walk of life*. If you have a particular talent or skill, or if you just want to get involved — read this booklet and I'm sure you will want to contact your nearest correctional representative.

Volunteering has become one of the most active forms of free time involvement. In Washington, we have learned that volunteerism is one of the most important parts of the total Criminal Justice System.

Join with us in facing the major obstacle to rehabilitation — community acceptance. Through your involvement and participation, the problem *will* be overcome.

HAROLD B. BRADLEY  
Director  
Adult Corrections Division

June, 1974

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Section I  
HISTORY OF CORRECTIONS

Crime control incorporating imprisonment is a relatively new approach. There were some prisons in Egypt and Mesopotamia, but on a limited scale. Until and through the Middle Ages, anti-social or criminal behavior was seen more as a result of possession of the offender by demons that controlled his behavior. The offender was thought to be unable to decide his own actions because the demons were in control. Of course, then it was thought that the way to change that behavior was to rid the person of the demons.

This attitude evolved to one of seeing criminal behavior as something the offender did of his own free will for profit and pleasure. It was thought that the reasonable way to deal with that was to exact fines. The first detention facilities in Europe and in England in particular were not used for punishment but for holding. They were holding places for people until they could pay their fines in places, that, through being there, the offenders were more disposed to pay fines. Medieval detention facilities were unheated, unfurnished, filthy, and disease-ridden places. No segregation or classification existed and because private keepers ran them for profit, a high degree of corruption existed in them.

Holding facilities became overcrowded and out of control and to solve this problem the Crown installed more corporal punishment such as death or flogging for penalties. This cut down on the overcrowded conditions. Also, exportation came into use as a method to solve the overcrowding problem. In 1688, there were fifty offenses in England which required the death penalty.

These could seem reasonable to the people at that time because:

1. The jails were so corrupt and ineffective;
2. Crude treatment was not stopping crime, and,
3. The government was thought to exist to protect property rights and maintain order.

Killing went right to the immediate cause of damage rights or property. Just as it was thought, and still is today in some Mid-Eastern countries, that cutting the hand off of a pickpocket is commensurate to the severity of the crime and reasonable as a deterrent. At that time, especially, the populace suffered little anxiety from meeting property crimes with capital punishment.

Some problems came with exportation in that private shipowners were contracted to ship criminals, and because of the conditions, the ships became known as "hell

ships". Australia and the New World, for instance, Virginia, became the dumping ground for offenders. Australia came into use as the revolution got going and slave labor became more prevalent. In Australia, one of the first attempts to change the penal colonies from work camps to reform grounds was made by Maconochie, who was appointed director of the penal colony. He lasted about four years, because the costs were too high. His plan was for prisoners to gain responsibility by earning privileges through gaining points for good behavior.

In the colonies, the usual corrective methods were flogging, public exhibition, and fines. These began changing to confinement, not for punishment but for reflection. In Philadelphia on Walnut Street, the first jail was built for disciplinary treatment. The Philadelphia Jail was successful for only about thirteen years. By that time, it was overcrowded and the Quakers who had controlled it lost their control to the community. The Quakers felt that confinement with work and religious instruction was best, while the community leaders changed the jail to confinement alone. Work was seen as a privilege. In 1818, the Pittsburgh Prison allowed no contacts or even work.

About this time, there was a controversy in corrections whether solitary or congregate imprisonment was the best and also whether solitary with labor was better or worse than solitary without labor. This was a struggle between the Auburn Institution which had congregate housing and the Pennsylvania system which didn't. Restraining devices were straight jackets, gags, and lowered diets. Solitary jails were turning out people with insanity and self-inflicted wounds.

By the late 1800's it was becoming evident that more restraints and solitary were turning out non-reformed people and often people with intensified problems. The jails were holding all kinds of offenders with no thought to individual types or needs.

Treating prisoners rather than just reforming through "time" became an approach which grew out of juvenile corrections first. The old rule "let the punishment fit the crime" or an "eye for an eye" — "lex talionis", was replaced by "let the treatment fit the needs of the individual." The reform model really reshaped all the rules in the corrections system. Offenders were not to be regarded as morally deficient.

Of course, this is the direction — but many problems and differences in attitudes now prevail. Jail structures are seen as blocks to rehabilitation. Rooms are too small for counseling; frequently penitentiaries are too far from metropolitan areas for the purposes of work release. Today, there is still controversy about the merits of using work release.

The pattern in corrections has moved from an attitude of seeing misbehavior as a result of devils to seeing it as a result of some needs in the offender. Recently, it has moved another step to the problems in our communities — problems in our social, political, and economic systems.

## Section II NEW THOUGHTS IN CORRECTIONS

The past has much to tell us about the present. If we do not understand history, then we will repeat the mistakes of history. As a nation we have made many mistakes in dealing with the criminal offender in our society. The high rate of recidivism proves that our criminal justice system has, by and large, been a failure.

There is a growing interest in improvement, and revolutionizing the criminal justice system, especially in corrections. The punitive theory of corrections is being replaced by the modern rehabilitation, reintegration theory.

This revolution is most evident in such things as:

1. Jail and prison reform;
2. More extensive use of probation and parole;
3. Community-based correctional programs.

### Jail and Prison Reform

There is proof and a growing public consensus that jails and prisons in their present form are counterproductive.

Some countries, recognizing this, have reformed their prison systems. They have built their corrections programs around the latest knowledge that modern behavioral science can tell us about man. Holland and Sweden, for example, have criminal corrections systems that are considered to be of the most "modern" in the world. In these countries, the criminal offender is controlled and supervised in the community, using mental health, education, and industrial resources to assist and support him.

We see the beginning of dramatic reform in the jail and prison systems in our country as well. Washington, California, and Texas, along with some of the federal prisons, are taking the lead in some people's estimation.

The corrections reform revolution has been generated by the example of other Western countries and especially by the President's Commission of Law Enforcement and the Administration of Justice in this country. The Commission's 1967 document "The Challenge of Crime in a Free Society" contained 268 recommendations for reform in our criminal justice system. A special task force report on "corrections" contained twenty-eight recommendations. Much of what is happening in corrections today is either described in that special report or has been generated by that report. Some of the more important recommendations from that report follow:

### Reception-Diagnostic-Guidance Centers

It was recommended that criminal offenders be scientifically diagnosed, classified and that an individualized, personalized treatment and reeducation program be worked out for each offender. In Washington, we have the Washington Corrections Center in Shelton as our diagnostic center for adult male offenders; Cascadia Juvenile Reception & Diagnostic Center in Tacoma for juvenile offenders.

### Specialized Treatment Centers

It was recommended that there be specialized treatment programs or centers, for example, for hard-core drug users or sexual psychopaths or alcoholic offenders. Western Washington State Hospital has a world famous sexual psychopath treatment center.

### Pre-Release Guidance Programs and Halfway Houses

It was recommended that before a man is released from a correctional institution, that he be moved into special programs or facilities where he is helped to plan for his re-entry into society. He is eased into the community, with a job at hand, money, and friends to help him.

### Therapeutic Group Living

It was recommended that criminal offenders in institutions be organized into self-help, self-governing units. The Washington State Penitentiary at Walla Walla and Western State Hospital at Ft. Steilacoom are experimenting with this type of program. We have something like this going on in a few of our county jail facilities. The emphasis in these types of programs is the resocialization of the offender.

### Work and Industry

It was recommended that prisons and jails have an expanded and diversified training and work program, even outside the prison walls. This program is called work release. Job Therapy, Inc., in Seattle, and Futures Clear in Bremerton are two organizations helping to find meaningful jobs and sponsors for offenders while they are in prison or jail or preparing to leave such facilities.

### Work and School Release

It was recommended that offenders (at least some of them) be allowed to leave each day for work or school. This program is working very well. Along with this goes a greatly expanded educational program in prisons. Offenders are able to complete their high school educations, and do college or take highly technical vocational training.

### Furloughs

It was recommended that as the offender progresses and moves toward the community he be helped by having time out of prison for a few days or weeks. This is done to gradually ease him back into the community and allow him to test his new social skills and insights.

### Conjugal and Family Visits

It was recommended that wives and children be frequently allowed to visit and to live with the offender. Washington State permits conjugal and family visits for the sexual psychopath at Western State Hospital. In the Philippines, however, long term male offenders live with their wives and children, thus maintaining and sometimes strengthening family ties.

### Family Casework Services

This new approach in corrections is concerned with the whole offender, and that includes his family. When the offender comes into the criminal justice system, the resources of the community are marshaled to help both him and his family.

### Adequate and Competent Personnel

The President's Crime Commission report in 1967 revealed that four-fifths of our correctional money and nine-tenths of correctional staff were used for security and custody. Only one-fifth of the money and one-tenth of the staff were used for rehabilitative services and programs. Most of the security and correctional staff were inadequately trained and there were too few of them. It was recommended that more money and better trained staff be used for rehabilitative, reintegrative services for the criminal offender. Also, colleges are now opening up departments and adding faculty to train future correctional professionals.

### The Dangerous, Violent Offender

In spite of all the new correctional ideals for programs, there will always be the problem of dangerous, violent, eruptive, unpredictable offenders. Studies show that four out of five offenders do not need maximum security. The twenty per cent from whom society must be maximally protected, must be handled with rigorous control, combined with intensive psychiatric treatment.

### Probation and Parole

The most remarkable features of the modern corrections revolution are the extensive uses of probation and parole. Eight out of ten convicted offenders today are not behind bars, but are returned to the community under probation or parole guidance. Most adult criminal offenders are misdemeanor offenders. The President's Commission report in 1967 said that only seven per cent of our cities and counties have pro-

bation and parole services for misdemeanants. This means in practice that most criminal offenders are not being given the help they need to solve their personal problems and this accounts for the great recidivism rate and for the fact that many misdemeanor offenders graduate on to commit felony crimes. The President's Commission recommended that every city and county have a misdemeanor probation and parole program. In our state, more and more of our cities are developing such a program.

The President's Commission recommended the use of citizen volunteers to work with offenders on probation and parole, as well as in other parts of the criminal corrections system. The volunteer works in partnership with the corrections professional, and he is a representative of the community who offers to an offender that contact with the community, with reality, that the offender needs, to solve his personal problems which lead him to commit crime. An estimated 200,000 citizen volunteers are working today in criminal corrections, most of them in probation and parole.

In Washington, we have over 2000 citizen volunteers. These volunteers are working one-to-one with the criminal offender, offering him a guided friendship that in many cases is helping the offender to lead a socially acceptable, profitable, and satisfying life.

There is a revolution going on in the criminal justice system, in a way that our society deals with criminal offenders. We invite you to get involved in that revolution.

### Section III VOLUNTEERISM: AN OVERVIEW

The comparatively recent growth of volunteer programs in corrections has brought correctional practice full circle. Early prison reforms in England and the United States were not initiated by "professionals." They were the work of volunteers. Volunteers first provided supervision to released prisoners as members of the "Philadelphia Society for Alleviating the Miseries of Public Prisons" in 1822. A few years later, in 1841, another volunteer, John Augustus, a wealthy Boston shoemaker, became the first probation officer when he paid bail for the release of a drunkard and succeeded in helping the man to sobriety and return to productivity.

Volunteers, then, played major roles in the development of corrections. That the jobs were subsequently taken over by "professionals" and that volunteers ceased to play a major part in corrections is certainly no credit to the correctional field.

The rapid changes in our society which have taken place since the Second World War have been accompanied by an alarming increase in our crime rate. It has become apparent that "professionals" cannot be recruited and trained in sufficient numbers to cope with the problem. And, it has become even more apparent that citizens can no longer leave the job to the paid professionals; that they have a vital stake in the correctional process, and that they must become involved with the offenders who will, after all, one day become their neighbors.

The State of Washington and the Department of Social and Health Services, Adult Corrections Division, in keeping with a conviction that maximum citizen involvement in all phases of government is the essence of a working democracy, welcomes you, the citizen volunteer, to a challenge and the opportunity of working with the offender in our society, with the following statement of belief:

Man, in his infinite variety is capable of change;

Lasting change cannot be imposed from without, but must come from within the individual;

Motivation for change is most likely to come about through positive relationships with other human beings;

The citizen volunteer, offering his friendship, his time, and himself can provide the personal relationship through which the offender can be helped to find his way back to the free community.

