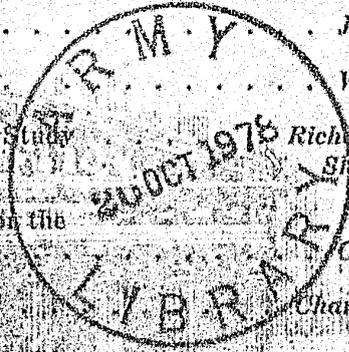


Federica Probation

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SEPTEMBER 1978

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All phases of preventive and correctional activities in delinquency and crime come within the fields of interest of FEDERAL PROBATION. The Quarterly wishes to share with its readers all constructively worthwhile points of view and welcomes the contributions of those engaged in the study of juvenile and adult offenders. Federal, state, and local organizations, institutions, and agencies—both public and private—are invited to submit any significant experience and findings related to the prevention and control of delinquency and crime.

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This Issue in Brief

The Effect of a Presidential Pardon.—Much has been written regarding the effect of a Presidential pardon ever since the 1833 Supreme Court decision in *United States v. Wilson*. U.S. Pardon Attorney John R. Stanish describes pardon procedures and discusses the effects given to a Presidential pardon by different courts and writers. Since most civil rights arise under state law, the extent of a Federal pardon on the restoration of lost state civil rights is important.

Multnomah County Probation Teams: An Example That Is Working.—Faced with extremely high caseloads and a desire to provide effective services to its clients, Multnomah County Probation Services has redesigned and functionally restructured its entire method of client service delivery, writes Supervisor William T. Wood. Critical to this system is the formation of decentralized teams utilizing the individual skills of each staff person in a combined service delivery program. The process has resulted in a noticeable improvement in the quality of services to the clients and a considerable degree of professional growth and development of agency staff.

Judicial Intervention in Corrections: A Case Study.—Since 1961 the courts have increasingly taken an advocate role in disputes concerning prisoners' rights and prison conditions, yet seemingly little reform has been accomplished, according to Dr. Richard L. Schuster and Sherry A. Widmer. A case study of one court intervention (*Jones v. Wallace*) is presented to illustrate how the organizational concept of "slippage" operates even in agencies that are philosophically in agreement with a court order. The article concludes that, since prisons are complex organizations, an organizational framework would facilitate analysis of response to court-ordered change.

Preparation of Male and Female Offenders for the Occupation of Homemaking.—The United States legislators in the Educational Amendment of 1976 envisioned that Consumer and Homemaking education could serve youth and adults in the correctional system. This article by Professor Carol L. Wheeler of the University of Houston addresses three questions: (1) What is the Consumer and Homemaking program? (2) What are the advantages of Consumer and Homemaking education? (3) How can Consumer and Homemaking education serve youth and adults in the correctional system?

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A P.O.'s Lament: "Have You Ever Had One of Those Days?"—The practice of probation can be (and often is) a very satisfying occupation. However, there are a number of factors related to the client, the community, and the criminal justice system which are beyond the complete control of the worker. Sometimes those attitudes and circumstances combine to negate your best efforts. Charles Erickson, who in a previous article described some of the perfidious ploys probation officers might practice, now relates a few of the frustrations encountered by the practitioner.

The Diagnosis of Specific Learning Disabilities in a Juvenile Delinquent Population.—A relatively brief, inexpensive test battery was devised and validated to identify learning disabilities in a sample of 250 delinquent youths. A classification system was developed which considered IQ, reading factors, and other language measures. According to this system, 48.9 percent of the sample were learning disabled (LD), 13.3 percent were developmentally disabled (DD), and only 37.8 percent were not learning disabled. Drs. Podboy and Mallory affirm that these findings offer clear support that the incidence of learning disabilities in the delinquent population is considerably greater than in the general population.

Issues in the Decriminalization of Public Intoxication.—During the 1970's numerous state legislatures developed laws decriminalizing public intoxication based on the assumption that alcoholism is an illness and should, therefore, be handled in the health care rather than the criminal justice system. The consequence of this was to void all laws authorizing arrest for public intoxication *per se* and mandatory treatment/rehabilitation. Dr. Paul C. Friday believes that too much should not be expected from shifting the responsibility for dealing with the public in-

ebriate to a public health model and the value of decriminalization should not be over sold.

