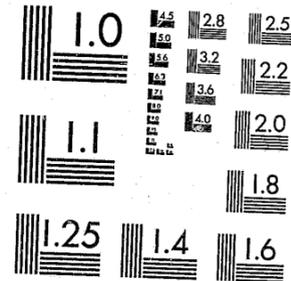


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Study of Ohio Adult Correctional Personnel and Training Programs
Law Enforcement Assistance Grant # 340
Cleveland State University
1968

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SUMMARY OF FINAL REPORT

ACQUISITIONS

Cleveland State University was awarded a federal grant to study the correctional manpower needs in Ohio, the in-service and staff development programs in the adult correctional system, the various personnel in the Division of Correction, and the availability of correctional curriculum in the state-assisted universities. The grant also included two training institutes which were planned for correctional personnel on the supervisory level to stimulate interest in the development of programs to upgrade personnel and to increase job proficiency.

A Correctional Training Center was formed at Cleveland State University to carry on this study, to conduct the two training Institutes, and to complete this report. The Center's staff consisted of a Director, an Associate Director, a secretary, three student assistants, and one seminar student. The Center's sources of information included conferences with representatives of the Division of Correction and the Adult Parole Authority; questionnaire responses from Institute participants, which included all community-based personnel on the supervisory levels and various institutional employees; questionnaire responses from the institutional training officers; official printed publications of the Division of Correction and the Adult Parole Authority; various published and unpublished reports; personnel reports from the superintendents of the prisons and the probation and parole supervisors; and individual contacts with correctional personnel who attended the two institutes.

The study was impaired by the Division's lack of basic statistical information about correctional personnel. As a result, a search of personnel files in the prisons and in the regional parole offices was required. A hardship was created because the needed information for a demographic study did not arrive until late in August and the grant period terminated at the end of September and because a uniform reporting system was not used by the various correctional sources.

Another setback caused the cancellation of the June Institute which was planned for institutional personnel. A Penitentiary riot occurred on the morning the Institute was to commence and necessitated the rescheduling of the Institute for July. However, because of continued inmate unrest and rioting, a shortage of correctional manpower and threats of guard strikes, the prison officials limited the number of participants.

A history of the correctional system in Ohio provides an account of the care of law offenders from the settlement of the Northwest Territory in 1788 to the present date. The penitentiary system was introduced into Ohio with the passage of 1815 legislation which provided for the punishment of crimes by imprisonment and with the construction of the state prison in Columbus the same year. The present Ohio Penitentiary was built in 1833 and was followed by the construction of the Ohio State Reformatory in 1896. After the turn of the century, four prisons were built, the most recent in 1955 and 1959. A seventh prison facility was acquired from the federal government in 1967.

Administration of the Ohio penal system began by independent boards but as the State grew and reorganized so did the correctional system. A Division of Correction was created in 1941 within the Department of Welfare but was later separated and combined with the Division of Mental Hygiene to form the Department of Mental Hygiene and Correction. The Division of Correction is charged with the responsibility for management and operation of penal reformatory institutions and services, supervision of prison industries, examination and classification of prisoners, the parole of convicted felons, the supervision of those paroled and the development of probation services throughout Ohio. The Division is divided into: The Bureau of Classification, Ohio Penal Industries, The Adult Parole Authority and Adult Correctional Institutions.

Parole had its beginning in Ohio in 1885 and authority was vested in the independent prison boards. Supervision of parolees was provided by the penal institution's parole officers. These parole officers were also given the supervision of probationers in 1908 and until 1925, when a law established county departments of probation and supervision was subsequently transferred to the courts. Paroling authority changed several times after the turn of the century. In 1930 a Division of Probation and Parole became effective within the Department of Public Welfare and the supervision of paroled law offenders was separated from the prisons. It was not until 1965 that the Ohio Adult Parole Authority was created within the Division of Correction and consequently reorganized those agencies performing duties of parole selection, parole supervision, and probation development.

A demographic study of the correctional personnel in Ohio revealed that the adult correctional system employs over 2000 persons in penal institutions and in the community. Less than 200 are employed by the Adult Parole Authority. The remainder are employed in the seven prisons and in the Division's central office. The custody staff in the prisons constitutes the majority of correctional manpower in the State's correctional system. A profile of the Ohio custodial employee as determined in this study reveals that on the average he is over 47 years of age, has almost an eleventh grade education, has over nine years of correctional service, and receives an average annual salary of \$6628. However, the Correction Officer, who is the lowest ranking of the custodial personnel, is hired in Ohio at an annual salary of \$4992 and with an eighth grade education. Comparing the entering salary of the correction officer, Ohio ranks in the upper half of the 50 states as reported in the Task Force Report on Corrections. Ohio, however, is surpassed by 13 states, which offer correction officers a higher beginning salary. This comparison must be considered along with the fact that Ohio ranks seventh among states whose wealth is determined by revenue collected in 1966. An evaluation of the correction officer's limited educational background strongly points out that although many correction officers are dedicated and effective workers, many are untrained and uneducated in the philosophy and goals of correction. Obviously, unless salaries and hiring standards are raised and unless modern recruitment techniques are developed, substantial improvements cannot be expected in the kind of people who are recruited.

The treatment staff which includes institutional specialists in teaching, social casework, psychology, psychiatric evaluation, and

chaplain services are needed to design, to develop and to implement unique rehabilitative programs which are geared toward attitudinal and behavioral change in the law offender. The profile of the treatment group in Ohio indicates a college educated person who has an average age of 38.7 years and an average length of correctional service of 4.8 years. Although beginning salaries conform with the national median for counselors and teachers, salary increases are required to adequately recruit and retain this personnel. In addition, a more attractive specialist position must be offered by adding challenging responsibilities, such as, programming new treatment plans and developing research activities. Furthermore, existing educational grant programs need to be expanded to include the different specialties. Also, grant program expansion to include correction managers would be helpful in attracting college educated managers.

A profile of the community-based correctional employee in Ohio reveals that on the average he is about 39 years of age, is college educated, receives a beginning salary that corresponds with the national median entering salary. This staff is responsible for the direct supervision and control of an average monthly caseload of over 5000 law offenders conditionally released in the community. Recent encouraging changes and improvements have produced a more qualified community staff. However, the salaries which are not considered adequate especially in the large urban communities of the State and the lack of status contribute to a staff turn over among the younger men. Obviously, Ohio must make every effort to retain its present community-based staff with realistic salary increases.

The institutions of higher education could render a great assistance to the field of corrections, which faces and will continue to face a manpower shortage and a status problem. Through an expansion of undergraduate correctional curriculum and the development of an undergraduate major in corrections, the state-assisted universities could offer substantial assistance to offset the manpower shortage and to build status in the field of corrections.

The Center's request for demographic data uncovered deficiencies in the personnel record keeping procedures of the central offices of the Division of Correction and the Adult Parole Authority. The development of research material which contains essential information about correctional employees and the refinement of this information is essential for adequate staff planning. Provision for such research is strongly recommended.

The Center conducted two Institutes in July of 1968 at Cleveland State University for Ohio's community-based and institution-based correctional personnel. An intensive program of instruction was planned for employees on the supervisory level with a design to reach a still greater number of persons through the participants who either plan or assist in the planning of in-service training programs. The Institute's program was structured with a lecture and a discussion-period approach, lasting from two to three hours. The participants were involved in a total of 18 hours in instruction and discussion time over a three-day period.