## Section IV WHO SHOULD VOLUNTEER?

A volunteer is "a person who performs any assigned or authorized duty for the Department of Social and Health Services, brought about by his or her own free choice, receives no salary, and is registered as a volunteer with the Department of Social and Health Services or participating volunteer organization for the purpose of engaging in volunteer services. The volunteer is not a replacement or a substitute for paid staff, but adds new dimensions to the services of the agency and symbolizes the community's concern. The volunteer may be granted maintenance and reimbursement for actual expenses necessarily incurred in performing his or her assigned, authorized duties."

### What kind of person should you try to be as a volunteer?

The most important single qualification is to be a good human being in the best sense of that term. This includes the basic virtues of honesty, integrity, fairness, objectivity, kindness, and understanding. Obviously, if we are to establish rapport and to gain the client's respect, we must demonstrate these kinds of qualities to him. It is not enough just to tell him that we want to help; we must conduct ourselves in such a manner as to make this obvious to him.

### How old should the volunteer be?

Age, perhaps, is the least important consideration as to who should offer service. The volunteer will be working with an offender whose adjustment has been faulty in one or more areas, and it makes good sense to look for persons who have achieved a healthy adjustment within themselves and with others. Maturity, rather than chronological age, is the primary consideration. We may find an eighteen year old with more to offer the offender than another person twice that age.

### What about character, experience, personality?

Generally, volunteers should be persons old enough to have encountered and solved some of life's common problems; a person secure in themselves and in their external relationships. They should be able to review themselves honestly and their typical approach to living must be based on reality and honesty. Regardless of age, they must have the ability to tolerate frustration and disappointment, yet be able to take a position of firmness without being rigid. They must be able to admit to error in themselves and to understand it in another, while demonstrating clear expectation of improvement. They must be able to say "No" without seeming unreasonable. They must have a healthy and appropriate sense of humor. They must be free enough of personal problems that they have psychic energy to devote to the problems of others.

### How important is a good education in the volunteer?

Education, like age, is a secondary consideration. While a good education may give the volunteer added insight into themselves and others, it is certainly no guarantee of effectiveness. Of much more importance is a volunteer's stability, their willingness and ability to be of help, and their maturity.

Offenders like others vary in terms of their educational attainments as well as their IQs. Education may be one of the items considered in the process of matching sponsor to offender, but volunteers are needed from all social, economic, and educational levels. The self-made person of limited education is needed just as much as is the individual with formal training.

### Can a volunteer have an arrest record?

Yes. Thinking has changed about this too. Since we take the position that people can change, we must be prepared to acknowledge that change when it takes place. While one need not have been a burglar to work successfully with a convicted burglar, the ex-offender who has rebuilt his life may have a vast fund of personal experience and strength which he can offer to the parolee or probationer. Once again, the important things are the volunteers' stability, their integrity and their unselfish desire to be of help. These qualities are to be found in ex-offenders as well as those who have no record of arrest.

### Should a volunteer be a religious person?

They can be devoutly religious, or they may profess no religion at all. Basic human qualities have already been mentioned. These are found in both the religious and not so religious volunteer. Personal religious convictions and church attendance are the private business of the volunteer. They are the private business of the offender, except they may bear on his or her total adjustment. It is important to stress, however, that the relationship which develops between volunteer and the offender has no place for proselytizing activities on the part of the volunteer. They may not use the relationship to "convert" the offender, to "preach" to him, or in any way influence him to religious activity beyond his own inclinations. This is not to say, of course, that the offender may not be encouraged to follow through with any religious interest he may already have.

### Can retired persons serve as volunteers?

Yes. There are many vigorous, alert retired people whose accomplishments, interests, and available time may make them fine candidates for sponsorships. A word of caution is in order, however, in that nearly all offenders are of an age when they are at the peak of mental and physical power. They are active, aggressive and mobile. Sponsors must have both physical and emotional stamina, and must also be flexible. To relate completely to the offender, and to do a good job, can be extremely trying.

### Should a "family" man apply?

Definitely! As a matter of fact, assuming a person's family responsibilities allow him the time, as he is likely to be an excellent sponsor. A family man, should of course, carefully consider what his relationship is likely to mean to his family, and he should not undertake sponsorship without full approval of his spouse. Experience has shown the sponsorships undertaken by husband and wife as a team, or with the participation of the entire family can be very effective, particularly for the offender who has no family ties. In some such situations the offender becomes, in a sense, a member of the family.

### Are there opportunities for other than one-to-one sponsors?

Yes. Some persons who may feel they do not have the time required for intensive work with an offender may have skills in specific areas which can be placed at the disposal of groups of offenders. For instance, a banker may make himself available one night per week for a period of time for instruction and counsel on budgetary and financial problems; an attorney may set up a course in instruction for another group on problems of contractual, or installment buying, or a professional group worker may offer his/her services as leader of a group of offenders for therapeutic purposes. There will be an on-going need for people with special skills in several areas; their applications and all others, are invited.

Section V  
QUALIFICATIONS AND QUALITIES

**Qualifications of Volunteers**

The best qualifications are:

The necessary time and willingness to learn how best to meet the needs, interests, and abilities of residents;

A sincere interest in people and a capacity to recognize the dignity and worth of an individual;

An ability to accept people and to accommodate oneself to their situation, moods, and interests;

An ability to establish relationships, to be understanding and reassuring, and to give encouragement so the client feels they belong, are appreciated and that someone cares;

An ability to listen well and have good judgment, tact, patience, warmth, cheerfulness, kindness and a sense of humor;

An ability to be objective, respect confidences, and not become personally involved in the problems of residents;

A sense of responsibility and dependability;

An ability to work harmoniously under supervision; a willingness to take direction and accept rules and regulations.

**Personality:**

Be supportive, encouraging, friendly, but firm. Whatever role and obligation you have, as the client's "conscience" to oppose and report infractions you can still be supportive, encouraging, friendly, to the limit possible. Indeed, respect and friendship will be far more solid with both if the client knows that at the same time as you appreciate and respond to efforts at self improvement, you will be firm, honest, and objective and disapproving where this is warranted.

**Persistence:**

You should be persistent and aggressive in a healthy way — be able to go out toward people. You will probably find offenders oriented to failure and expecting failure in themselves. Persistence is a key part of counseling in a way that it conveys to the offenders that we will not give up on them. This is important when we realize that the offender may expect to be a disappointment.

**Patience:**

Exercise patience, wisdom, and understanding. Sometimes positive results do not appear on the surface until a much later time. Don't expect overnight miracles. When things have been going wrong for years and years with a client, they don't begin righting themselves within a few weeks or months. The positive nature of your work may not have decisive impact until long after you stop working with an individual; you may never see them. It takes time. Even if slow progress is visible, there will be setbacks. Be ready for such setbacks, with patience and the ability to deal with your own disappointment and heartbreak. This does not mean that you can't show anger, under control, as a normal human being would respond to "bad" behavior. Although we all like to achieve success with our clients, remember they do not owe it to us; they owe it only to themselves.

**Consistency:**

Present your ideas clearly, firmly, and simply. Always mean what you say and be consistent. Never make a promise or proposal until you have thought it through and are fully prepared to back it up. The client will test you, "call your bluff," and see if you will in fact consistently deliver as promised, either as rewards or in backing up the limits you set. Be serious about the limits when tested and the rewards when you've promised them and the individual has delivered. All this is an important part of learning to trust you which will come slowly in some cases.

**Empathy:**

This refers to an attitude of attempting to put yourself in the offender's place. In essence, you are trying to imagine how offenders must feel in the situation they are in by trying to imagine how you might feel if you were in such a situation. In that way you can begin to understand him. Being able to feel with another person gives him strength but to feel like them will make them feel as if you are as powerless. Be strong, the volunteer must maintain control of his feelings. Provide empathy. Do not provide sympathy.

**Friendliness:**

Promote a genuine friendship based upon respect and understanding. Give him or her your home number. This is important as a gesture of trust and friendship. The

person you are working with may never have known really sustained attention and they may not know how to handle it in a normal way.

**Honesty — Trust:**

Do be frank and truthful in your relationship. Build on trust even though you are crossed up occasionally. Trust can be a bridge to self-respect and responsibility. Display genuine interest in the person and his/her family. Unless you have a genuine interest you can not display it. Keeping promises is tangible evidence of a volunteer's honesty and respect for the client.

**Respect:**

If you make an appointment, keep it. Be on time and faithful to your obligation. Respect is something that most of us take for granted. We overlook that for the offender respect is something that they have perhaps not experienced and are consequently unfamiliar with. In this sense, this simple act has tremendous impact in developing a correction experience. Show respect for the person — I mean to respect their individuality and their basic rights as a human being. It means to view them with the dignity that another human being in trouble deserves. There is no room for narrow prejudices, provincialism, or haughtiness. Basically, you must like the person in order to do an effective job. If you dislike the clients and cannot resolve this within yourself, it is best not to work with them.

**Communication:**

Communication is the one key to developing a good working relationship with the offender.

One of the client's important problems is communication with society; not because they haven't "talked at" him, but because they have not listened to him enough. Therefore, too much talking on your part is more likely to break communication than enhance it.

Be prepared to listen and to understand what your client says. Maybe it is easier for you to do most of the talking, even to "preach" but chances are he has had plenty of this before and has not responded to it. What he very likely hasn't had is a person who will hear him out, really listen to what he has to say. What he has to say may shock you, in its difference from your set of values and standards; try, therefore, to think of it in terms of cause, objectively, without judging or condoning.

Lecturing and exhorting have a place in good counseling, but they must be used sparingly. Leading the person into a friendly conversation and encouraging him to discuss his problems and plans probably will bring more lasting results. There is a

very thin line of demarcation between lecturing and nagging. The volunteer must understand the difference; the volunteer must be a good listener.

How to listen is an art. Listening and hearing — the differences are important between listening to a person and actually hearing what he is saying — allowing the person to talk because it makes him feel better. The importance to the offender is to be listened to and to be heard. The need to listen for themes in conversations, that is, what gets repeated, may very likely give us clues as to what is bothering the offender.

Be a discerning listener. Listening doesn't mean you have to believe everything you hear. Much of the conversation will be just letting off steam, getting things off their chest, and within limits this is a good thing. Still, don't be naive and all-believing. Check the facts whenever you want to and see if what the offender tells you accords with reality. When it doesn't, it is frequently good to let him know you know this, but kindly and firmly. As he comes to know that you expect accuracy, maybe he will get in the habit of producing it more often, and very likely he will respect you the more because of your respecting it.

The following are "rules of thumb" for a volunteer:

1. Be yourself
2. Mean what you say
3. Express your feelings honestly
4. Set an example of honesty, fairness and responsibility
5. Respect others
6. Listen carefully
7. Be patient
8. Be punctual

## Section VI

### VOLUNTEER ROLES

The numerous roles a volunteer fills are an extension of the Department and its programs' potency. They are just as limited or as vast as the needs of the clients and the imaginations of the people involved.

The wide range of activities challenges the imagination and the creative abilities of the volunteers and the agency. The variety of services needed require people with different training, interests, experience and ability. The same volunteer may even move from one kind of activity to another, depending upon the needs of the client and the volunteer's interests and abilities.

Our volunteer program falls under four main headings: sponsorship, group involvement, agency assistants-student interns, and direct/indirect services.

#### Sponsorship

The sponsor is the important link between institutional life and the outside. He is a special visitor, a "friend" who helps a resident feel that he is not isolated nor forgotten. Following are some of the roles the volunteer sponsor may fill in the course of this "guided friendship" with the offender.