Unit Management in a Penitentiary: A Practical Experience.—Dr. Smith and Warden Fenton describe the development and implementation of a system of inmate management, known as "unit management," at the U.S. Penitentiary, Lewisburg, Pennsylvania. This was the first time such a model had been successfully used for a total inmate management tool in a major penitentiary. The authors highlight how a program delivery system was modified to meet requirements for inmate safety and control in this setting.

Prison Visiting: A Background for Change.—A comparison of visiting policies in American correctional institutions reveals wide variation both among states and within states, reports Professor N.E. Schafer. An assessment of the currently available opportunities for prisoners to visit with their families and friends is an initial step toward compliance with the National Advisory Commission on Criminal Justice Standards and Goals recommendation that visits be encouraged. Finding solutions to the problems involved in maximizing visiting opportunities may be the key to encouraging visits.

Translating Policy to Procedure: Participatory Management in Corrections.—The large centralized corrections department is subject to uneven interpretation and application of policy, with various elements sometimes working at cross purposes, and with idiosyncratic procedures among its components, according to Earl D. Beshears, diagnostic services coordinator of the North Carolina Division of Prisons. A participatory management model for corrections is proposed and the details of the participatory strategy used in the North Carolina Division of Prisons to develop standardized procedures for 11 diagnostic centers are described.

All the articles appearing in this magazine are regarded as appropriate expressions of ideas worthy of thought but their publication is not to be taken as an endorsement by the editors or the federal probation office of the views set forth. The editors may or may not agree with the articles appearing in the magazine, but believe them in any case to be deserving of consideration.

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Preparation of Male and Female Offenders for the Occupation of Homemaking

BY CAROL L. WHEELER

Assistant Professor, Department of Home Economics, University of Houston

THE UNITED STATES legislators in the Educational Amendments of 1976 envisioned that Consumer and Homemaking education could serve youth and adults in the correctional system.¹ Home economists would agree, but what about correctional system administrators? Do they know what this program entails, why it is needed, or how it can be tailored to meet the needs of juvenile and adult offenders?

Lack of knowledge of and need for Consumer and Homemaking education was evident at a recent (1977) national conference of vocational education in corrections. Administrators were asked: "What kind of programs does your state have to prepare males and females for the occupation of homemaker?" A California representative stated that his state provides a "sex" education program. A director from South Carolina replied that all males and females in his state learn to operate power sewing machines. Several administrators rejected the need for educating individuals for parenthood. They implied that parenting skills are learned by osmosis in the family.

To remedy this lack of understanding and re-

duce its consequences on the lives of offenders this article will address three major issues: (1) What is the Consumer and Homemaking program? (2) advantages of Consumer and Homemaking education, and (3) how the Consumer and Homemaking education can serve youth and adults in the correctional system. While the discussion is general and not inclusive of every aspect, the purpose is to encourage correctional administrators to contact home economists and work cooperatively in establishing appropriate local programs for youthful and adult offenders. Subsequent to this initiative it is hoped that state administrators will be better prepared to report accurately, programs in their state which prepare males and females for the occupation of homemaker. Most importantly, these officials will demonstrate their commitment to the Educational Amendment of 1976.

What is the Consumer and Homemaking Program?

The Consumer and Homemaking program prepares males and females for the occupation of homemaker or dual role of homemaker and wage earner. Subpart 5 of the Educational Amendments

¹ Public Law 94-482, *Educational Amendments of 1976*.

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of 1976 describes Consumer and Homemaking Education as:

Instructional programs, services, and activities at all instructional levels for the occupation of homemaking including but not limited to, consumer education, food and nutrition, family living and parenthood education, child development and guidance, housing and home management (including resource management), and clothing and textiles²

The majority of programs serve secondary school aged youth, but there are programs for adults in every state. Sex education is a part of family living and parenthood education, but it is not all that is needed for successful individual and family life.

The focus of the program is to improve the quality of personal and family living. All instruction is centered on specific aspects of daily life and personal application to the real world of the individual. For example, aspects for development of psychological, physical and intellectual health of children are studied and ways to foster these qualities are applied to raising one's own children.