The center invited men who were knowledgeable and experienced in criminology, corrections, psychology, sociology, education and related

fields to discuss pertinent topics, which included specific problems encountered in the field. Before the opening session, the Center presented to each participant a folder containing printed matter and writing tools. Included were a reproduction of the Section on Corrections from The Challenge of Crime in a Free Society, an annotated reading list related to either the institutional or the community-based aspects of the field, an international bibliography of group treatment literature, and the Institute's scheduled program.

In the Institute for community-based supervisory personnel, emphasis was placed on administrative and supervisory problems of middle management in the probation-parole service, with the plan to instruct in contemporary methods of case management. The Institute offered guidelines for staff to use in instruction in unit staff development, in-service training programs, and supervisory conferences with the parole or probation officer. Lectures on the problem parolee, the violent offender, and the subculture of violence in the community were offered to produce a better understanding of the problems within this frame of reference and of the socio-cultural factors involved. For the purpose of general staff information and development, discussions were scheduled in employment development, communication with the news media, and an introduction to sensitivity training.

The Institute for institutional employees was planned for various levels of supervisory personnel and included both custody and treatment. In this plan, two institutional operations, often divided because of background and philosophy, were brought together to hear contemporary penal philosophy and rehabilitative techniques discussed by men knowledgeable and experienced in sociology, psychology, and corrections. In this Institute, the program included instruction in and a critique of counseling in a correctional institution with the overall plan to encourage correctional personnel on all levels to participate in a discussion of a treatment program. Instruction regarding the contemporary prison, inmate society, and violent offender offered a better understanding of the correctional client and the correctional setting. Lectures on the role of and continual education for the correctional officer permitted the entire group to consider the correctional officer as a part of the total penal process and to review his needs and potential.

Therefore, considering the content of the program of the two Institutes, the Directors concluded that the goals set forth in the grant application were achieved. Furthermore, the program content and the speakers were considered representative of the emerging progressive, correctional movement which will lead to the professionalism of the field. The programs, which combined both theory and practice, offered the participants the opportunity to digest contemporary correctional philosophy and to examine modern correctional methods and techniques that could stimulate change in the present system.

This report describes in-service training programs for adult correctional personnel in Ohio, staff development programs, student stipend opportunities, summer student employment and college field experience programs. Without centralized planning and program development, the in-service training programs for Ohio's correctional personnel in both the penal institutions and in the parole units are varied in content and

length and generally lack in uniform programming and in-depth training material. As a result, many of Ohio's correctional personnel begin their work experience without that essential training necessary to understand, to handle, and to help the law offender.

In the institutions, the present training for new custodial personnel is only the most basic introduction and orientation to prison procedures, job responsibilities, and security operations. New treatment personnel either receives no programmed orientation or a program reduced to about one-third of the orientation received by the custodial staff, with the exception of one institution which provides an equal amount of in-service orientation. Continuing staff development programs in the prisons are generally on a monthly basis and include basic procedural and policy review. The institutional staff recognize the deficiencies in the present programs and offer some worthwhile suggestions for improving the training programs.

The community-based correctional services offer the new parole officer in-service training at the unit level and at the central office of the Adult Parole Authority. In the unit training some uniformity in program content is observed but, a variance is noted from unit to unit in the length of time devoted to the training of a new officer. This variance indicates a different degree and intensity of training. However, the Orientation and Training School in Columbus offers a uniform planned program of training, but with only six sessions each lasting a full day, once a month for six months. It is the opinion of the staff that the lapse of time between the sessions does not encourage a good learning process. The continuing in-service training programs are generally held on a monthly basis and in some units good use is made of community agency personnel to orient the officers to community services. However, the staff suggests additional instruction is needed in several areas to provide staff with a better understanding of the problems of society and the law offender.

Stipend programs are offered by the Division of Correction, as well as student internship programs as a method to interest and to recruit college students into the field of corrections. It is suggested that the stipend programs be expanded to include grants for individuals who wish to enter the correction manager position, thereby recruiting college trained custodial staff.

In order to strengthen present in-service training in Ohio, consideration must be given to the development of centralized program planning for all correctional personnel. The Director of Training position should be given this responsibility together with the responsibility of writing a training manual for institutional personnel and compiling reports on the prisons' training programs. To strengthen the community service training programs, consideration should be given by the Adult Parole Authority for more uniform programming on the unit level with the responsibility for direction by the central office, which should also compile reports on these training programs. All planning for training programs should be directly connected with a continual analysis of the correctional personnel profile data, a process yet to be organized by either the Division of Correction or the Adult Parole Authority. In both the institutions and the community, consideration should also be

given orientation programs for the clerical and service personnel and any other non-custodial, non-treatment, non-parole and probation staff to encourage understanding by the total staff of the philosophy and goals of the Ohio correctional system.

Through a study of various reports and surveys correctional manpower minimum needs were estimated at 500 new case managers by 1978. Four groups, a correctional and a civic statewide organization and two public supported state agencies, worked together early in 1968 to establish facts about the correctional manpower needs in Ohio and the availability of undergraduate correctional curriculum in Ohio's state-assisted universities. The facts unfolded a manpower shortage in adult and juvenile correctional services and a gap between professional and non-professional correctional personnel. Recommendations from a study supported by the Ohio Board of Regents and completed in June, 1968, called for developing and expanding correctional curriculum in nine interested state-assisted universities, and specified the education budget additions required for the hiring of correctional specialists in these nine universities. In addition, a significant recommendation by the Ohio Probation and Parole Association was offered. It explained the desirability for an organized correctional curriculum visible in the catalog and not hidden in the framework of course offerings in a Sociology department. Another recommendation, by the Ohio Committee on Crime and Delinquency, emphasized university sponsored, non-credit programs were needed to upgrade non-professional institutional personnel especially in the adult penal institutions.

Recommendations

The directors submit the following recommendations which are divided into two parts: the first are concerned with the Division of Correction's central office and the second are offered for consideration for the second phase of this federally financed project.

It is recommended that the Division of Correction be separated from the Department of Mental Hygiene and Correction and a Department of Correction be created and organized to assure the absence of political influence, both in policy-making and in personnel recruitment.

It is recommended that in-service training programs be extended and continuing educational opportunities be further developed. The valuable suggestions of the correctional staff for improving present training programs as cited in this study should be given consideration by the Division and all planning should be directly connected with a continual analysis of correctional personnel research. It is also suggested that planning should include orientation programs for clerical and service personnel to encourage understanding by total staff of the philosophy and goals of the Ohio correctional system and to provide instruction in security procedures and riot control.

The study found the central office of the Division to be lacking in organized, central and comprehensive planning and recommended the following: 1) a centralized system with uniform policies and procedures for all prisons to follow, thus eliminating the archaic "satellite" prison operation; 2) uniform guidelines for in-service training programs

for all correctional personnel in the prisons; 3) the development of research materials containing essential information about correctional employees and the refinement of this information for future planning; 4) a Director of Training who is educated and trained in modern penal methods and who will stimulate the development of adequate institutional in-service training programs; 5) the development of sound recruitment techniques which are free of political influence; and 6) the increase in job standards and salaries.

The following recommendations are offered for the second phase of this project.

It is recommended that a university-sponsored seminar be planned and conducted for the seven institutional training officers. This could be a combination of instruction sponsored by the Highway Patrol Training Academy and a university. The Academy's instruction would include inmate control, prison security procedures, handling of firearms, and general custodial policies. The university's seminar would concentrate on history of the penitentiary system in this nation, contemporary philosophy and goals of a penal system, explanation of classification procedures and the guidance process, instruction in basic techniques in counseling, and guidelines for planning institutional in-service training programs. Obviously, a seminar including a curriculum of this kind would involve, at a minimum, a two to three week study program, but preferably a longer time period in which other important subjects would be added to those already mentioned.