##### 1. Contact with free society

A person who is serving a sentence in a correctional institution lives daily in an artificial society. His contact with the free world is restricted to letters, infrequent visits from approved visitors, and to newspapers, radio, and television. Prisoners who regularly receive letters or visits from friends or relatives generally are not those who request a sponsor. The volunteer may assume therefore, that he will be a significant contact with the "outside world" for the offender who requests and accepts his sponsorship. Indeed, apart from correctional staff, the volunteer may be his only contact with free society. The volunteer's function then, for the imprisoned offender, will include maintenance of his ties to the world outside the prison through personal visits and letters between personal visits. Through his sponsor, the prisoner can feel himself less alienated from free society during his incarceration, with obvious consequences to his chances for successful parole when the time comes.

##### 2. Aid in parole planning

Friends and relatives of persons in prison are usually actively engaged in helping with plans and arrangements for parole. Such planning is extremely vital to

actual release from the institution and positive, forward looking help from outside the prison is reassuring. For the prisoner who has no friends or relatives upon whom he can call for such help, prospects for a solid parole plan are bleak. He must depend upon letters written to possible employers or he must settle for a "mission" type placement which he can only see as confirmation that he is friendless. The volunteer can fill this gap for the sponsored prisoner by assisting in the parole planning process. Either alone or working in concert with the probation and parole officer, the volunteer can be instrumental in locating employment and housing for the prospective parolee. It goes without saying that this kind of service is a very real service and it can go far to cement the relationship between the offender and the volunteer in preparation for the coming parole.

### 3. Transporter

In some circumstances, the volunteer will have established his relationship with the offender while he was an inmate at one of the state's penal institutions. As part of his work in facilitating the offender's re-entry into the community, the volunteer may pick the resident up at the institution and provide transportation during the course of a furlough, work release placement, or for parole. He may then follow through by providing transportation for work and other purposes until the resident has become sufficiently established to be able to fend for himself. This type of service might be termed "concrete help." As to the appropriateness of providing such service the volunteer might be guided by a rule of thumb applicable to many situations in his relationship: provide only those services which the offender cannot provide for himself. To do otherwise goes counter to our rehabilitative objectives of building strength and independence in the offender.

### 4. Employment resource

The volunteer is an established person in his community. As such, he usually will have personal or business contacts which can be used in the offender's behalf in locating suitable employment. Once again, such help is provided to the offender only if he does not have the contacts and resources himself. The volunteer may also offer his help in choosing employment within the ability of the offender, and paying well enough to satisfy his needs. The volunteer can help the offender evaluate job possibilities and make a realistic decision in his choice.

### 5. Social Entree

Quite often the offender will be seen as having limited social contacts. This will particularly be the case in a person who is newly released on parole. If the offender has few contacts socially, or if his contacts consist of persons with whom he may get into further trouble, the volunteer can provide a very valuable ser-

vice by introducing the offender to new, positive social and recreational outlets. It goes without saying that such introductions are made only after discussions with the offender and he is under no obligation to follow through. The volunteer can again help by discussing possibilities with the offender and helping him make some realistic choices.

### 6. Family resource

The offender, not infrequently, has no close family connection and is a "loner" with little involvement in such traditional family activities as Christmas, Sunday dinners, picnics, etc. To such a person the sense of being part of a family, a member of a close small group, may be of extreme importance in terms of his sense of self esteem. If a volunteer is a family man, and if he can comfortably include the offender in the family circle without disturbing other family relationships, he can provide strong incentive to the offender to remain within the law. It goes without saying of course, that the volunteer must exercise the same discretion in such an invitation as he would in inviting anyone into his family circle. The decision to make the offender "part of the family" should be a family decision, freely and naturally arrived at by all members of the family. The offender should never be "forced" on the family.

### 7. Problem solver

Almost by definition, the offender has adopted faulty problem solving patterns or he has never developed such skills. Without realizing it most of us have an orderly approach to the solution of problems. Our approach might characteristically be:

- a. Identify the problem
- b. Consider possible solutions with possible consequences of each
- c. Select most appropriate and/or efficient solution, and
- d. Take the steps to put the solution into effect.

If the solution selected proves ineffective, the procedure is repeated, using what has been learned in the first attempt.

The procedure outlined above is so basic that few of us are conscious of the steps when we use them. The offender may not have mastered this simple routine, and the volunteer can, by going through the procedure with him, teach a valuable skill, which, when learned, brings some order to the problem solving ap-

proach, thus lessening the frustration which may lead at times to recidivism. It is important that such problem solving be a joint effort; the offender learns nothing if the volunteer does all the mental work and simply recommends an approach.

#### 8. Confidante

The offender is frequently aloof, suspicious, and distrustful. He may tend to think that "everyone has an angle" and he will not open up quickly or easily to offers of friendship. He will likely place more value on what is done than what is said. His suspicion stems from bitter experience. He has been hurt in the past in some close relationships, but, in common with all other humans he has a need to relate closely with at least one other human; a person to whom he can confide nearly anything, secure in the knowledge that his confidence will neither be misused or result in lowering himself in the eyes of the other. With this knowledge the sponsor can methodically set about building a relationship of mutual trust and confidence between himself and the offender. It may take time and it undoubtedly will require lots of patience. But it can be done, and it must be done if the sponsor is to make the most of his opportunity to help. Once the relationship has been established and the offender has someone in whom he can confide, his sense of worth is enhanced and he tends to conduct himself in a manner consistent with his improved concept of self.

Mere assurance that he can be trusted will not suffice; the sponsor must demonstrate his trustworthiness by being constantly honest, open and consistent in his dealings with the offender.

#### 9. Frame of reference

The sponsor represents the "square community," the establishment. Whether he cares to admit it or not, the offender probably harbors a wish for acceptance by, and membership in, this community. It represents all that has been denied him: freedom, dignity, security, and the respect and love of significant people. In many of his dealings with the community he has been ostracized and regarded with contempt or fear. His communications with the community have been spotty at best.

The sponsor who has no authority over him can become his means of learning how a "square-john" reacts to things; how he faces crises; what his values are; in short, after the relationship has been established the offender may come to measure his thinking and his actions against those he observes in the sponsors. He uses the sponsor as a frame of reference in building a new set of values. And this is precisely what corrections is all about.

### Group Involvement

Getting people together in group enhances social functioning, help to develop friendship, common interests and various kinds of pursuits. Often it satisfies a basic need to belong and to be felt a person of dignity and worth. Group activities include sporting events, cultural activities, arts and crafts, other indoor or outdoor recreational programs, etc. This area is especially unlimited.

### Agency/Student Interns

The agency or intern volunteer is a person who wants to get involved and acquire a deeper awareness of the agency, its clients, and its programs. They want a realistic work experience. They have come to supplement the services, not supplant them. The volunteer in this case wants to learn from the professional.

### Direct/Indirect Services

Direct/indirect service volunteers provide the necessary functions that free the officer to carry out the demands of his job, yet at the same time fulfill the added needs of the client. For example, we have doctors and dentists providing medical and dental care, and students who are working as secretaries and file clerks. Here again, the placements are unlimited. If there is a need or a particular area uncovered the possibility of a volunteer filling it are quite feasible.

### Points That Have Been Pondered

During the course of his involvement the volunteer often asks such questions as:

Question: How much time should I spend?

Answer: A beginning guideline the Department suggests is a minimum of one hour a week. This however is only a guideline and as the relationship progresses, usually more (in some cases much more) time is spent volunteering.

Question: Should I co-sign contracts?

Answer: Co-signing contracts places a volunteer in a precarious position and is unwise. Don't be a co-signer.

Question: What if I get asked for money or a loan?

Answer: The relationship needs to build independence, not foster dependence by loans of money or material goods. Volunteers give of themselves and of

their time. Lending money can stand in the way of a good relationship. There are agencies and resources at our disposal which can render financial assistance.

Question: Where do we meet?

Answer: Meet any reasonable place in which you are both comfortable, perhaps a cafe, or in one or the other's homes. As a relationship lengthens, mutual interests such as bowling or pool, may dictate the meeting place.

Question: What will the resident know about me?

Answer: Little, other than your name and perhaps profession. It is the volunteer's decision as to how much of his personal life he divulges. Usually, deluging a resident with the volunteer's personal problems is unwise and burdensome to the offender.

Question: How can I give advice?

Answer: Advice is usually received most openly when it is sought. Advice through showing alternatives can be offered rather than lecturing.

Question: What should I do if a resident refuses to see me?

Answer: Remain true and responsible to your part of the agreement. Do not give up, as most often, initial rejection on the part of the resident may be testing. Volunteering requires perseverance. In real stress, if the client misses a second or third meeting, call the professional staff member to discuss the difficulty.

Question: Should I try to change his family's attitudes?

Answer: Don't become embroiled in the offender's other family problems. The main concern is your relationship, but in some cases family involvement is okay, usually with our help. Being "caught" in the middle will be less helpful than concentrating on your one to one relationship.

Question: Should I notify the Probation and Parole officer if my sponsoree misbehaves?

Answer: As a primary link between probation and parole officer and its client it is necessary that you keep the Department informed about incidents or con-

ditions that affect progress. It is not necessary that every personal confidence be relayed. Some common sense and good judgment should be drawn upon in making this decision.

Question: Do you encourage the relationship to continue after probation or parole is terminated?

Answer: In many cases this happens. We feel that this is usually positive.

Question: Am I legally responsible for the unlawful acts which may be committed by the resident?

Answer: Definitely not.

Question: What do I do if I go on vacation or on a business trip for an extended period of time?

Answer: Our volunteers are busy people and we expect that they'll be out of town at times. We certainly don't want your volunteer duties to change your lifestyle. As in any other relationship, notify your friend that you'll be out of town for awhile.

Question: Are expenses incurred during volunteer services tax deductible?

Answer: Any "out of pocket" expenses are deductible. Financial reimbursement along with other benefits are being presented in a special proposal to the Governor. We hope to have them enacted in the very near future. At the present time, volunteers are covered by state industrial insurance. In case of an accident or injury, the process for filing a claim is the same as for any other employee. All medical benefits are applicable, with the exception of time loss benefits. Necessary mileage expenses are deductible at the rate of 6c per mile or reimbursable depending upon the need of service. Contact the professional staff for further information on this.

Question: What are the rules of probation and/or parole?

Answer: They are very simple. The probationer and/or parolee is expected to obey all laws, federal, state, and local. He is expected to maintain regular contact with the probation and parole officer. The rules of probation and parole are geared to avoid the "do nots." If the resident obeys all laws, obviously he is doing what we are all expected to do. At any rate, a copy of the terms of probation or parole are available to a volunteer and each rule of probation is explicitly stated on this form.

Question: Are volunteers encouraged to "re-enlist" and work an additional year with a second probationer or parolee?

Answer: Nine out of ten volunteers indicate their desire to continue. If a volunteer is so inclined, the Department will be happy to make a second assignment. We hope you will keep us advised of new addresses, telephone numbers, etc., so we can keep your file active.

Question: Can I discuss my relationship with my resident with my family and friends?

Answer: Discuss your relationship only to the extent that you would care to be discussed if the roles were reversed. Loyalty and confidentiality are paramount needs in your volunteering venture.

#### Additional Areas For Volunteer Service

Clerical aid: Typing, filing, stuffing envelopes, answering telephone, receiving the public, etc.

Recreational services: Utilizing and/or developing resources in the community for all ages and areas of recreation.

Educational Services: Tutor, instructor, contact with training facility, etc.

Employment Aide: Job referral, recruitment of possible employers, vocational guidance, etc.

Financial Advisor: A private business man or group of businessmen might conduct classes on financial matters such as checking accounts, contracts, home budgets, etc.

Because of the rather flexible nature of volunteer assignments, there are no standard job descriptions. For instance, you may have the time and energy to devote your skills to two or three separate assignments; or you may want to work on a special project in the capacity which could possibly combine several service areas. All of the assignment possibilities require that you have a basic knowledge of the functions of the agency. Beyond that, each task will require somewhat different knowledge or skills. That is, you would hardly be asked to tutor a subject in which you felt extremely limited. Or, in working in corrections, it would be beneficial to gain a working knowledge of the judicial system. Or in developing recreational resources, some knowledge of the community would be essential.