While this information has personal benefit, it also has career implications. While the occupation of homemaker is unpaid, similar paid occupations are available outside the family unit. Students discovering interest in a particular area may be directed to job training programs in food service, child care, housekeeping management, health care, social service, and fabric service.

Consumer and Homemaking education differs from job training programs. Students in Consumer and Homemaking learn to prepare nutritious meals for the individual family, operate home equipment, and meet needs of the individual family. Food service job training programs educate individuals to plan meals for large groups, operate industrial equipment, and meet employment demands.

Consumer education is an integral part of every aspect of instruction. The effects of advertisements on individual wants are studied. Alternative methods of obtaining goods and services are evaluated. Rights and responsibilities of consumers along with use of available consumer information can be applied to real life through many personal examples.

A comprehensive Consumer and Homemaking program includes instruction in each of the six content areas—consumer education, food and

nutrition, family living and parenthood education, child development, housing and home management, and clothing and textiles. Specialized courses are available in each of six areas. The curriculum is designed for the individual needs and interests of the participants within their cultural and socioeconomic conditions.

This section has presented a very general introduction to the program. Because the program is tied closely to societal conditions, additional details are explained along with the need for this type of education.

Advantages of Consumer and Homemaking Education

Everyone can expect to be a full or part-time homemaker. Societal expectations, needs, and events are changing very rapidly. Only 16 percent of all American families today fit the stereotyped family—employed father, homemaker mother, and their children.³ Women's liberation, the increase in single parent families and gainful employment of husband and wife have changed traditional family roles.

Women's liberation has changed traditional male and female roles. Both men and women may consider full-time homemaking. Married women supplement their husband's income through economic necessity. According to estimates of economists, the 20-year-old wife with one child can be expected to work outside the home a total of 25 years, 22 years if she has two children; 20 years when there are three children; and 17 years when there are four or more children.⁴

Popular magazines and newspapers glorify today's "superwomen" who earn high salaries employed in management and live a glamorous life with husband and four children. Unfortunately, these women are unrealistic models for the majority of Americans. The dual task of managing a home and paid employment is difficult. There are intricate activities and relationships to plan, sequence, and foster. Who takes care of the children when they are sick? Who takes the children to the doctor's or attends the school Christmas party at 2:00 P.M. Friday? Who's concern is first priority—husband's employment, wife's employment, daughter's school, son's scouting overnight, daughter's and son's quarrel, housecleaning or personal relaxation? Both spouses are needed to contribute to family concerns.

Although many women are working, research has revealed surprising findings about household

² *Ibid.*

³ Shwihill, I.V. Homemakers: An Endangered Species. *Journal of Home Economics*, 1977, 69 (5), 18-20.

⁴ Nelson, H.Y. The unpaid services of the unpaid homemaker. *American Vocational Journal*, 1977, 52 (1), 36-39.

responsibilities. Employed women spend less time on household tasks than nonemployed wives. However, neither the husband nor children spend significantly more time on household chores when the wife is employed.⁵ To reduce this inequality in worktime, men and children need to learn homemaking skills. It is unfair to continue to give women the impression that dual roles are their unique responsibility or problem.

Divorce, separation, and death have increased the number of single parent families. Approximately one half of all marriages end in divorce. In 1973, 6.4 million women were heads of their own household.⁶ Increasingly, men are gaining custody of children through divorce courts. The problems of maintaining healthy family relationships and physical care of children and home are overwhelming. But whether a single parent or a member of family in which both parents work, some knowledge in homemaking skills is essential.

Tasks of the American Homemaker

What are the tasks of homemakers? Homemakers contribute to the strength of the family. Margaret Mead referred to the family as the cultural cornerstone of any society. The family transmits cultural history, instills cultural values and socializes the next generation into effective citizens and human beings. Bronfenbrenner described the family as the most humane, effective, and economic system of child care known to man. Grief stated that the family is the one most stabilizing anchor in this very transient society.⁷

Men and women share equal responsibility for this extraordinarily important social function. Husbands and wives need to share problems, concerns, and dreams for the future. Caring for the other spouse and for children is a very important function of homemakers.