For all correctional personnel employed in a penal institutional setting, it is recommended that a university sponsor a series of courses, either college credit or non-credit, over a period of one year and offer the courses at an Ohio prison at a time convenient for the prison and its personnel and for the university instructor. The proposed instruction should be on the college level but organized and presented for the participant group. It is also recommended that the instructors be knowledgeable in the subject matter and experienced in the field of corrections. Suggestions for some courses are: criminology and penology, introduction to sociology, judicial system and structure, introduction to psychology, and administration of the correctional institution.

Concerning the community-based correctional personnel, it is recommended that a focus be placed on one parole office in Ohio and a series of non-credit university-sponsored courses be offered over a one year period. The Cleveland office is recommended for this type demonstration project because of its size in terms of the caseload and personnel and its proximity to Akron and Canton units. The courses should include the previously mentioned suggestions of the parole supervisory personnel, who recognize the need for more intensive staff development. To illustrate the type courses needed the following are recommended: instruction in interviewing techniques and recording methods, review of sociology, psychology and criminology, interpretations of laws and court decisions affecting corrections, problems of the inner-city, and violence in our society.

Also recommended is a university-sponsored seminar for parole and probation supervisors. This seminar would focus on supervisory and administra-

tive problems of middle management. Discussion over a one week period should include techniques in supervision, administrative evaluation of unit procedures, techniques in staff evaluation, instruction in role playing, and guidelines for staff development programs.

Evaluation is recommended of all proposed demonstration projects for the purpose of planning future training programs for institution-based and community-based correctional personnel in Ohio.

Assistance is needed by the field of corrections because it faces and will continue to face a manpower shortage and status problems. The Center supports those organizations and agencies which have recommended the expansion of undergraduate correctional curriculum and the development of an undergraduate major in corrections in the state-assisted universities in Ohio. The proposal of adding a correctional specialist to a university staff with qualifications of a masters' degree and correctional experience is realistic and we support this proposal.

INTRODUCTION

Cleveland State University, at the request of the Ohio Division of Correction, applied for and was awarded a federal grant from the U.S. Department of Justice to study the correctional manpower needs in Ohio, the in-service and staff development programs in the adult correctional system, the various personnel in the Division of Correction, and the availability of correctional curriculum in the state-assisted universities. The grant also included two training institutes which were planned for correctional personnel on the supervisory level to stimulate interest in the development of programs to upgrade personnel and to increase job proficiency.

A Correctional Training Center was formed at Cleveland State University to carry on this study, to conduct the two training Institutes, and to complete this report. The center's staff consisted of a Director, an Associate Director, a secretary, three student assistants, and one seminar student. Immeasurable aid was given by the National Council of Crime and Delinquency, which furnished without cost the professional services of two of their experts as consultants and program participants: Mr. John Borys, Director of the Correctional Training Resource Center for the National Council on Crime and Delinquency, and Mr. Charles Matthews, Chairman of the Corrections Department at the University of Southern Illinois.

The Center's sources of information included conferences with representatives of the Division of Correction and the Adult Parole Authority; questionnaire responses from Institute participants, which

included all community-based personnel on the supervisory levels and various institutional employees; questionnaire responses from the institutional training officers; official printed publications of the Division of Correction and the Adult Parole Authority; various published and unpublished reports; personnel reports from the superintendents of the prisons and the probation and parole supervisors; and individual contacts with correctional personnel who attended the two institutes.

The study was impaired by the Division's lack of basic statistical information about all correctional personnel. Since neither the Division nor the Department of State Personnel could provide basic information about the employees, a search of personnel files in the prisons and in the regional parole offices was required. The Center was not advised of this situation until two months after the material was requested and the total information was not received until the end of August. Since our grant period terminated at the end of September, the tardiness of the research material created considerable hardship for our staff, as did the lack of uniform reporting by the various correctional sources.

Another setback caused the cancellation of the June Institute which was planned for institutional personnel. A Penitentiary riot occurred on the morning the Institute was to commence and necessitated the rescheduling of the Institute for July 29, 30, and 31. However, because of continued inmate unrest and rioting, a shortage of correctional manpower and threats of guard strikes, the prison officials permitted only 18 of the original 30 persons to attend and, thereby, limited the audience.

Acknowledgement is made to Dr. Harold Enarson, President of Cleveland State University, Mr. Martin Janis, Director of the Ohio Department of Mental Hygiene and Correction, Mr. Maury Koblentz, Commissioner of the Ohio Division of Correction, and Mr. George Denton, Chief of the Ohio Adult Parole Authority, for their support and assistance.

Special acknowledgement is made to Mr. Stircle Patterson, Director of Treatment Services, and Mr. Nick Gatz, Superintendent of Administration and Research for the Adult Parole Authority, for their advice and guidance.

Also, acknowledgement is given to the Board of Advisors which was comprised of Miss Leona Bevis, Associate Director of the Cleveland Welfare Federation; Mr. Michael Blackwell, Chief of the Cleveland Police Department; Mr. Bennett Cooper, Superintendent of the Ohio State Reformatory; Mrs. Dorothy Fuldeheim of WEWS-TV; The Honorable Gerald Kalbfleisch, Chief Judge for the U. S. District Court in the Northern District of Ohio; Mr. Maury Koblentz, Commissioner of the Ohio Division of Correction; Mr. Bruce Newman, Secretary to the Board of Trustees of the Cleveland Foundation; Mr. Myron Patterson, Chief, U. S. Probation Office of the Northern District of Ohio; Mrs. Dorothy Paulson, Advisory Board Liaison with the Center; Mr. Arthur Shuman, Chairman of the Ohio Adult Parole Board; Mr. Edward Sikora, Consultant for the Ohio Committee on Crime and Delinquency; Dean Arnold Tew of Cleveland State University; Miss Martha Wheeler, Superintendent of the Ohio Reformatory for Women; and Mr. Neil Zurcher of WJW-TV for their cooperation, encouragement, assistance and direction.

Recognition is also given to Mrs. Evelyn Hamilton, Supervisor of the Stenographic Pool for the College of Art and Sciences at Cleveland State

University, Miss Grace Sweet, Secretary for the Correctional Training Center, and the student-assistant staff of the Correctional Training Center which included Mr. Gilbert Biehl, Mr. Henry McGrattan, Miss Carol Hengesbach, Miss Cheryl Maharidge, Mr. Joseph Maloney, Miss Paula Matthei, and Mrs. Nancy Smith for their assistance.

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CHAPTER I

HISTORY AND DESCRIPTION OF THE OHIO CORRECTIONAL SYSTEM

A historical account of the correctional system in Ohio was prepared as an introduction to the study, planning, and work of the Correctional Training Center at Cleveland State University. The account includes a history of the penal system and of probation and parole and a description of the Ohio Division of Correction. This account was compiled with the only material available, a masters' thesis¹, publications of the Ohio Division of Correction and the Ohio Parole Authority², and isolated information located by a representative of the Division.

The Ohio Penal System

The development of institutions for the care of law offenders in Ohio followed soon after the arrival of the first settlers in the Northwest Territory in 1788. The territorial government was located in Cincinnati and in 1792 passed legislation which provided for the establishment of a courthouse and jail in each county. The following year a jail was established in a log house at Campus Martius in Marietta, where the first court of Common Pleas was held in the territory. At that time, Washington County's boundaries, in which Marietta was located, included nearly half of Ohio; and in 1799 the county erected a new courthouse and jail which was regarded for a long time as one of the strongest prisons in the state.