Whatever you choose to do, there will be a somewhat different set of abilities required of you. Some you will already possess, others you will want to gain.

#### Bill Of Rights For Volunteers

1. The right to be treated as a co-worker, not just as free help.
2. The right to a suitable assignment, with consideration for personal preference, temperament, life experience, education and employment background.
3. The right to know as much about the organization as possible — its policies, its people, its programs.
4. The right to training for the job — thoughtfully planned and effectively presented in training.
5. The right to continuing education on the job as a follow up to initial training information about new developments, training for greater responsibility.
6. The right to sound guidance and direction by someone who is experienced, well-informed, patient and thoughtful and who has time to invest in giving guidance.
7. The right to a place to work, an orderly, designated place, conducive to work and worthy of the job to be done.
8. The right to promotion and variety of experiences, through advancement to assignments of more responsibility, through transfer from one activity to another, through special assignments.
9. The right to be heard, to have a part in planning, to feel free to make suggestions, to have respect shown for an honest opinion.
10. The right to recognition in the form of promotion and awards, through day to day expressions of appreciation, and by being treated as a bona fide team member.

## Section VII: The Correctional Cycle in the State of Washington

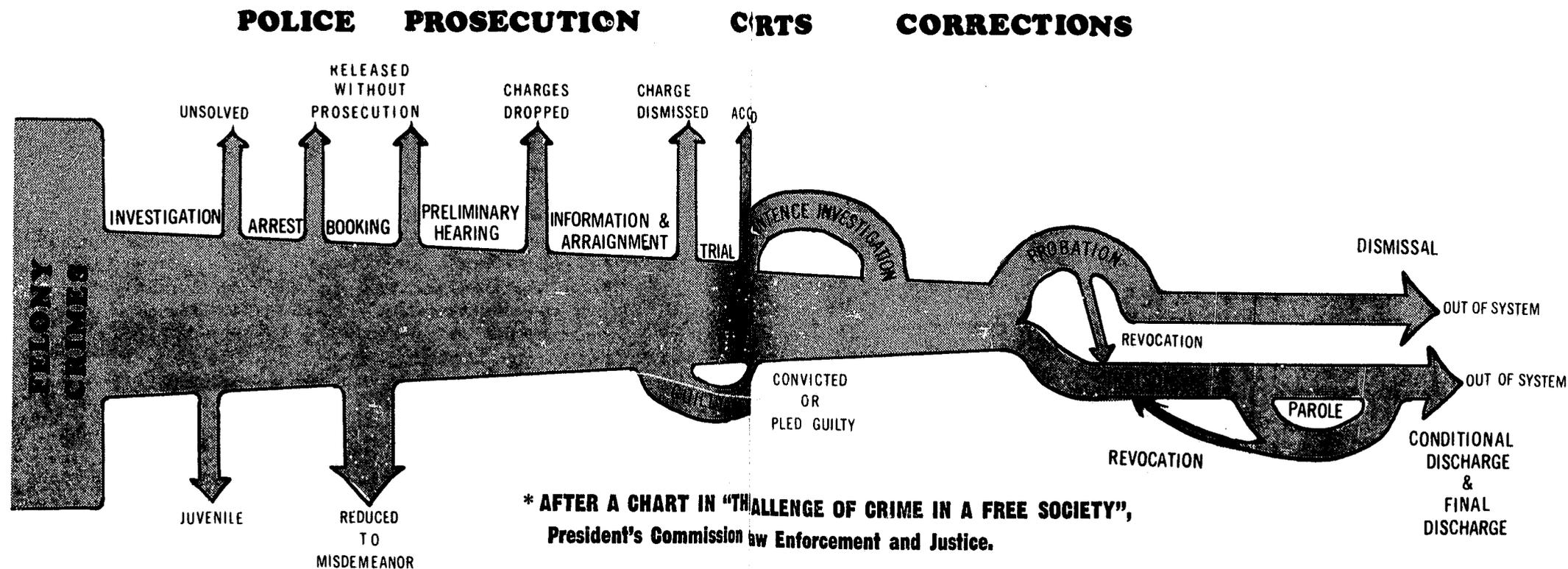
### THE CORRECTIONAL CYCLE IN WASHINGTON STATE

Traditionally the responsibility for correctional programs in any given community has been assumed by a relatively small group of "experts," i.e., correctional people, law enforcement officers, attorneys, and court personnel. The general public has largely been isolated from the problems as well as the aims of the correctional process. As a result citizens have tended to look upon the process with some suspicion. And too frequently this has been translated into lack of support for programs and facilities.

The growth of citizen interest in the crime problem holds forth promise to change all this. Volunteers are becoming aware that they have a personal stake in corrections. Through personal involvement with offenders and their contacts with the several parts of the correctional apparatus, they are becoming knowledgeable. With a broader base of understanding in the community, laws and correctional procedures cannot but be improved.

The volunteer cannot approach understanding of the offender with whom he works however, without some understanding of the events through which he has passed on his way to the institution, or to parole or probation. Let's take a look at the "system" of criminal justice for the adult felon in Washington State. It will be helpful in reading this section if the volunteer will first study the flow chart on page 4, and refer back to it periodically. The volunteer is asked to try to see each part of the system as leading up to the part that follows so the entire system in effect "flows" from one part to the next, and from beginning to end.

# CRIMINAL JUSTICE SYSTEM WASHINGTON STATE\*



While the total correctional system embraces not only felonies but also misdemeanors and juvenile offenses, we will concern ourselves only with persons convicted of felonies. A felony, it will be recalled, is punishable by a sentence to prison or in extreme cases, by death.

Looking at the chart on pages 29-30, we will consider that the large area at the left represents all of the felonies committed in a city in a given time period. We know that many felonies are not reported to police so our graph narrows quite abruptly to represent those which are reported. Brackets at the top of the page indicate that this first area of activity belong to the police and their first task will be investigation of reported felonies.

As a result of police investigation a certain number of cases will be found to have been committed by juveniles and will be referred to juvenile authorities. Also, investigation will fail to uncover sufficient clues to justify arrests in some crimes and these will be listed as "unsolved," causing the trunk area to narrow still further. After police investigation a substantial number of arrests are made, but following interrogation a proportion of persons arrested are considered innocent and they are released without prosecution. The chart narrows as these persons also leave the system. A relatively small number then, are actually booked into jail on felony charges.

When the arrested person is booked into jail, investigation continues as police gather evidence for prosecution. Added investigation may fail to turn up sufficient evidence to prosecute, or may establish the innocence of some who have been arrested and booked. These persons are released and the trunk area continues to decrease in size. We now have left in the system a number of persons against whom sufficient evidence has been gathered by police to justify prosecution. These cases are presented to the prosecutor and the police function, for the time being, is finished.

In some areas of our state, local citizens have worked with their prosecutor in setting up diversion projects. People who have offended and for whom there is sufficient evidence to prosecute are referred out of the system by the prosecutor as it is believed the offender and the community could best be served in this way. Of course, if they reoffend, they can always be brought back into the system.

The bracket at the top of the chart indicates we are now entering the area of prosecution.

In Washington the prosecuting attorney may file charges either in Justice Court (a misdemeanor court), or he may take the case directly to Superior Court. The Superior Court has jurisdiction over all crime categories. The chart assumes the prosecutor

files in Justice Court. A preliminary hearing is held to determine whether, in the judgment of the court, there is sufficient evidence to pursue felony charges. At this point the Justice Court may (1) dismiss the case outright (2) determine that the charge should be reduced to a misdemeanor and be heard at that level or (3) bind the case over for trial in Superior Court. As can be seen from the chart, some persons leave the system following preliminary hearing because charges are dropped, and others because charges are reduced to a misdemeanor.

A considerable number of persons have now left the system. For those remaining, prosecution will proceed in one of two ways, represented on the chart by a split in the flow. Most will be charged by means of an "information" or formal accusation of the crime by the prosecutor on behalf of the citizens of the State. Following presentation of the evidence by the prosecutor during the arraignment process, the court may choose to dismiss the charges and these persons also leave the system.

The relatively small number of persons remaining now stand guilty by their own plea or by jury verdict. We see by the chart that we are still in the overall court section of the criminal justice system, but that a sub-system may also be involved at this point. A probation officer may be asked by the court to complete a "Pre-Sentence Investigation" of the defendant; his background, his prior crimes, current attitude, family, and so on. In short, the probation officer will be asked to evaluate the desirability of placing the defendant on probation and to recommend either for or against this action. The chart depicts the temporary separation from the main system of those on whom pre-sentence investigations are ordered.

We come now to the sentencing phase of the primary court function. The chart shows that the court will take one of two courses. It will either grant probation, or it will sentence to an institution. At this point the individual enters the "corrections" phase of the criminal justice system.

It can be seen that some persons who are granted probation may have their probations revoked by the court for violation of the conditions of their probation. These are shown as joining the group who were sentenced directly to prison during the probation consideration phase. The bulk of the group granted probation however, are shown as completing their probationary terms, coming again into court and receiving a dismissal, thereby leaving the system.

The chart shows that some persons remain in prison until expiration of their sentence and leave the system at that time. Actually, very few persons in our State are released in this manner. Over 98% of those committed are granted parole. These are represented in the lower loop. Of those granted parole some (approximately 40%) offend again and are returned, against the flow, to prison. About 60% com-

plete their parole period satisfactorily, are discharged from supervision by the parole board, and also leave the system.

Thus, we see that the criminal justice system is made up of several distinct areas of specialization: police, prosecution, courts and corrections. As each area or sub-system works with the offender, it sets the stage for the next. Some offenders proceed quite directly through the system. Others are diverted from the main stream temporarily to rejoin it later, and others may be recycled, going back as it were, to start again at an earlier point.

The volunteer is urged to supplement the information in this section of the manual with personal observation of the various segments of the criminal justice system in his own community.

### Section VIII: The Offender

The common stereotype of the offender frequently has him a tough, aggressive individual with assaultive potential; or a furtive, sneaky person ready to take anything not nailed down. There are, to be sure, individuals who may fit quite precisely into these two stereotypes. But one is more likely to find that the offender, in many ways, indistinguishable from the "man on the street"; that he is unique only that he has been convicted of a felony.

Individual offenders differ strikingly. Some seem irrevocably committed to criminal careers, other subscribe to quite conventional values or are aimless or uncommitted to goals of any kind. Many are disturbed and frustrated young men and women. Still national arrest statistics based on unpublished estimates of total inmate population show that when all offenders are considered together the majority of the offenders are White, male, and over twenty-four years of age. For offenders over twenty-four, the greatest number of arrests are for fraud, embezzlement, gambling, drunkenness, offenses against the family, and vagrancy. From many other crimes, the peak age of criminality occurs under twenty-four, generally between the ages of 15 and 24. What is known today about offenders is confined totally to those who have been arrested, tried, and sentenced. The offender in jail or prison is likely to be a member of the lower social and economic group in the community; poorly educated, perhaps unemployed, unmarried, reared in a broken home and possessor of sometimes extensive prior criminal record. Offenders cannot be stereotyped but some threads of similarity are continually found interwoven in the lives of offenders.

We are talking about those offenders who are considered most needing of help. These are the people our office is most involved with, and the people to whom the volunteers will likely be assigned. We have a few people under supervision who do not fit this description.

Many of the volunteers in training will eventually work one to one with criminal offenders. To help the volunteer with his work we present here the profile of an offender: the "raw material" that the volunteer works with and seeks to change.

The key to changing this raw material is a personal relationship that exists between the volunteer and the offender. The rationale underlying the personal relationship is that human conduct can be changed by human contact. Some characteristics of this "raw material" that the volunteer works with is as follows:

**Poor family background** — Almost without exception offenders come from broken homes or very poor marriage situations.

**Poor work experience and skills** — Again, almost without exception, offenders are seriously limited as to work skills, history, and motivation.

**Deficient education** — Most chronic criminal offenders are high school drop outs and are very deficient in educational background.