Research in child development has indicated important roles of mothers and fathers in healthy development of children. Parents perform a major educational function. Most of a child's intellectual potential is established before the age of 8. Parents of the most competent children clearly excelled as designers and organizers of their children's physical environment, as limit establishers to

dangerous and annoying behavior, and as consultants to their children.⁸

Nutrition influences intellectual development of children. Over a million American infants and young children have either suffered stunted brain growth or are under risk of such damage because of malnutrition. One million unborn babies are added to the high risk group when malnourished pregnant women are added.⁹

Some individuals believe that parenting is learned by osmosis. The statistics on child abuse appear to support this osmosis theory. It is generally recognized that the abusing parent was abused as a child. Parent education, advocated by many groups of professionals—social workers, psychologists, educators, and home economists—is necessary in many situations to break continuation of negative parenting practices.

A homemaker is a consumer. Choosing economical and satisfying goods and services requires education. Abundant goods and services are available. Selecting an item because of its packaging, advertisement, or placement on the store shelf is not economical or necessarily satisfying. Education of consumers is necessary with the highly sophisticated marketing devices used by manufacturers. Choosing healthful food is not possible without careful examination of the package contents and knowledge of the effects of ingredients. The so-called "natural foods" may not be as healthful as lower priced regular foods. Nutrition experts agree that our diet causes serious health problems.

Nutritionists say that diets of too much saturated fat, sugar, salt, and cholesterol are common problems for most Americans but are intensified for blacks. Blacks are four times more likely to die of hypertensive heart disease and chronic kidney disease than whites. There is an inescapable relationship between hypertension, heart disease, obesity, and diabetes and faulty nutrition. We need to teach people how to use food nutritiously within the content of their own culture.

How the Consumer and Homemaking Education Can Serve Youth and Adults in the Correctional System

In the previous section reasons for Consumer and Homemaking education for the majority of Americans were addressed. Youthful and adult offenders share similar problems as the society at large, but in probably an exaggerated state.

⁵ Schraub, V.R. and Vaughn, J.L. The employed homemaker's dilemma. *American Vocational Journal*, 1976, 51, 45-47.

⁶ Brown, D.L. Women in the labor force. *Journal of Home Economics*, 1977, 69, 451, 21-22.

⁷ Lohel, E.A. The future of the family. *Journal of Home Economics*, 1976, 68, 9-11.

⁸ Nelson, *op. cit.*

⁹ *Ibid.*

The emphasis has been that Consumer and Homemaking education can meet needs of males and females, youth and adults.

During my experience teaching home economics in an Ohio juvenile correctional institution many approaches were tried and others were thwarted. The institution changed in direction from a diagnostic center for youthful offenders ages 14-17 to a medium security coed institution. During the two and a half years there were three different superintendents and two different school principals. The educational program gradually moved from an autonomous unit toward centralized control through an educational superintendent of all Youth Commission institutions. This administrative thrust created an institutional atmosphere characterized as a state of constant change. An unanticipated consequence of this change in administrative orientation and leadership was greater opportunities for professional experimentation in the educational program than in a stable, less fluid institutional environment.

There were no requirements on my curriculum. What was offered depended on financial and personnel support offered by the institution's superintendent and educational administrators. Male and female students and I explored all areas within the home economics curriculum: food and nutrition, consumer education and management, personal and family relationships, child development, housing and interiors, clothing and textiles. We studied nutrition and applied the concepts to eating "on group" and in our class activities. The students individually planned and prepared nutritional breakfasts, lunches and dinners. The variety ranged from omelets to chitterlings. We had breakfasts for the entire institution staff. We planned, prepared, and served Thanksgiving, Christmas, and Easter dinners for other students and institution staff. We catered school picnics. At one time we had weekly "family" type dinners for special guests. These activities were designed to develop personal self-sufficiency, self-satisfaction, pride, and cooperative capabilities. Students enrolling in the course had almost no knowledge of nutrition and food preparation. They couldn't read the most simple recipe nor operate a range safely.

The student's knowledge of consumer skills was almost nonexistent. In relation to foods we practiced consumer skills. We compared the taste, appearance, and cost of different brands of their favorite canned foods. We compared cost, taste,

appearance, and time involved in preparing coffee cakes from "scratch," Bisquick, package mix, and frozen form. We studied selection and preparation of vegetables for quality and vitamin retention.