¹The History of Penal Institutions in Ohio to 1850 by Clara Belle Hicks. This paper was presented for the degree of Master of Arts at Ohio State University.

²Publications included Your Career with the Ohio Department of Mental Hygiene and Correction. This is the Ohio Department of Mental Hygiene and Correction, and Annual Report, Ohio Adult Parole Authority, July 1, 1966 - June 30, 1967.

The first record of any suggestion by an Ohio governor that the state provide a place for the incarceration and punishment of criminals was on December 3, 1811, when Governor Jonathan Meigs addressed the state legislature at Zanesville. A law passed on February 14, 1812, provided for the establishment of a state prison. Construction was begun in 1813 and completed in 1815 on a ten-acre lot fronting on the Scioto River and on the southwest corner of the town destined to become the city of Columbus.

The penitentiary system was introduced into Ohio with the passage of 1815 legislation which provided for the punishment of crimes by imprisonment and with the construction of the state prison. The same legislation authorized the annual election of a Board of Inspectors, also known as the Board of Directors. The Board appointed a keeper to be in charge of the prison, held quarterly meetings, visited the prison weekly, and reported the conditions and management of the prison to the governor.

Because of the need for larger quarters, a second building was erected in 1818 with the aid of prison labor and was located near the first building. In 1822 it was designated as The Ohio Penitentiary. However, by 1827, government officials had evaluated the property as being delapidated enough to permit the escape of prisoners; and the conditions were described as so overcrowded that it was impossible to isolate and separate the prisoners.

Although government officials stated the aims of the prison were public safety and reformation of the prisoner with his eventual restoration to society, the annual reports of the prison officials (1816-1834) revealed that the paramount purpose was to provide a revenue to the state and that reform was only a secondary or sometimes an incidental

consideration. Penal servitude was in existence in Ohio during this period. Convict labor was used in the construction of the new prison in 1818 and in leveling the land surrounding this building. Manufacturing of certain articles for public sale was carried on, and prisoners were employed in the construction of the Columbus Feeder of the Ohio Canal.

Because of the increasing number of court commitments, the State Legislature passed an act on February 8, 1832, which provided for a new penitentiary and a warden. Construction began in 1833 and was completed in 1837 on a fifteen acre plot of land, located on the east bank of the Scioto River. Containing 700 cells, and surrounded by walls 24 feet high, this building is one of a complex of buildings known today as The Ohio Penitentiary. In 1837, a building was erected for female prisoners providing 11 cells and workrooms. However, it was not until 1846 that the position of matron was established for the purpose of moral improvement.

Concerned with the management of the prison, the Board of Directors organized rules and regulations which included the duties of the prison officials and the sanctions for rule infractions. They patterned Ohio prison management to the Auburn system and employed solitary confinement at night, hard labor, and no communication among the prisoners during the day. Chaplain service was begun and was found to be most effective and beneficial. During this early period of the penitentiary system in Ohio, prison procedures and programs which contributed to the improvement of the prison and to the moral uplift of the prisoners were initiated. The separation of prisoners was among the more important improvements, which were accomplished by a better planned equipped building, the influence of a moral instructor in the person of a prison chaplain, the installation of gas lights making possible more general use of library

facilities, and, in 1848, the introduction of the technique of classification.

A contract labor system began on June 10, 1835, with special attention that the convict labor competed not with free labor of the state, but with foreign markets. The requirements of contracts were met at the expense of classification, school instruction, and other reform measures. From 1839 to 1850, hostility grew toward the convict labor contract system among the state legislators who supported the practice of employing prisoners in public works. Convict labor was used in the enlargement of the Central Lunatic Asylum, in the construction of a new State House, in the work in a stone quarry, and in the construction of a railroad. Convict labor became a source of substantial income to the state and continued for some years³.

A second correctional institution, the Ohio State Reformatory, was established at Mansfield in 1896 and was among the earliest built in the nation. Both Ohio penal institutions were supervised by independent Boards of Trustees.

In the years that followed the turn of the century, the administration of the prisons was reorganized and additional prisons were built in other sections of the state to accommodate the increase in court commitments. The Ohio Board of Administration, founded by law in 1911, supervised the management of the state's adult penal institutions for ten years. During that ten-year period, the Ohio Reformatory for Women was built at Marysville (1916).

³The only available information at the Division of Correction from 1850 to the present time concerned the establishment of addition prisons and the various legislation which provided for the reorganization of the correctional system in the State. Information pertaining to the initiation of specialized prison programs, such as, academic and vocational education, the Ohio Penal Industries, recreation programs, social and psychological services, was not available.

The legislature reorganized the state government and created a Department of Welfare in 1921 and the three penal institutions were placed under its supervision. A fourth institution, the Prison Farm, was built in 1925 at London and some years later was renamed the London Correctional Institution. A Division of Correction was created within the Public Welfare Department in 1941, although it was not activated until 1949. The four penal institutions were placed under the supervision of the Division. In 1954, the Division of Mental Hygiene and the Division of Correction were disassociated from the Department of Welfare and became established as a separate unit called the Department of Mental Hygiene and Correction. Two medium security institutions were built after this reorganization: the Marion Correctional Institution, established in 1955 at Marion, and the Lebanon Correctional Institution, established in 1959 at Lebanon. A seventh correctional institution, the Chillicothe Correctional Institute, was established in 1967 when, on December 1, this former federal correctional property in Chillicothe was transferred to the State of Ohio.

History of Probation and Parole in Ohio

Parole had its beginning in Ohio in 1885, when the first parole was granted. Authority to parole was vested in the independent Board of Trustees until 1911. Supervision of the released law offender was provided in the community by the penal institution's parole officers. In 1903, the Ohio Adult Probation Law was passed, which provided for the courts' suspension of sentence; for the placement of law offenders on probation; and for the transfer, control, and supervision of the probationer to the penal institutions' parole officers.

In 1911, the Ohio Board of Administration was created, and, in

addition to the responsibility of the supervision of the penal institutions, was given the authority to parole. This authority was passed on to the Board of Clemency, which was established in July of 1917 and which was comprised of two members. In 1921 the Board of Pardon and Parole was established within the Department of Public Welfare and consisted of three members. This Board was abolished in 1923 and a Board of Clemency was re-established.

In 1925 the parole supervisory staff, located at the penal institutions, was consolidated, and a Division of Probation and Parole was created in the Department of Public Welfare by executive order becoming effective in 1930. Also, in 1925 a law was enacted and provided for the establishment of county departments of probation within the state court structure. The responsibility of probation supervision was subsequently transferred to the court and the local probation department.

The Board of Clemency continued to function until 1931, at which time the legislature established the Ohio Board of Parole composed of four members. This Board was in existence for nine years. In May of 1939, legislation created the Ohio Pardon and Parole Commission, comprised of three members.

After the creation of the Division of Correction in 1941 (activated in 1949), the unit handling probation and parole supervision was designated as the Bureau of Probation and Parole and was placed in the Division. This Bureau continued to supervise released law offenders conditionally placed in the community.