**Defeatist attitude** — Many offenders believe that they cannot control their destinies; that they are victims of "fate." Much of their undesirable behavior is learned response and reinforced by significant others in their life. Their life styles have been strong reinforcement agents to produce the kinds of persons that they are. When they reflect on who they are and how they became that way, they often conclude that they have been the victims of "fate." In some ways, they are correct. They are in many ways victims of forces beyond their control. Probation and parole is often the time when the probationer or parolee begins to take control of his life and to shape his own destiny, with the help of the volunteer.

**Reject personal responsibility; project blame** — The offender often is one who rejects personal responsibility for his own behavior and projects the blame on to "others" or "fate." The volunteer must learn to accept some undesirable characteristics of the offender but not of the unlawful or harmful type. This is the old theory of "I like you and respect you as an individual, but I don't like some of the detrimental things you do." The volunteer helps the offender accept personal responsibility for his own behavior and the correction of his life.

#### **General distrust of people**

Common characteristics of the offender is general distrust of others. Offenders rarely have had a positive relationship with anyone. The result is an attitude of distrust and it will manifest itself in being unresponsive; passive-resistive; and in open hostility. The volunteer must work to build a trust between himself and the offender and lead the offender to trust others.

#### **Material failure in a society oriented toward material success**

One of the more common denominators of the typical criminal offender is that they are material failures in a culture heavily oriented toward material success. We are seeing now some offenders who reject this orientation.

#### **Little self esteem**

Most criminal offenders have a very poor self concept and negative feelings about themselves and their behavior. Some offenders get a first glimpse of their personal worth when they are introduced to a volunteer counselor who builds on the positive aspects of the offender's life.

#### **Summary of the raw material volunteers have to work with:**

1. Criminal offenders are severely handicapped: culturally, educationally, in work and vocational skills, economically, and in their social, inter-personal skills.
2. They come from backgrounds of: poverty and disadvantage.
3. They are the troubled and troublesome: often the misfits and rejects of society.
4. They have committed crimes that are beset with major personal problems.

## Section IX: The Volunteer in the Institution

### THE VOLUNTEER IN THE INSTITUTION

There are an infinite variety of opportunities for human beings to help one another and there are, at the very least, an equal number of reasons for doing so. One of the most challenging, interesting and rewarding of these experiences exists as a volunteer within a state penal institution. In Washington state the opportunity for volunteer work within prisons is a recent phenomenon and is the result of important changes in the philosophy regarding treatment for criminal offenders and a new perspective concerning the value of volunteers. In this section of the manual we will briefly explain the roles, responsibilities and rewards of a particular type of volunteer work; the volunteer in prison.

### VOLUNTEER PROGRAMS WITHIN THE INSTITUTIONS

There are many volunteer programs within the Washington State Adult Correctional Institutions and these programs can best be explained by classifying them into four distinct, but not unrelated, categories: Interaction groups, Interest groups, Religious groups and Community-Oriented groups.

The first, interaction groups, are intended to, "Promote expression of honest feelings in order to provide the experience of mutual trust and respect between individuals and to develop sensitivity of the members own and to other members feelings. Interaction groups include such activities as: Encounter groups, Rap sessions, and programs related to the understanding and treatment of alcohol and drug abuse.

The second category of volunteer programs, interest groups, is related to the first and is proposed to, develop a concept of life. The variety of religious orientated programs being offered within the institution is diversified enough to encompass any religious philosophy. Programs range from the Devine Light Meditation Group to conventional religious services.

The fourth and last category is dedicated to prepare the participants for re-entry to the larger community through working together with responsible citizens. Community groups include: Toastmasters, Jaycees, various ethnic organizations, sponsorship programs and sports activities.

Without the volunteer many of the aforementioned programs wouldn't exist. The volunteer is an administrator, teacher, and friend, but most important, he is a vital link between the prisoner and the outside world.

Incarceration, even in the most progressive of correctional institutions is not a pleasant experience. Society hopes that the period of time the offender is there will

be spent in improving his skills, increasing his self-awareness, and in maturation and growth. The reaction of the person so confined can easily become one of anger, or rebellion and hostility. The volunteer can provide a real service by patiently listening, discussing, interpreting, and generally helping him to adjust to the reality of his incarceration. The resident who cannot come to terms with the fact that he is confined in an institution continues to damage his chances for ultimate success in the community.

Unpleasant as it may be, incarceration can have positive aspects for the person willing to take advantage of institutional programs. High school may be completed during his term, or training in one of several vocational fields can be undertaken. It is even possible for the prisoner to do credit work toward a college degree. The volunteer, through a variety of avenues, can assist the offender in self-improvement and growth. Encouragement and assistance on the part of the volunteer may be instrumental in arming, for the first time, the offender with a marketable skill.

Even with the important progress that has been made in volunteer programs there have been failures. Fortunately, the reason volunteer programs fail has been isolated and identified for the most part. It centers around lack of training, not so much lack of training in psychological concepts and techniques—the concept of positive reinforcement to change behavior does not have a specific formula; nowhere will anyone find step-by-step procedures that can be applied to a situation. Rather, the training soft spot is in the area of ethics.

Ethics in a volunteer should not be taken for granted. It is something that should be stressed early and reinforced regularly. The volunteer should not represent in himself a double standard to the offender. The offender has seen all too often the double standard in his own environment and seeing the same in the volunteer will not contribute positively to his change of attitude, if anything it could negate it even more, perhaps place the volunteer in danger and contribute to an entire program's failure.

The volunteer must learn in training that most offenders have trouble coping with responsibilities. Thus, the volunteer must counteract this by exhibiting responsibility in his own actions. "Snow jobs" and "set the world on fire" tactics and attitudes by volunteers at the beginning of an assignment that prove false or dwindle to sporadic interest actually hurt more than help. Persistence is paramount. Often, a volunteer's willingness to "stick it out" with a person especially when no positive gains are readily evident can be the deciding factor, the difference between regression and progression. The offender, more than anyone else in society, has experienced rejection. If the untrained volunteer, identified at the community, also rejects him, where else can he turn but back to anti-social behavior and crime?

## INSTITUTIONS: THEIR ADMINISTRATION AND STRUCTURE

Washington state has four adult correctional institutions. The oldest and the largest in terms of population is the Penitentiary at Walla Walla. It dates from territorial days and was taken over in 1889 by the state. It has been enlarged and modified several times since.

While the Penitentiary has current average population of about 1,325, its population has been higher in the past. Variations in court commitments, parole policies and the addition of a new institution have reduced the number of prisoners there. The Penitentiary houses persons whose ages average about 35, and who are considered to require a higher degree of custody than is afforded at either of the other two institutions. In summary, persons are assigned to the Penitentiary on the basis of age, degree of custody needed, and degree of criminal sophistication.

The State Reformatory at Monroe, was completed in 1906. It houses a current average population of around 700 adult offenders. Before completion of the Washington Corrections Center the Reformatory accepted the younger, less serious and least sophisticated offender. It now programs for an age group between those of the Penitentiary and the Corrections Center; an older and more sophisticated offender than usually is handled at the Corrections Center. Average age of the Reformatory population is about 22.

The Reformatory offers educational opportunities from the primary grades through high school, plus sporadic opportunities for completion of community college courses and a wide array of vocational trade skills.

The Corrections Center at Shelton was completed in 1965 and now houses an average population of 435. The center was planned and designed to provide the maximum of training and treatment facilities to the youngest, most treatable and least criminally involved offender. At average age 19, residents of the center are offered educational opportunities through high school, a variety of college courses, training in several vocations. Every effort has been made to provide the optimum of rehabilitative opportunities, and the center is considered to be a national leader in the field of adult corrections.

Not only does the corrections center provide training for those residents retained there; it also serves as a diagnostic unit for all adult males sentenced on felonies or returned to the institution as parole violators. Thus, every male convicted of a felony or returned as a parole violator, goes to the Corrections Center where a decision is made to (1), keep him at the center for his term; (2) transfer him to the reformatory, or (3) transfer him to the penitentiary.

In March of 1971, the residents of the womens quarter on the grounds of the penitentiary at Walla Walla were transferred to the new Womens Treatment Center near Purdy. Population of the center is approximately one hundred. In the past, limitation of the physical plant has made significant programming for women offenders an impossibility, a situation which is dramatically remedied by the new institution. A strong community orientated program has been instituted which includes work and training release, academic training, counseling services, and social training. While accurate predictions cannot be made, it is anticipated that with the availability of good vocational, educational and treatment facilities, the population of the women's institution will rise quite rapidly. Courts have been generally reluctant in the past to sentence women offenders to the institution because of lack of facilities and program opportunities. For the first time in Washington, women offenders have an equal opportunity with men to receive the treatment and learn the skills which can give them new lives as law abiding and self supporting citizens.

The four adult institutions in the state of Washington all offer community oriented programs to the residents. There are a variety of work training release facilities throughout the state where a resident, who has earned through his progress in the institution, can continue to pursue his higher education or work at a job within the community. These programs aid the resident in re-entry into the community by allowing him to work or go to school with a minimal amount of supervision.

The State's honor camp at Larch Mountain is operated for those residents presenting no custody risk and deemed capable of profiting most from the less structured surrounding of a camp. Operated in conjunction with the State's Department of Natural Resources, the camp residents provide valuable service to the state in land clearing and general maintenance work on state forest land. While custody interests still prevail, the emphasis is on providing helpful and meaningful work and training to camp residents.

Each of the three institutions for male offenders is headed by a superintendent who is responsible for the total operation of the institution. Under the superintendent are two major functional areas, custody and treatment, each headed by an associate superintendent. As might be suggested by their titles, the custody associate is concerned with the security of the institution; maintenance of order and prevention of escape. The treatment associate is concerned with programs of training and rehabilitation. In actual practice, these functions overlap so that all staff are directly involved in both aspects of the institutions total program.

## INSTITUTIONAL RULES AND REGULATIONS

Each of Washington's Adult Correctional Institutions differs from the others in terms of physical plant, custody considerations, and program content. Regulations regarding visitation and correspondence will vary to some extent to reflect the situation in each institution. Requirements of custody may determine the kind of facility and regulations for visits between inmates and their visitors. Generally, new institutions provide for visits in more conventional circumstances than may be possible in older facilities. The volunteer may be assured, however, that his visits are welcomed by the institution, and that the best visiting arrangements possible will be provided. The volunteer should thoroughly acquaint himself with regulations concerning visitation and correspondence of the institution in which he will work. Such information is readily available upon request. If he finds any part of the published regulations unclear, he should clarify them in conference with the institution counselor who works with him.

## CONTRABAND IN AND OUT:

A never-ending source of difficulty in every correctional institution is the movement of contraband. "Contraband" in the broad sense may include any kind of forbidden material or communication between persons inside and those outside the institution. The volunteer is cautioned that he must not, in the course of his work with an offender, carry anything from the institution for delivery outside or vice versa, nor should he carry messages between inside and outside without the approval of the administration.

Considerable emphasis is placed upon the matter of contraband because it may seem like a reasonable request that the volunteer contact the offenders wife, for example, with a simple and innocent-sounding message. But, the volunteer should know that legitimate information and materials are easily passed between inside and outside the institution through channels provided for that purpose. Thus, if the offender is concerned about his family, information can be conveyed to him rapidly through his counselor. In brief, the volunteer is cautioned regarding problems with contraband. If he is at all in doubt he should clear any specific questions he may have with the appropriate counselor.

## SUMMARY:

Washington is one of the pioneer states in the use of volunteers in the rehabilitation of persons convicted of crimes, and it is our sincere hope that through the involvement of responsible citizens in the correctional process one of the major obstacles to rehabilitation, namely, community acceptance, can be overcome.