A spirit of individual effort and cooperation was expected in every activity. Students were responsible for establishing personal learning goals and achieving them. When teacher aides were available, students could select almost any activity from drug education, sex education, interior design, child care, crafts, food preparation, and clothing repair, alteration, and construction. Activities and projects were emphasized in order to involve the students in their learning. The project itself was often less important than the problem solving and decisionmaking involved in its completion. These students didn't enjoy or benefit from reading about family life from textbooks. We practiced it.

The students had many needs in individual and family relationships. In the institution one could observe much student manipulation of other students, self-abuse, and pimp-like power tactics. We discussed the emotions and behavior of Pheobe, a pregnant teenager. A speaker from Planned Parenthood discussed birth control. A film on vasectomy was debated. We role played family situations. One of our evaluated weekly goals was improved student behavior in relation to other students.

After a 2-week unit on caring for young children, we ran a 1-day day care center for 21, 10 6-year-old children of the institution staff. Each class had responsibilities for care, education, recreation, feeding, and entertaining the children. It was one of the highlights of the whole year but could not have been done without assistance from two youth leaders. This experience revealed many inadequacies the students had with young children even when many were father and mothers. I would have liked to establish a permanent day care center in the institution with the students as the teacher assistants. Children of the institution staff or even the children of the students could benefit from the experience. This program could provide experience to improve parenting skills and for gainful employment in child care facilities in the real world. Lack of funds, equipment, and personnel blocked my desire.

For one summer the principal arbitrarily suspended the regular home economics program. However, at this time not all of the youth assigned to the institution were eligible for the school pro-

gram. Not having formal teaching duties my co-worker and myself designed a new program for the students "too old" or with too low an I.Q. to enroll in the regular school. We organized a self-contained 3-hour-a-day, 5-day-a-week program which included development of reading, personal, consumer and family living skills. We felt successful and the students benefitted. This program was dropped at the end of the summer against our recommendations. We were forced to return to the regular home economics program.

Working in the institution was stimulating and frustrating. I saw so many needs in respect to consumer and homemaking skills, but could provide only a limited experience. From my view the original personnel table of organization appeared to be sacred. Federally supported reading programs did provide special reading programs which employed additional personnel. But whenever I seemed to offer a successful alternative like the day care center or the self-contained comprehensive course, no additional funds could be found.

One superintendent tried to develop a "family" oriented institution atmosphere. He wanted to initiate consumer and homemaking type of education on the residential group units. In no way did the administrators try to work with the professionally trained home economics teacher in implementing this goal. I had a master's degree in home economics but obviously he felt I had no knowledge to share. The superintendent erroneously believed that youth leaders with a high school background were knowledgeable and experienced in consumer and homemaking areas, could teach information to others, and organize practical experience opportunities. The superintendent's lack of respect for consumer and homemaking education prevailed to the extent that one day he appeared in my classroom with the offer "to trade my two ranges for two beds so I could teach bed making." Equating home economics with housekeeping in the living group setting represents a graphic illustration of administration's narrow mindedness and prejudice against home economics.

Such actions certainly indicate a poor understanding of consumer and homemaking education. Some skills like bedmaking can be easily taught by many individuals. However, some technical areas like nutrition, organization and management, and providing educational experiences re-

quire someone with a specialized college education in home economics.

Organizationally my program fell within the education department of the institution, but this is not a requirement. Educational programs which count clock hours of attendance, have 54-minute class periods, 18-week semesters, exams, and fixed curriculums are deterrents to creative home economics programs. The experimentation I was permitted was through administrative indifference; a home economics program was required to maintain state certification of the school. If the program was viewed as important and supported, it could easily be integrated into community or residential phase of the criminal justice system. The type of delivery system is less important than providing the seriously needed consumer and homemaking education.

Innovative, flexible, and divergent thinking planners and implementors can greatly improve the status quo. Home economists, correctional administrators and officials need to be represented in the planning. We recognize that cooperative planning is necessary to successfully implement change. People who feel a partnership in the planning will have personal incentives for implementation. The various points of view in planning can also enhance the actual plan. Home economists could administer the program, train para-professionals to provide direct services or provide direct service themselves. Home economists could work jointly with social workers. Each have commonalities and unique specializations.