The Ohio Pardon and Parole Commission was enlarged to five members by legislation in 1959. The Commission was given full authority to grant and to revoke parole, to grant final release, to return the parole vio-

later to prison, to formulate the conditions of parole, and to make clemency recommendations to the governor. In 1961, the legislature, transferring the Bureau of Probation and Parole to the Commission, separated it from the Division of Correction. During the period 1959 to 1963, the Commission re-evaluated the policies and procedures of the Commission and the Bureau, instigated new procedures of operation and new methods of parole selection, revised the conditions of parole, initiated research, and stimulated interest in improving this correctional operation.

In 1965, the Ohio Adult Parole Authority was established within the Division of Correction and consequently reorganized those agencies performing duties of parole selection, parole supervision, and probation development. The Authority was designed to include four sections: the Parole Board, composed of seven members; Parole Supervision; Probation Development; and Administration and Research.

Description of Ohio Division of Correction

The Department of Mental Hygiene and Correction was established by law in 1954 during a reorganization of state government by the Ohio General Assembly. At present, the Department is divided into six major divisions: Mental Hygiene, Correction, Psychiatric Criminology, Administration on Aging, Business Administration, and General Administration. These divisions, plus certain supporting services are responsible to the Director, who serves as executive head of the Department.

The Division of Correction is charged with the responsibility for management and operation of penal reformatory institutions and services, supervision of prison industries, examination and classification of prisoners, the parole of convicted felons, the supervision of those

paroled, and the development of probation services throughout Ohio.

The Division is headed by a Chief and an Assistant Chief and is divided into bureaus and sections:

The Bureau of Classification constantly reviews prison records to assure that law offenders are properly classified and assigned to an institution most conducive to their rehabilitation.

Ohio Penal Industries operate 25 industries at the state correctional institutions and assist in the rehabilitation of inmates. They annually produce five million dollars worth of goods that are purchased by Ohio's tax-supported agencies. The finished items include clothing, license plates, highway signs, office furniture, soap, and brushes, to name a few.

The Adult Parole Authority consists of a Chief, responsible to the Chief of Correction, and his assistants, who include a Superintendent, a Deputy Superintendent, an Administrative Assistant, a Placement Coordinator, a Deputy Administrator, and clerical staff. The Authority is divided in four major sections: The Parole Board, Parole Supervision, Probation Development, and Administration and Research.

1. The Parole Board, composed of seven members, reviews records of inmates eligible for parole, interviews them at the seven Ohio penal institutions once a month, grants parole, conducts hearings on parole violators, holds clemency hearings, and makes recommendations to the governor concerning executive clemency. The Authority for these duties and responsibilities can be found in the Ohio Revised Code.
2. Parole Supervision provides continuing custody, control,

and supervision of paroled persons throughout the state. The section performs supervisory activities over in-state parolees and Interstate Compact cases received from other states, arranges for supervision of Ohio cases in other states, conducts a variety of investigations, maintains institutional parole officers in the penal institutions to assist parole eligibles with their plans, recommends final releases, returns parole violators, and provides transportation of parole violators from other states.

This work is carried on in 15 parole units in three regions of the state: the Cleveland-Akron-Canton area, the Toledo-Columbus-Athens area, and the Dayton-Cincinnati area. Each unit is administered by a Supervisor who is responsible to the Regional Supervisor. The total parole supervision effort is responsible to the Chief of the Adult Parole Authority. Employed in the section are the Superintendent, 3 Regional Supervisors, 14 Unit Supervisors, 88 Parole Officers, and stenographic and clerical workers.

This section is responsible for the control and supervision of an average monthly caseload of 4,954 parolees, a computed caseload for the fiscal year of 1967. This averages a parole caseload of 60.7 per parole officer (62.5 for male parole officers and 37.3 for women officers). The annual cost to supervise a parolee is \$245 per year, using the average monthly caseload to determine the annual cost of parole service to the parolee.

This cost is less than the cost of maintaining a man in prison, estimated in Ohio at \$1,356 per prisoner per year based on an average daily prison population for the fiscal year of 1966.⁴

3. Probation Development encourages and assists counties to provide probation services to felons by providing support in the way of consultation, training materials, and statistical data to these counties. The Superintendent of this section is responsible to the Chief of the Authority for the setting of standards for probation officers, reviews reports from county probation units, provides training assistance, and is authorized to assume direct supervision of probationers when requested by local authorities. Employed in this section are the superintendent, an assistant, ten probation officers, and clerical staff. Presently, this section is providing probation services in 17 counties at the invitation of the state courts in those counties and is supervising a caseload of 400. This averages a probation caseload of 40 per probation officer.

4. Administration and Research performs the data-gathering and analysis functions; handles personnel, budget and supplies; and is responsible for reports, legal matters, records and file systems, and public relations. This section is governed by a Superintendent responsible to the

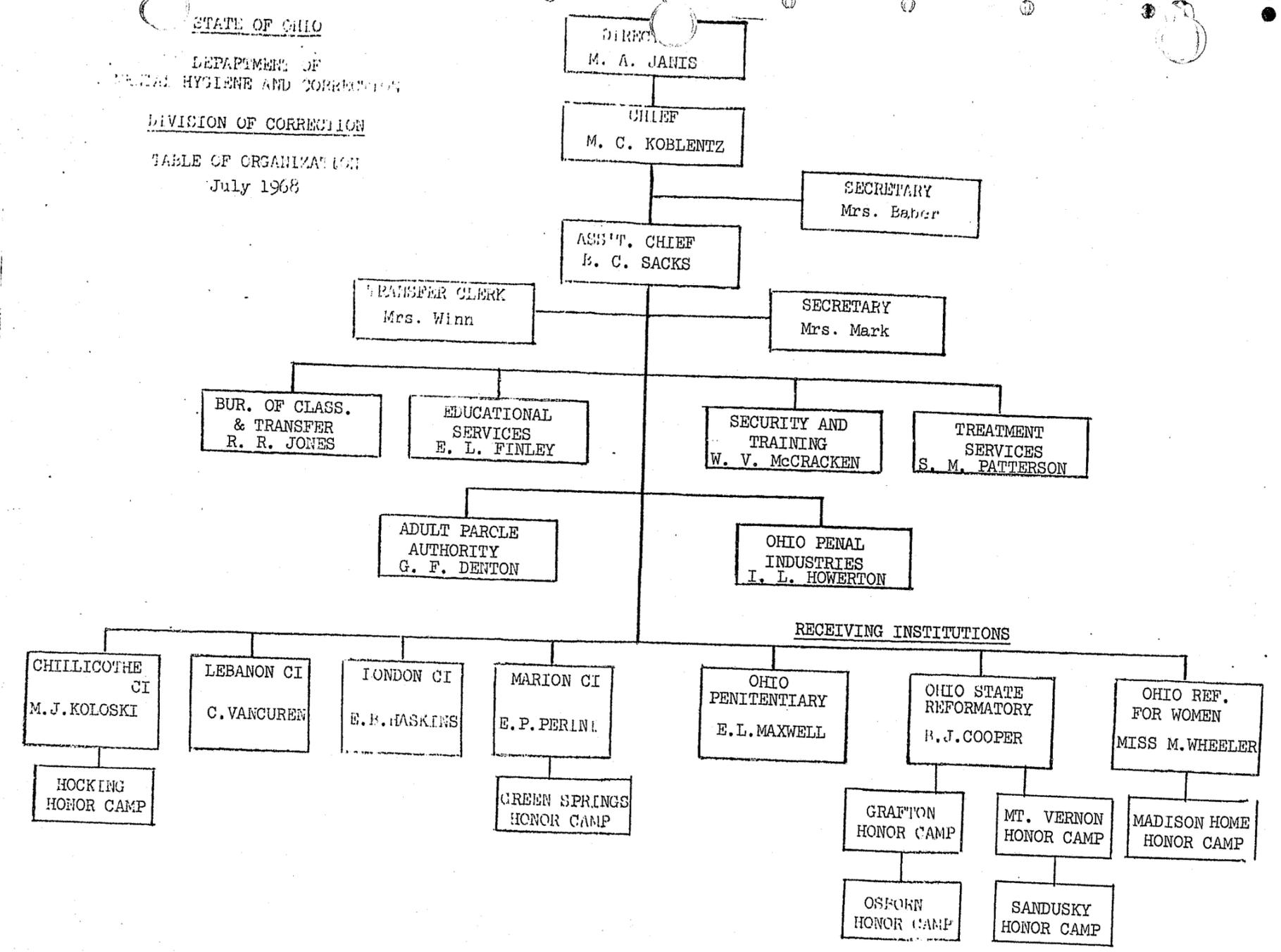
⁴The Ohio Division of Correction has not computed any recent statistical data.