## ADULT CORRECTIONAL INSTITUTIONS

### WASHINGTON CORRECTIONS CENTER

P.O. Box 900, Shelton 98584  
8-206-426-4433 SCAN 8-276-1011

Superintendent—R. A. Vernon  
Assoc. Supt.-T—Tom Rolfs  
Assoc. Supt.-R—Leo Schmiede

### WASHINGTON STATE REFORMATORY

P.O. Box 777, Monroe 98272  
8-206-794-8077 SCAN 8-536-1011

Superintendent—Dale Swenson  
Assoc. Supt.-T—Robert Kastama  
Assoc. Supt.-C—James Spalding

### PURDY TREATMENT CENTER

P.O. Box 17, Gig Harbor 98335  
8-206-858-9101 SCAN 8-241-3635

Superintendent—Edna Goodrich  
Ass't. Supt.—Milton Burns

### WASHINGTON STATE PENITENTIARY

P.O. Box 520, Walla Walla 99362  
8-509-525-3610 SCAN 8-637-1277

Superintendent—B. J. Rhay  
Assoc. Supt.-T—R. A. Freeman

### INDIAN RIDGE TREATMENT CENTER

P.O. Box 398, Arlington 98223  
SCAN 8-265-8424

Superintendent—Donald Look  
Chief Counselor—Lee Johnson

### LARCH MOUNTAIN HONOR CAMP

Star Route Box 999, Yacolt 98675  
SCAN 8-476-6341

Superintendent—Robert Giger  
Ass't. Supt.—Kenneth DuCharme

## Section X: Washington State Work/Training Release Program

In 1967, the Washington State Department of Institutions was given the authority by the State Legislature to develop and implement a work release program for individuals incarcerated in the adult correctional institutions. The stated purpose of the Washington State Prisoner Work Release Program is to "assure the public safety through the effective rehabilitation of offenders." The program is premised on the concept that providing a semi-structured living environment, as well as training and employment opportunities, will assist incarcerated individuals in making a positive adjustment in the community.

Generally speaking, questions regarding the work-training release program center on the following points:

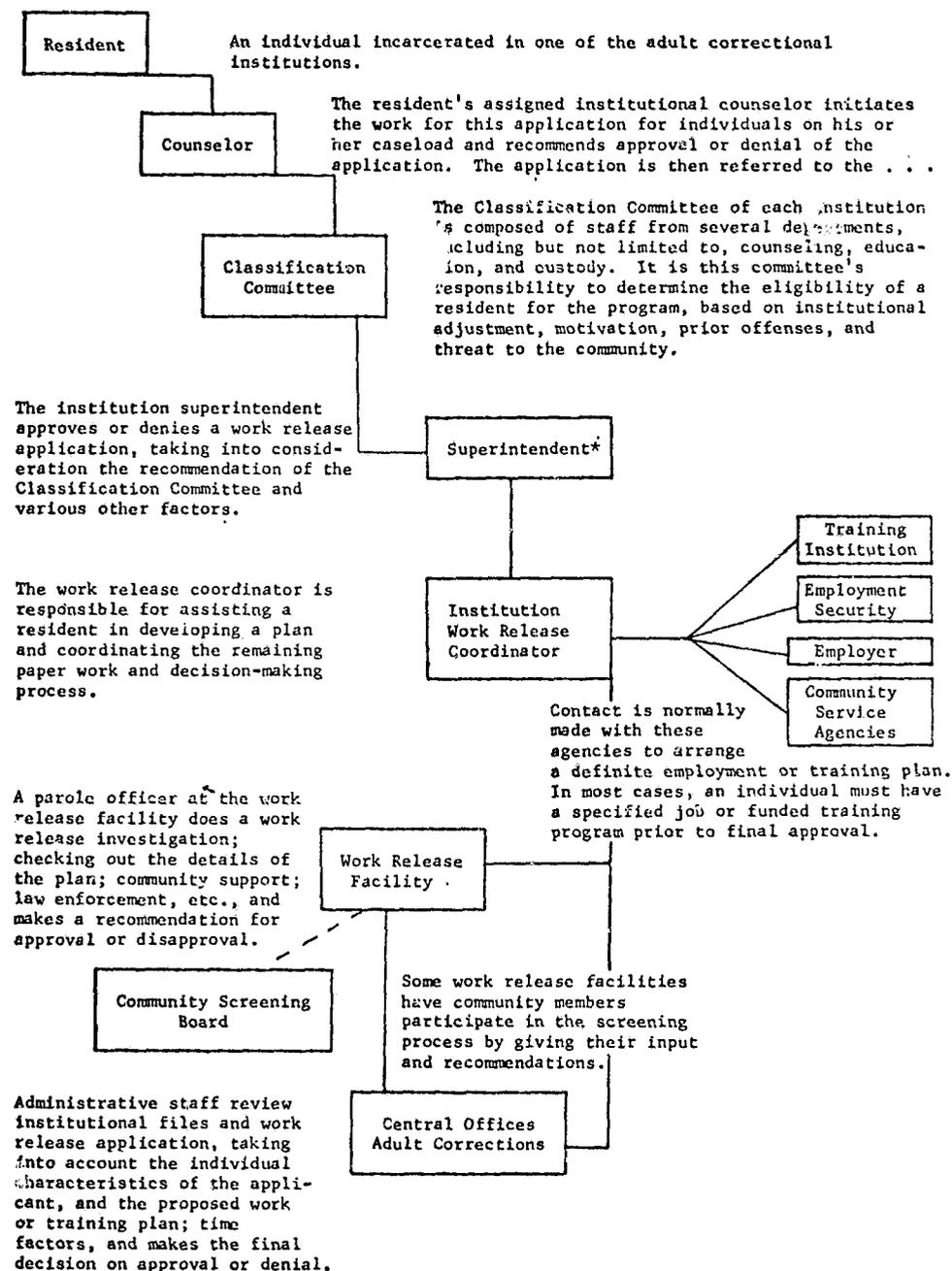
- Point 1: The State Prisoners Work Release Program is under the jurisdiction of the Division of Adult Corrections, Department of Social and Health Services.
- Point 2: Work releases can participate in employment, a vocational training program, and/or attend an accredited college.
- Point 3: Work releases are required to reside at a state approved work release facility. These include County and City Jails, State Institutions, State owned and operated facilities, and/or local housing units which are privately or individually owned, that have entered into a specific contractual agreement with the state. These facilities must be staffed on a 24-hour basis. Individuals are required to be at the work release facility during all non-working hours or when not in school, except when otherwise authorized by a parole and probation officer.
- Point 4: Work releasees are subject to the same hiring and firing procedures, union membership, and fringe benefits, as any other employee. The employer is not liable for his or her custody.
- Point 5: Work releasees are required to pay for their own room and board at the work release facility. (The exception to this being the Tacoma Work Release Facility, where individuals work eight hours a week for Western State Hospital in lieu of room and board payments.) Failure to meet this stipulated financial responsibility can be grounds for returning an individual to an institution.
- Point 6: An individual remains on work release status until he or she is paroled by the Board of Prison Terms and Paroles, or is for some reason returned to the parent institution (the average length of time being 3 to 5 months).

Point 7: Work releasees, who do not follow the rules and regulations of the work release program, are subject to disciplinary hearings and ultimate revocation of work release status and return to the parent institution.

Point 8: For those with families, support of dependents is arranged whenever possible.

Point 9: Work releasees can visit family and friends in their non-working or school hours by receiving furloughs and "sponsored" outings. A "sponsor" is a citizen who is screened and approved by a parole and probation officer at the work release facility and given the responsibility to work as an "agent" of the department in monitoring the work releasees behavior and assisting the individual in the habilitation process.

Point 10: Individuals are screened and approved for the participation in the work-training release program by a fairly extensive process. To, hopefully, delineate this process more clearly, the following flow chart was designed. It should be noted that this represents the basic procedures. There are some variations at each institution and work release facility, and procedures are subject to change by law and/or agency policy.



\* The superintendent has the final approval for those individuals who are on work-training release status, but continue to reside on institution grounds. Purdy Treatment Center for Women and Indian Ridge Treatment Center are two institutions that utilize this procedure.

Point 11: To facilitate the development of an employment or training plan, arrangements can be made for residents to scheduled interviews through the use of furlough; escorted trips with institution staff; and/or temporary work release. "Temporary work release" is the term used when an individual has been approved utilizing the delineated process, and is transferred to a work release facility but does not have a specified plan. The individual then has approximately 10 days to develop a plan or be returned to the institution.

The work/training release program is considered a transitional period between a highly structured institutional environment and the expectations of a free society, and thus reduces the disabling effects of institutionalization.

It is designed to take advantage of the efforts that institutional staff may have made. It fosters an increasing sense of responsibility on the part of the resident and capitalizes on any personal growth that occurred with the man while in the institution. It affords us the best opportunity to comprehensively evaluate the gains made by the resident and his readiness to function in society as a parolee.

The resident will be better prepared for parole. He will be able to enter the competitive labor market, hopefully with new skills or improved work habits which can apply in free society. He regains the capacity to assist his family in meeting financial obligations. Consequently, he may acquire the feeling of self respect which comes with productive activity. He will commence his parole experience perhaps having purchased an automobile, the necessary insurance, his own wardrobe, and with some savings. Certainly, his attitude will be different from that of a disgruntled releasee in prison-made garb, with a relatively small amount of money.

He will have met and established a good relationship with his future parole officer and will be using the available community resources, thus enhancing his prospects for a successful parole.

The work release program can also save the state money as the releasee assumes the cost of his own room and board and pays the share of the administrative cost of the program. Additionally, the men are able to pay off traffic tickets, outstanding debts, make restitution payments, and most importantly, assume financial responsibility for their families, which in most cases means taking them off the state welfare rolls. All in all, they are encouraged to take the active part in their rehabilitation and re-entry, so as to assume and maintain all their responsibilities for parole.

A professional staff, using the full resources of the community, including volunteers, can execute this type of a project in an effective manner. The Office of Probation and

Parole and its field based staff is in a unique position to carry out this mission. Thus far, experience has shown that offenders treated by the concept of work and training release have responded in a more positive, productive, and rehabilitative way than those treated in a traditional correctional institution.

Work and training release programs combat "institutionalization." Residents are oftentimes paroled less able to function responsibly and effectively in the community due to confinement alone. The community correction concept was developed to combat increased bitterness, hatred, vengeance, and other such antisocial feelings.

The work and training release programs are attempting to involve interested and concerned citizens who will work in various capacities with people at the facilities who have come from the four state adult correctional institutions and the adult honor camp (Larch Mountain). These men and women are participating in either work or school programs which are aimed at making the transition from prison to free society an easier one.

The objectives are: to provide practical assistance to the resident in establishing him as a law abiding, productive member of society. In the program this is accomplished by the resident's development and progress in a personalized plan. The plan may be a work program or academic or vocational training. Some men are involved in both. This plan is coupled with a comprehensive treatment package that contains whatever personal items may be necessary to aid the individual in his re-entry and adjustment to the community.

2. To provide experience for the volunteer in the realities of the criminal justice system and the affect it has on persons involved in it.

We believe that the fulfillment of these objectives will provide citizen volunteers with the necessary knowledge to help maintain and support the concept of community based corrections. This is the belief and philosophy of adult corrections in the State of Washington.

## Section XI: Offices of Adult Probation & Parole

Your work as a volunteer will always take place as part of a three-way partnership: you, the offender, and the probation and parole officer or institutional counselor. Following, for your information and use is a brief organizational sketch of the Office of Adult Probation & Parole with addresses and telephone numbers.

The Office of Probation & Parole has responsibility for the supervision of all persons paroled from the state correctional institutions by the Board of Prison Terms & Paroles and all persons placed on probation by the state's superior courts. Like institutions, it is an agency in the Adult Corrections Division in the Department of Social & Health Services.

The Department of Social & Health Services is divided into six regions. At present, the Office of Adult Probation & Parole has three regional administrators supervising one or more of the DSHS regions. The Northwest region with headquarters in Seattle consists of DSHS Regions III and IV, and includes King, Snohomish, Skagit, Whatcom, Island and San Juan counties. The Southwest region consists of DSHS Regions V and VI, and encompasses Kitsap and Pierce counties and Clallam, Jefferson, Grays Harbor, Mason, Thurston, Pacific, Lewis, Wahkiakum, Cowlitz, Skamania, Klickitat, and Clark. The Eastern Region is made up of DSHS Regions I and II, and includes the entire Eastern part of the State. The regional office is administered from Spokane. Budgetary and operational plans for the fiscal year beginning 1975 include expanding the number of Regional Administrators. The Office of Probation and Parole would then have six Administrators with new regional offices tentatively planned for Snohomish (III), Clark (VI), and Yakima (II), counties.