The ideal program includes identification of needs, provision of educational information, and application of learning to real life. Working only in an institution does not provide assistance with concept application in real life as a community program could. The program needs to concentrate on enhancing social functioning of individuals in cooperation with significant others in the home and work environment. A consumer and homemaking program can help individuals balance budgets, provide nutritional meals, care and nurture young children and meet other immediate clothing and shelter needs. The necessary application phase could be integrated in pretrial release, probation, or parole.

Depending on the needs and interests of individual offenders, educational topics could include career education, obtaining a job, career interests and aptitudes and work attitudes; management of income, consumer information, savings and

checking accounts, loans; personal development, appearance, self-confidence, interpersonal relationships, male and female roles; family relations, sex education, parent education, child care, sibling and parent relationships; personal and family management, time, energy, and money resource management; housing and home environment, purchasing and caring for home furnishing, renting and purchasing housing, housekeeping; nutrition and meal preparation, preparing nutritious and pleasing meals, and purchasing high quality food. The possibilities are unlimited.

Ideally the need for education should initiate within the individual. Interest appeal or fun may attract some. Perhaps being angry over being ripped off at the local grocery store or health problems may serve as motivating stimulus. Consumer and Homemaking programs can be specialized or general. Specific programs could focus on special needs of pregnant females, expectant fathers, or parents. Expectant fathers need knowledge of physical and emotional changes during pregnancy and care of infant. Programs could be comprehensive of a homemaking area and individualized with the class structure.

With equal rights and nondiscrimination laws, programs should not be segregated by sex. A Consumer and Homemaking program should be offered in every male correctional institution as well as every female correctional institution. A program offered only to female offenders could be challenged in the court. Family planning and healthy family relations require cooperation of both partners. Males and females need effective consumer skills.

Within an institution or community residential setting, similar programs can be initiated. Through aftercare provisions, application should be guided with professional or paraprofessional personnel. If the rehabilitation plan for the individual includes returning to public school, then institution programs can resemble public school. Because the juvenile offender population probably didn't attend school regularly or do well in school before incarceration, personnel are needed in the transition toward regular attendance and success in school.

Individuals in short-term temporary custody awaiting trial, sentencing or appeal are in limbo. Consumer and Homemaking programs could deal with immediate concerns such as pregnancy, parent responsibility, or personal development.

It may be a time for reflection on past behavior and plans for the future. A career education program of analysis of personal interests and abilities, manpower needs, and employment demands could lead to job training or educational programs in an institution or community or to direct employment. The personal attention and activity in a foreign environment could be equally as rewarding as the information provided.

Although statistics and social conditions demonstrate the need for everyone to have consuming, homemaking and parenting skills, not everyone agrees with this concept. Many people believe that continuing patterns modeled by parents is sufficient. The "macho" culture of the streets and advertisements is difficult to counter. There are attempts in education and public communication to combat sex-role stereotypes. Sex-role stereotypes are probably exaggerated in the offender population. The pimp and prostitute culture, wife and child beating, drunkenness, and runaway fathers of the ghetto are difficult to combat. Role models of healthy family interrelationships are infrequent.

Aggressiveness, hostility, independence, uncaring and irresponsible behavior is contradictory to the demands of healthy family life. While these behaviors are sometimes necessary to make it on the job or in society at large, strong family relations require cooperative, loving, caring, and interdependent behavior. There are few places which provide the opportunity to learn this behavior.

Consumer and Homemaking education can provide this opportunity. The task of improving the quality of family life is a difficult, long-term investment. People will need to see immediate results and obtain immediate rewards. The self-pride in preparing a nutritious and pleasing meal for significant others may be a beginning. Decreasing the screaming of a difficult baby through improving his diet or providing a simple safe play environment is another step. Coercive programs will not be successful. Voluntary participation through a felt need or interest is the entry step. A flexible, growing program can continue interest and participation. Home economists through a Consumer and Homemaking program can provide valuable services to male and female offenders to prepare individuals for roles of consumer, homemaker, and parent.