Chief of the Adult Parole Authority and is composed of a statistician, a business manager, and a clerical staff.

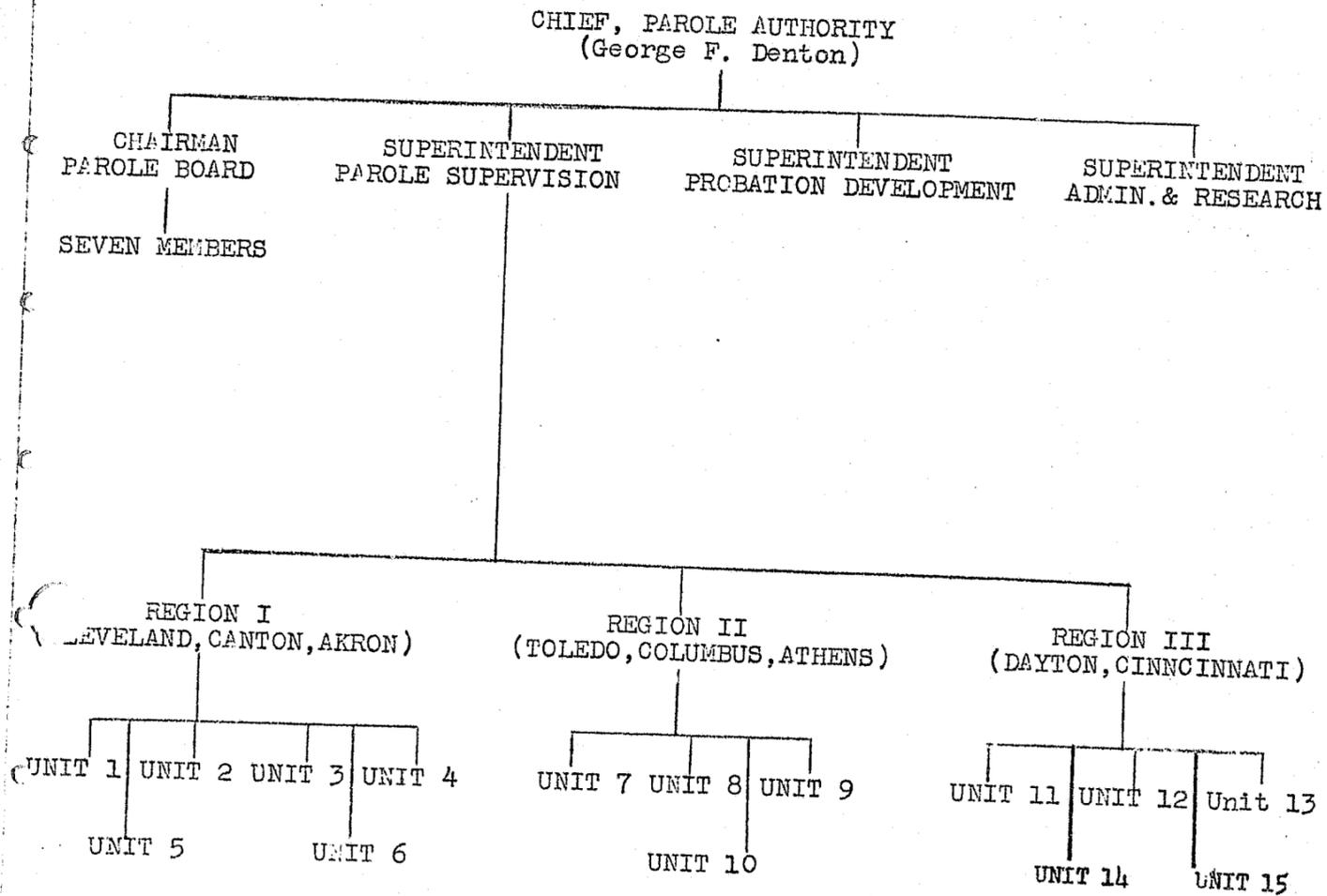
Adult Correctional Institutions: There are seven major institutions in Ohio's adult correctional system. The maximum security institutions are The Ohio Penitentiary, located at Columbus, and the Ohio Reformatory, at Mansfield. Medium custody institutions include Lebanon, London, and Marion Correctional Institutions located at Lebanon, London, and Marion, respectively; the Ohio Reformatory for Women at Marysville; and the Chillicothe Correctional Institute at Chillicothe. As described in the Division's publications, the primary purpose of these institutions is immediate and future protection of society. Treatment programs within the institutions are aimed at treating and rehabilitating the inmate for a future life of productivity after his release. Among these programs are intake and classification, social and psychological services, academic and vocational programs, psychiatric services, medical care, religious services, recreation, and a pre-parole program. These institutions also have a total of seven honor camps under their jurisdiction: Green Springs (Marion Correctional Institution; Mt. Vernon, Grafton, Osborn and Sandusky (Ohio State Reformatory); and Marysville and Madison Opportunity Village (Ohio Reformatory for Women).

On the following two pages are charts which explain the table of organization of the Ohio Division of Correction and this structure of the Ohio Adult Parole Authority.

STATE OF OHIO
 DEPARTMENT OF
 PUBLIC HEALTH AND CORRECTION
 DIVISION OF CORRECTION
 TABLE OF ORGANIZATION
 July 1968



PAROLE AUTHORITY STRUCTURE



CHAPTER II

OHIO'S ADULT CORRECTIONAL PERSONNEL -- A DEMOGRAPHIC STUDY

In order to analyze the Ohio adult correctional system, basic demographic data related to institutional personnel was requested of a representative of the Central Office of the Ohio Division of Correction and data related to community-based personnel was requested of the Superintendent of Research and Administration in the Central Office of the Ohio Adult Parole Authority. Two months after the request was made, the Center was advised that basic information such as age, education, salary, and length of service was not available at either of the Central Offices nor at the Department of State Personnel. The Division of Correction obtained this basic information by a search of personnel files in seven Ohio prisons and forwarded it to the Center. This information was not tabulated nor was a uniform reporting method utilized. For example, some institutions reported an hourly or monthly rate rather than a yearly salary, while one institution gave the median range and another recorded a pay period which was subject to overtime, sick leave, release, and suspension time. Obviously, it was impossible to tabulate this type reporting, and it was necessary for the staff to refine the information and to eliminate any material which could not be refined into uniform or consistent data.