Each region has one or more district supervisors covering one or more counties who report to the regional administrators. The regional administrators report to Loran Lindseth, the Deputy Chief of Adult Probation & Parole and he in turn, reports to the Chief, Ellis Stout. The following is a simple managerial diagram of the Adult Corrections Division.

Addresses and telephone numbers of Adult Corrections are: State Central Office, Capitol Center Bldg., P.O. Box 1788, Mail Stop 22-2, Olympia, Washington 98504, telephone 753-6791.

## REGION I

### Spokane Office

West 1707 Broadway Ave., Spokane 99201—(456-3260)

Prideaux, John, District Supervisor

### Dishman Office

East 9822 Sprague Ave., Spokane 99206—(456-3298)

Antonsen, Ray, PPO II (1098)

### Colfax Office

P.O. Box 448, Colfax 99111—(456-6179)

Whitman County Courthouse

Clark, Gary, PPO II (1148)

### Wenatchee Office

Second & Mission Bldg., Suite 6, Wenatchee 98801—(663-4652)

Schafer, David, District Supervisor

### Okanogan Office

Wicks Bldg., 277 Pine, P.O. Box 1038, Okanogan 98840—(422-3163)

Prewitt, Lee, PPO II (1120)

### Ephrata Office

P.O. Box 155—121 Basin St. SW, Room 8,

Ephrata Office Center, Ephrata 98823—(754-4502)

Hall, Ray, PPO II (1146)

### Colville Office

1100 S. Main, Rt. 3, Colville 99144—(684-5265)

Northrup, Jim, PPO II (1107)

## REGION II

### Yakima Office

P.O. Box 1809—(Valley Mall)—Yakima 98907—(248-4680)

Swanson, Ron, District Supervisor

Brulotte, Betty, Clerk-Typist III

**Ellensburg Office**

521 East Mountainview, P.O. Box 366, Ellensburg

Irish, Michael, PPO II (2117)—Assignment Officer

**Toppenish Office**

P.O. Box 470, Toppenish 98948—(865-2805)

Robertson, Jack, PPO II (2118)

**Walla Walla Office**

210 Jones Bldg., 2nd & Main, Walla Walla 99362—(525-8120)

Fischer, Paul, PPO I (2112)

**Pasco Office**

1808 West Lewis, Pasco 99301—(545-2415)

Turner, Paul, PPO II (2119)

**REGIONS III AND IV**

—(464)7966)

**Regional Administrator**

Nelson, Lucille, Secretary I-Typing

900 United Pacific Bldg., 1000 Second Ave., Seattle 98104

**REGION III**

**Everett Office**

212 Commerce Bldg., Everett 98201—(259-8521)

Greer, Glenn, District Supervisor

**Mountlake Terrace Office**

21309—44th Ave., West, Mountlake Terrace 98043—(775-5555)

Reynolds, Robert, PPO I (3057) (775-5555 Ext. 362)

**Bellingham Office**

320 Herald Bldg., Bellingham 98225—(676-2110)

Hensel, Cliff, PPO II (3060)

**Mount Vernon Office**

214 Matheson Bldg., Mount Vernon 98273—(336-5458)

Cornwell, Richard, PPO II (3062)

**REGION IV**

**Young, William, Adult Probation and Parole**

Regional Administrator—(464-7966)

Nelson, Lucille, Secretary I-Typing

900 United Pacific Bldg., 1000 Second Ave., Seattle 98104

**Smith Tower Office**

918 Smith Tower, Seattle 98104—(464-7950)

Merner, Harriett, District Supervisor—464-7938

**Renton Office**

Tonkin Bldg., Suite 3, 817 S. Third Ave., Renton 98055—(764-4225)

Crabb, James, District Supervisor

**Burien Office**

924 SW 15 1st., Seattle 98166—(764-4197)

Hooper, Dick, PPO II (4029)

**Rainier Office**

2809—26th Ave., S., Seattle 98144—(464-6201)

Schroeder, Robert, District Supervisor

**Eastlake Office**

329 Areis Bldg., 2366 Eastlake Ave., E., Seattle 98102—(464-7387)

**Minimum Service Caseload Unit**

Dalley, Carl, Supervisor—(464)6228)

**Northgate Office**

9501—5th NE, Seattle 98115—(545-6651)

Barbour, Gary, District Supervisor

**Bellevue Office**

612 Bellevue NE, J.S. Ditty Bldg., Suite 211  
Bellevue 98004—(455-7180)

Allen, William, PPO II (4047)

**Firland Office**

1606 NE 150th, Seattle 98155—(545-6677)

Brooks, Larry, PPO I (4050)

**REGIONS V AND VI**

Kastama, C.R.M., Adult Probation and Parole—(593-2915)

Regional Administrator

P.O. Box, 1397, Tacoma 98401

**REGION V****Tacoma Office**

2367 Tacoma Ave., So., Tacoma 98402—(593-2550)

Wiseman, Theodore, District Supervisor

**Puyallup Office**

218 Knight Bldg., 104 W. Main, Puyallup 98371—(845-3052)

Snow, Robert, PPO II (5073)

**Lakewood Office**

10506 Bridgeport Way SW, Suite B, Tacoma 98499—(552-3764)

Owens, C.W., District Supervisor

**Bremerton Office**

3423—6th St., Bremerton 98310—(478-4915)

Peterson, H.E., District Supervisor

**REGION VI****Chehalis Office**

1153 Chehalis Ave., Chehalis 98532—(748-4511)

P.O. Box 576

Gibbs, John, District Supervisor

**Olympia Office**

5000 Capitol Blvd., Tumwater—(753-7435)

Mailing Address: P.O. Box 1788, M.S. 38-5, Olympia 98504

Larson, William, PPO II (6084)—Assignment Officer—(753-7438)

**Shelton Office**

P.O. Box 519, Shelton 98584—(426-5511)—Ext. 261

Lester, William, PPO I (6086)

**Aberdeen Office**

207 So. M St., Aberdeen 98520—(532-3781)

Anderson, Wayne, PPO II (6077)—Assignment Officer

**Port Angeles Office**

101<sup>4</sup> W. Front St., Rm. 104, Port Angeles 98362—(457-8852)

Rarity, John, PPO II (6079)—Assignment Officer

**Vancouver Office**

1408 Franklin St., Rm. 15, Vancouver 98660—(696-6441)

Mailing Address: P.O. Box 1028

Streissguth, R.T., District Supervisor—(696-6776)

**White Salmon Office**

P.O. Box 515, White Salmon 98672—(493-1012)

Tolson, Robert, PPO I (6092)

**Longview-Kelso Office**

Murray, Clare, PPO II (6093)—Assignment Officer

**EVERETT WORK/TRAINING RELEASE**

2940 Oakes, Everett 98201—(259-5711)

Cornish, Tom, Supervisor (3122)

**LONGVIEW WORK/TRAINING RELEASE**

1226—11th Avenue, Longview 98632—(636-5610)

Schram, Keith, Acting Supervisor

**OLYMPIC COLLEGE TRAINING RELEASE**

Olympic College Residence Hall, Room 419,  
16th and Chester, Bremerton 98310—(356-4892) (478-4892)  
Herness, Gary, PPO I (Resident officer in charge)

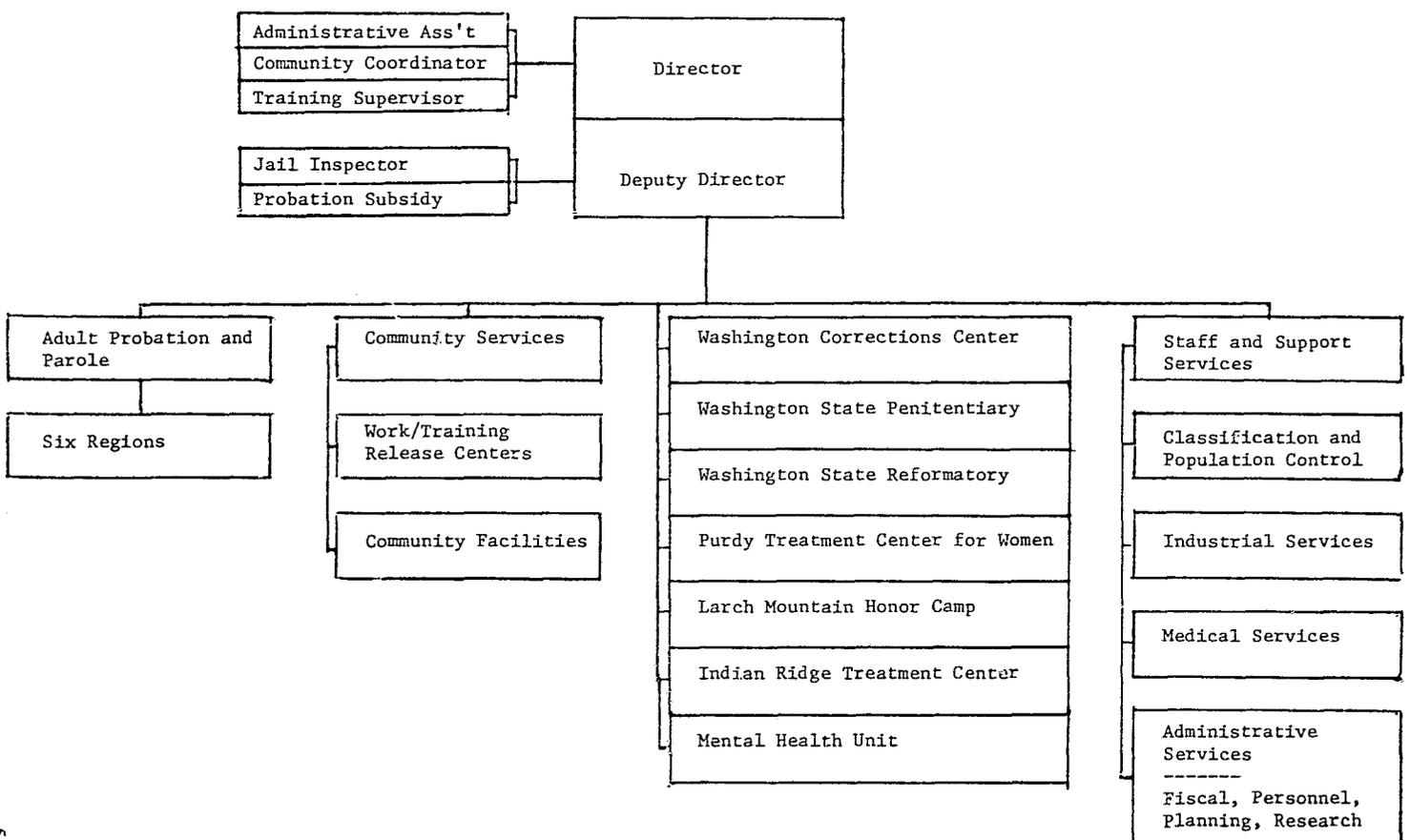
**PASCO WORK / TRAINING RELEASE**

P.O. Box 2794, Pasco 99301—(526-2439) (545-2439)  
Location: 527 W. Bonneville, Pasco (not a mailing address)  
Brecht, John, Acting Supervisor

**SEATTLE WORK / TRAINING RELEASE**

1108 E. Spruce, Seattle 98122—(576-6320) (576-6321) (464-6320) (464-6321)  
Ensign, Ralph, Supervisor

Department of Social and Health Services  
ADULT CORRECTIONS DIVISION



### **SPOKANE WORK/TRAINING RELEASE**

Mail c/o Adult Probation & Parole  
West 1707 Broadway Avenue  
Spokane 99201—(545-3258) (545-3259) (456-3258) (456-3259)

Office: 1115 W. Broadway, Room 202, Spokane 99201

Facility: Spokane County Jail

Heffernan, John, Supervisor

### **TACOMA WORK/TRAINING RELEASE**

P.O. Box 1038, Steilacoom 98388—(654-3515) (654-3516) (552-3515)