The Adult Parole Authority acquired the same basic information through the unit supervisors who made personal inquiries of the probation and parole officers. Again, the information arrived piecemeal, untabulated and with hourly salaries listed. Because the reports only showed previous related experience and because length of service in the present position was not added, it was impossible to tabulate and to compute an average length of service for the probation and parole

group.

The total information was not received until the end of August. Considering that our six month grant period terminated at the end of September, considerable hardship was placed on the Center because of the tardiness of the basic data and lack of uniform reporting by the various correctional sources.

Institution-Based Personnel

The institutional personnel totaled 2080 and, for the purpose of this study, this group was divided into 5 categories: correctional managers, specialists, custodial personnel, medical personnel, and technical and service personnel.

Correctional Managers consisted of Superintendents and Associates, Administrative Personnel, Executives, Administrative Specialists, Ohio Penal Industries and Purchasing Agents.

Specialists included Psychologists, Teachers (Academic and Vocational), Social Workers, Psychiatrists, School Principals, and Chaplains.

Custodial personnel comprised of Correction Officers, Sergeants, Captains, Lieutenants, and Penal Workshop Foremen and Superintendents.

Medical personnel consisted of Dentists, Dental Technicians, Nurses, Physical Specialists and Physicians.

Technical and Service personnel included Farm Managers, Maintenance Men, Engineers, Clerical workers, Food Service Managers, Storekeepers, Stationary Engineers and Firemen, Ident Technicians, Plant Maintenance Engineers, Dairymen, Farm and Electrician Foremen, Water Sewage Treatment Operators, Librarians, Orchard and Garden Supervisors, Auto Mechanics, X-ray Technicians, Butchers, Plumbers, and Carpenters.

In each category, averages were determined for the age, the education, the length of adult correctional service and the salary of institutional-based personnel. A demographic profile of institutional personnel is presented in Table I.

TABLE I
SUMMARY FOR INSTITUTION-BASED PERSONNEL ⁵

	<u>Average Age</u>	<u>Average Years of Education</u>	<u>Average Years of Service</u>	<u>Average Annual Salary</u>
Correctional Managers	47.2	14.1	15.7	\$11,252
Specialists	38.7	16.0	4.8	8,400
Custodial Personnel	47.8	10.7	9.3	6,628
Technical and Service Personnel	47.3	11.8	7.4	6,277
Medical Personnel	47.4	18.1	8.9	14,139

Table I illustrates that the custodial personnel category includes the oldest institutional personnel with the least education, the second longest length of service, and second lowest salary average. As expected, the Medical category shows the highest salary average and the highest education average. Aside from the medical personnel, the highest paid employees in the institution are in administration. This category, correctional managers, also represents the highest average in length of

⁵Chillicothe Correctional Institute's personnel statistics were not included in the age column because of a lack of uniformity in their statistical reporting method. Lebanon Correction Institution was excluded from the age, length of service and salary columns for the same reason.

service. All categories illustrate an average age of 47 years except the Specialists who are 9 years younger.

The Specialists' category contains the various types of specialties which offer different types of treatment programs in adult correctional institutions in Ohio. The programs vary from psychological testing and counseling, academic and vocational instruction, psychiatric evaluation to social casework and group work. The average age of this group is 38.7 years and their average education is 16 years or a college education. Table I indicates that the specialists have the lowest average in years of correctional service. This fact could be attributed to professional work outside of corrections before employment in Ohio's penal institutions. The group's average annual salary of \$8400 is not realistic because the group ranges from psychiatrists to teachers. For example, Teacher I beginning salary in Ohio's state institutions is \$6552 as compared with the beginning salary presently offered by the Cleveland Board of Education of \$6250. As reported in the Task Force Report⁶, Ohio is one of 6 states that offer an entering teacher salary of \$6001 or more. All other states pay less than \$6001.

The beginning salary for Psychologist I and Social Worker I in Ohio is \$6552. This compares favorably with the counselors' national median beginning salary which is between \$5000 and \$6000, with a range from \$3001 to \$10,000.

⁶The President's Commission on Law Enforcement and Administration of Justice, Task Force Report: Corrections, U.S. Government Printing Office, Washington, D.C., 1967, p.94.

Further analyzation of the custodial personnel category is presented in Table II and includes a more comprehensive view of the employees who make up this category.

TABLE II
SUMMARY FOR CUSTODIAL PERSONNEL

<u>Average Salary</u>	<u>Average Age</u>	<u>Average Years of Service</u>	<u>Average Years of Education</u>	<u>Percentage of High School Graduates Only</u>	<u>Percentage Having Some College</u>
\$6,628	47.8	9.3	10.7	48.2%	4.5%

The total number of personnel in the Custodial Personnel category is 1574. Because of the aforementioned deficiencies in the reporting methods used by the Division, the columns in Table II are not representative of the same number of personnel⁷. However, valid average and percentage figures were arrived at through refinement of available research data. In addition to the average salary, age, length of service and education computed for custodial personnel, Table II illustrates that over one-half of Ohio custodial personnel earned a high school education or better. Only 4.5% received a higher level of education. There appears to be a correlation between the level of education and the low salary scale. Also noted is the high average length of service rendered for the low salary received. This could be indicative of job interest and stability on one hand, and a lack of opportunity due to limited education and skills on the other hand.

⁷The average age column represents 1158 people, excluding 241 from Chillicothe and 175 from Lebanon. Lebanon is not included in the length of service and salary columns leaving them to represent 1333 people. The high school and college percentages did not include Chillicothe, leaving those two columns with 1333 members also.

The Correction Officer

The Ohio Department of State Personnel in job description summaries states the nature of the work of the Correction Officer, sometimes referred to as the institutional guard, is routine and involves the care, custody and discipline of inmates in a penal institution. His work assignments generally involve inmate contact and his work instructions are received through specific regulations and through oral instructions of supervising officers. The qualifications for this position as specified by the Department require that the applicant must have the ability "to pass rigid physical examination", must have "good moral character" and must be "free of conviction for felony or numerous arrests". To meet the responsibilities and duties of this position, the division presently offers a beginning salary of \$4,992.

The 1965 national average entering salaries for custodial officers in the 50 states are reported in the Task Force Report⁸. Salaries under \$3000 are paid by 4% of the states, salaries from \$3001 to \$4000 are paid by 44%, from \$4001 to \$5000 by 26% and from \$5001 to \$6000 by 24%. Ohio's beginning salary for the correctional officer of \$4992 coincides with the salary range paid by 26% of the states. About 48% of the states pay a lower salary and at least 26% pay a higher entering salary. Further interpretation concludes that 74% of the states pay the correctional officer a beginning salary of \$5000 or under and 48% or almost half of the states pay a beginning salary of \$4000 or under.

⁸The President's Commission on Law Enforcement and Administration of Justice, Task Force Report: Corrections, U.S. Government Printing Office, Washington, D.C., 1967, p. 94.

Table III presents research data for 1275 correction officers in Ohio and is a separate and comparative study of this group of employees.

TABLE III
SUMMARY FOR THE CORRECTION OFFICER⁹

<u>Average Age</u>	<u>Average Years of Education</u>	<u>Average Years of Service</u>	<u>Average Annual Salary</u>
43.83	10.76	5.92	\$5,512

The rank of correction officer is the beginning position for custodial personnel in Ohio's penal institutions. Comparing the group of correction officers with the category of custodial personnel, we find that the average age of the officer is lower, the average education is the same, the average years of correctional service is less, and the average salary is \$1116 less. Considering the beginning salary of \$4992 and the average length of service combined with the average salary, it was concluded that on the average, the correction officer worked almost 6 years to increase his annual salary \$520.