Facility: Nurses Quarters, Western State Hospital  
(not a mailing address)

Smith, Judith, Supervisor

### **UNIVERSITY OF WASHINGTON TRAINING RELEASE**

Resident Parole Office, McMahon Hall  
Seattle 98105—(323-7124) (543-7124)

(Ensign, Ralph, Supervisor)  
Musselwhite, Pete, PPO I (Resident officer in charge)

### **YAKIMA WORK/TRAINING RELEASE**

1704 Grant, Yakima 98902—(367-1402) (452-3778) (452-7119)

Bunch, Don, Supervisor

### **Office of Adult Institutions**

The Office of Adult Institutions has responsibility for the operation and maintenance of the state's four adult correctional institutions. Two honor camps are also operated by the office in conjunction with various correctional institutions. Address and telephone numbers of adult correctional installations are:

### **GLOSSARY OF TERMS**

<b>aka</b>	Abbreviation for "also known as."
<b>Arson</b>	First Degree: Setting fire to, or burning any dwelling or building in which there is a human being;  Second Degree: Any burning not included in the above.
<b>Assault</b>	First Degree: Assaulting a human with intent to kill;  Second Degree: Assaulting a human with intent to injure;  Third Degree (simple assault): Assault not amounting to either of the above.
<b>Auto Theft</b>	See TMVWOOP.
<b>Board Certification</b>	(Certs) Formal notification on board action in a parole case.
<b>B.P.T.&amp;P.</b>	Frequent abbreviation for Board of Prison Terms and Paroles.
<b>Burglary</b>	Second Degree: Breaking into a building with intent to commit some crime therein. (First Degree charges are rare.)
<b>Cancellation</b>	Probation: (Cancellation of Detainer) A form completed by the Probation Officer which cancels a Detainer earlier placed on a parolee or probationer to keep him in jail.
<b>Carnal Knowledge</b>	Sexual intercourse with a person of opposite sex who is not the spouse of the offender and who is not 18 years old. (Sometimes called "Statutory Rape.")
<b>Cause Number (Cse No.)</b>	A number assigned to criminal proceedings which identifies the particular case with the Court and the Court Clerk. All action in the case will bear this same number.

**C.B.H.C.** Abbreviation for Clallam Bay Honor Camp.

**CC** Abbreviation for Concurrent. Used where a person is sentenced on two or more separate charges when time on all the charges is served simultaneously. See CS.

**CDFS** Abbreviation for Conditional Discharge from Supervision; an order issued by the Board permitting the parolee more freedom.

**Check Date** A system for keeping track of cases and of dates which are important in cases. Usually on a short-term basis. See MCD.

**Chrono (Chrono Sheet)** Abbreviation for Chronological Sheet, usually kept on the left side of field file, on which the officer keeps running record of events in a case.

**CS** Abbreviation for Consecutive; used when a person is sentenced on two or more separate charges and the sentences are served separately. He must complete service of time on the first charge before beginning to serve time on the second, etc. See CC.

**DAC** Abbreviation for Division of Adult Corrections.

**Deferred Sentence** One of two kinds of Probation. The Court delays sentencing the defendant for a period of time, permitting him to go into the community under supervision of our agency. See Suspended Sentence and Probation.

**Detainer** A written order of the parole officer to a jail giving the jail authority to hold a probationer or a parolee pending further action.

**Dismissal** An order signed by the Judge in Deferred Sentence Probation cases which signals successful completion of probation and closed the entire case.

**D.O.B.** Abbreviation for "Date of Birth."

**D.V.R.** Abbreviation for "Division of Vocational Rehabilitation."

**Face Sheet** A single page upon which appears a picture of the parolee or probationer, together with basic information on him in summary form; the top page of the Board file.

**Face Sheet Book** A collection of face sheets on all cases supervised by an individual parole officer usually kept in a loose-leaf notebook by the officer.

**FD&RCR** Abbreviation for Final Discharge and Restoration of Civil Rights. Issued by the board to totally remove the parolee from parole and to restore his civil rights to him.

**Felony** A major crime; a crime for which a person can be sentenced to a penitentiary. Practically all persons under supervision of our agency have committed Felonies.

**Forgery** (usually) The crime of signing the name of another person to a check or other document for the purpose of gain. A felony.

**Furlough** Specified time given to institution inmates to leave the confinement facility for personal reasons. These leaves are subject to limiting conditions.

**Indecent Exposure** Exhibition of the genitals, usually to a person of the opposite sex.

**Indecent Liberties** (usually) Sexual molestation of a youngster.

**Interstate Compact** An agreement between the 50 states by which each state agrees, under certain circumstances, to accept the parolees and probationers of the other states for supervision. See F.O.S. and O.O.S.

**Justice Court** A Court of law whose jurisdiction is the county in which it is located, and which handles cases of misdemeanor nature. See Municipal Court, Superior Court, Misdemeanor.

**L.M.H.C.** Abbreviation for Larch Mountain Honor Camp.

<b>Larceny</b>	Grand Larceny: Theft of property having a value of \$75.00 or more, or cashing of a bad check and receiving goods therefor whose value exceeds \$25.00.  Petit Larceny (Petty Larceny): Larceny not meeting specifications above.
<b>Mandatory Minimum</b>	(See Minimum Sentence) A minimum sentence which is specifically prescribed by the law. The Board can set a longer minimum in this case but cannot shorten the mandatory minimum.
<b>MAX EX</b>	Abbreviation for Maximum Expiration, or Expiration of the Maximum Sentence which was imposed at the time of sentencing.
<b>Minimum Sentence</b>	A sentence, usually set by the Board, which expresses a minimum of time which must pass before the inmate can be released on parole.
<b>Misdemeanor</b>	A "lesser" crime; one which carries a penalty of a county or city jail sentence plus a fine, as compared with Felony.
<b>Municipal Court</b>	A "city" court which handles infractions of city statutes. This court can sentence only to the city jail.
<b>Negligent Homicide</b>	(usually) Causing the death of a human through negligence or carelessness.
<b>Non Support</b>	(usually) Deliberate failure to provide for the support of minor children.
<b>NTRD</b>	Abbreviation for New Tentative Release Date. See TRD.
<b>OOS</b>	Abbreviation for Out of State; Washington State Parolees and Probationers who are being supervised for us by other States. See F.O.S. and Interstate Compact.
<b>Parole</b>	A Parole is a conditional release from a penal or correctional institution after the prisoner has served a part of his sentence. Parole is granted by the Washington State Board of Prison Terms & Paroles, and the term of parole is supervised by the state probation and parole officer.

<b>Probation</b>	Conditional release from custody into the community for supervision by our agency without the necessity of going to prison. See Suspended Sentence. Deferred Sentence, Parole.
<b>Promissory Note</b>	An agreement to repay signed at the time a loan is negotiated. A promissory note must be signed by the parolee when he borrows from the parolee revolving fund. See Revolving Fund.
<b>Rap Sheet</b>	A record of arrests of an individual issued upon agency request by the FBI.
<b>Rape</b>	Sexual intercourse with a female not the wife of the offender and without her consent.
<b>Receiving State</b>	Under the Interstate Compact, the state which receives the parolees and probationers of the other state for supervision.
<b>Recidivist</b>	A person who, having committed a crime, commits another crime at a later date; a "repeater."
<b>Rel</b>	Abbreviation for "release."
<b>Reports Conditional Discharge from Supervision</b>	See above. The officer requests CDFS when he feels maximum benefits have been derived from active supervision.
<b>Final Discharge</b>	See Above. Final Discharge is requested by the parolee in writing to the Board. The Board may request an investigation and report from the parole officer.
<b>Layover Investigation</b>	An investigation and report prepared by the parole officer when the inmate requests a "stopover" in his district while en route, on parole, from the institution to his parole destination.
<b>Personal History</b>	A summary of pertinent information prepared in a new Probation case when a Pre-Sentence investigation has not been prepared.

<b>Placement Investigation</b>	A report on the parole plan in the district prepared by the officer in response to a request for transfer of an out of state parolee or probationer to our state.
<b>Placement Request</b>	Prepared by the officer to initiate transfer of supervision to another state. See Interstate Compact.
<b>Pre-Parole Investigation</b>	A report prepared by the officer on the parole plan in his district for an inmate about to be paroled.
<b>Pre-Sentence</b>	A report prepared by the officer at the request of the Court, with information which the Judge can use in sentencing the defendant.
<b>Progress Report</b>	A report prepared in F.O.S. and parole cases on a quarterly basis with information on the adjustment being achieved by the person under supervision. A routine report.
<b>Request for Dismissal</b>	See Dismissal.
<b>Request for Inactive Status</b>	Prepared to permit closure of probation cases which cannot be closed in any other acceptable way. Directed to the Court.
<b>Request for Loan</b>	Request for a loan for a parolee from the Revolving Fund. See Revolving Fund.
<b>Special Report</b>	A report giving information, or requesting permission which cannot be given nor gotten in any other regular report.
<b>Supplemental Report</b>	A report which adds to information given in a previous report.
<b>Violation Report</b>	A major report which reports on violations of the terms of probation or parole to the Court or to the Board.
<b>Request for Arrest and Detention</b>	A written request of the parole officer addressed to the law enforcement agency, requesting the arrest of a parolee or probationer.

<b>Revoke, Revocation</b>	Board or Court action taken in conjunction with imprisonment as a result of violation of the terms of parole or probation.
<b>Revolving Fund</b>	A Fund established by the Legislature and administered by the Board, from which loans are made to parolees for the purpose of aiding in their adjustment on parole.
<b>Sending State</b>	Under the Interstate Compact, the state from which the parolee or probationer is transferred. See Interstate Compact, OOS, FOS, Receiving State.
<b>S.S.</b>	Suspended Sentence abbreviation. A kind of probation in which the individual is actually sentenced to the institution but in which the Court does not actually commit. See deferred, and probation.
<b>Stipends</b>	Weekly unemployment benefit to parolees up to a maximum amount of \$55.00 p/week and is to run no more than 26 weeks. The program is similar to the states unemployment compensation. It enables parolees to maintain themselves in this community until they are able to locate employment.
<b>Superior Court</b>	A Court with statewide jurisdiction, capable of hearing felony cases and sentencing on felony convictions. See Justice Court, Municipal Court.
<b>Suspend, Suspension</b>	See under "Warrant."
<b>TMVWOOP</b>	Abbreviation for Taking a Motor Vehicle Without Owner's Permission. See Auto Theft.
<b>Travel Permit</b>	A permit form issued by the officer to permit the parolee or probationer to travel outside the boundaries of the parole district.
<b>TRD</b>	Abbreviation for Tentative Release Date, a date set by the Board, tentatively, for the parole of the inmate. This date can be revised upward or downward by the Board.

Unique Number	A number which is assigned to an individual the first time he enters a state institution. The number is unique to him and remains with him regardless of what other institutions he may enter later.
Vacate, Vacate Order	An order entered by a Court which cancels an earlier Court order. We usually see it when a sentence to an institution is reversed by the Court which originally entered it.
Waiver	Short for "Waiver of Extradition." The waiver is voluntarily signed by the parolee or probationer who wishes to transfer out of state for supervision in another state under the Interstate Compact. He agrees to return to the sending state upon request. See Interstate Compact. Also: Act of a parolee declining his right to an on-site hearing.
Warrant	An order for arrest:
Board Warrants	Suspension Warrant — This warrant permits the parolee to be held. Issued by Parole Board or parole officer.  Cancellation Warrant — This warrant orders the parolee's return to the Department of Institutions.  Revoke and Return — Terminates parole for setting of new minimum term.
Bench Warrants	This warrant is issued by the Superior Court and is an order for the arrest of a Probationer.
W.C.C.	Abbreviation for Washington Corrections Center at Shelton.
WSP	Abbreviation for Washington State Penitentiary; also abbreviation for Washington State Patrol.
WSR	Abbreviation for Washington State Reformatory.

## Section XIII

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### **Section XIII: Notes**

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