Custodial personnel make up the majority of correctional manpower even though two-thirds of the law offenders are supervised in the community and only one-third are under the control and care of the penal institutions. Although many are dedicated and effective

⁹The age column represents 908 employees and excludes Chillicothe and Lebanon. Lebanon is also excluded from the length of service and annual salary columns, leaving the two columns to represent 1123 correctional officers.

workers, many officers are untrained and uneducated in the philosophy and goals in corrections. In Ohio at the present time, officers are hired with an eighth grade education because of the manpower shortage and because of the low beginning salary. Obviously, unless salaries are raised, substantial improvements cannot be expected in the kind of people who are recruited.

Community-Based Correctional Personnel

The Ohio Adult Parole Authority employs 116 correctional personnel based in the community. This group is comprised of state parole and probation officers and their supervisors. Information about this group is presented in Table IV.

TABLE IV

SUMMARY FOR COMMUNITY-BASED CORRECTIONAL PERSONNEL

	No.	Average Age	Average Annual Salary	Percentage High School Only	Percentage Some College	Percentage College Graduates
Parole Officers	88	37.8	\$7,175	6.8%	17.0%	76.1%
Parole Supervisors	17	44.4	9,769	11.8%	17.6%	70.5%
Probation Staff ¹⁰	11	35.3	7,966	---	9.1%	90.9%
Total	116					

¹⁰ Probation Staff includes 10 officers and 1 supervisor because of the similarity of collected data. In Ohio, Probation services are administered on the county level by the State courts, except in 17 counties where the State is developing services for the courts.

The probation group is younger than the parole officer group by 2.4 years and receives a higher average salary. However, a higher percentage of probation personnel is college educated which possibly accounts for the higher salary average.

The parole officer's average age is less than their supervisors' by 6.7 years. The percentage of college education among the parole officers is higher than their supervisors'. The overall percentage of college educated community-based correctional personnel is 93.1, although 76.7% earned college degrees. A summary of the types of college degrees appears in Table V.

TABLE V

SUMMARY OF COLLEGE DEGREES FOR OHIO
COMMUNITY-BASED CORRECTIONAL PERSONNEL

Undergraduate		Graduate	
B.A.	55	M.Ed.	3
B.S.	25	M.S.W.	1
B.B.A.	1	L.L.D.	1
B.S. Ed.	1	J.D.	1
PhB	1		
Unknown	7		
	90		6

Table V illustrates the higher education background of community-based correctional personnel. The table shows that the Adult Parole Authority's field employees, probation and parole officers and their supervisors, hold 96 college degrees. Included in the undergraduate degrees are majors in sociology, social science, psychology, counseling and guidance and criminology. In the graduate study, the two Master of Art degrees are in sociology and corrections and criminology.

One person holds two degrees, Bachelor of Arts and Bachelor of Science in Education; and one other person holds three degrees, Bachelor of Arts, Master of Education and Doctor of Jurisprudence.

The Ohio Department of State Personnel describes the nature of work of Parole Officer I position as "responsible ... in the beginning phase of the adult parole program in the supervision and guidance of adult parolees ..." and offers a beginning salary of \$5990. This figure corresponds with the national median entering salary for parole officers as reported in the Task Force Report on Corrections.¹¹ However, the report also comments, "Such salaries cannot attract the kind of persons these positions require. They also encourage probation and parole officers to leave caseload responsibilities behind in favor of administrative positions."¹²

The national estimated cost of operating State and local correctional services in 1965 as reported in the Task Force Report was almost \$1 billion.¹³ Of that amount, only 3% was spent on parole, 6% on adult probation and 10% on juvenile probation and aftercare. Therefore, community-based correctional services which supervise and counsel two-thirds of the law offenders account for only 19% of the total operating cost of State and local corrections, whereas, the institutional control and care of adult and juvenile offenders account for 81% of the total cost. From this comparison, it can be concluded that more support has been given correctional confinement than community services.

¹¹ The President's Commission on Law Enforcement and Administration of Justice, Task Force Report: Corrections, U.S. Government Printing Office, Washington, D.C., 1967, p.190.

¹² Ibid., p.95

¹³ Ibid., p.193.

In Ohio there is a high incidence of college educated community-based adult correctional personnel. In recent years, age qualifications were reduced to 21 years, salaries were increased slightly and staff was expanded. These factors account for the increase in college educated personnel in probation and parole services in Ohio. With staff expansion, parole caseloads were reduced to 60 cases per officer in 1967. However, in spite of this encouraging factor, some turn over in staff is reported among the new and younger recruits and is related to the low salaries, the high cost of living and the lack of status accorded the position and the field. The past experience of community-based staff reveals that personnel is lost among the new recruits after one or two years in the field. Since the majority of the new personnel is hired without correctional experience, considerable time and expense is expended to train state parole and probation personnel. Therefore, unless better salary opportunities are provided in the near future to retain present staff, turn over and loss will continue and will eventually result in a more costly community-based operation.

Conclusions

The Ohio adult correctional system employs over 2000 persons in penal institutions and in the community. Less than 200 are employed by the Adult Parole Authority, an agency responsible for parole selection, parole supervision, and probation development. The remainder are employed in the seven prisons and in the Division's Central Office. The custody staff in the prisons constitutes the majority of correctional manpower in the State's correctional system. The various personnel included in the custodial category in this study deal directly with the law offender in his prison living and work routine. A profile of the Ohio custodial employee as determined in this study reveals that on the average he is over 47 years of age, has almost an eleventh grade education,

has over nine years of correctional experience, and receives an average annual salary of \$6628.

The correction officer, who is the lowest ranking of the custodial personnel, is hired in Ohio at an annual salary of \$4992 and with an eighth grade education. Comparing the entering salary of the correction officer, Ohio ranks in the upper half of the 50 states. Ohio, however, is surpassed by 13 states, which offer correction officers a higher beginning salary. This comparison must be considered along with the fact that Ohio ranks seventh among states whose wealth is determined by revenue collected in 1966. An evaluation of the correction officer's limited educational background strongly points out that although many correction officers are dedicated and effective workers, many are untrained and uneducated in the philosophy and goals of correction. Obviously, unless salaries and hiring standards are raised and unless modern recruitment techniques are developed, substantial improvements cannot be expected in the kind of people who are recruited.

The treatment staff which includes institutional specialists in teaching, and social casework, psychology, psychiatric evaluation, and chaplain services are needed to design, to develop and to implement unique rehabilitative programs which are geared toward attitudinal and behavioral change in the law offender. The profile of the treatment group in Ohio indicates a college educated person who has an average age of 38.7 years and an average length of correctional service of 4.8 years. Although beginning salaries conform with the national median for counselors and teachers, salary increases are required to adequately recruit and retain this personnel. In addition, a more attractive specialist position must be offered by adding challenging responsibilities, such as, programming new treatment plans and developing research activities. Furthermore, existing educational grant programs need to be expanded

to include the different specialties. Also, grant program expansion to include correction managers would be helpful in attracting college educated managers.

A profile of the community-based correctional employee in Ohio reveals that on the average he is about 39 years of age, is college educated, receives a beginning salary that corresponds with the national median entering salary. This staff is responsible for the direct supervision and control of an average monthly caseload of over 5000 law offenders conditionally released in the community. Recent encouraging changes and improvements have produced a more qualified community staff. However, the salaries which are not considered adequate especially in the large urban communities of the State and the lack of status contribute to a staff turn over among the younger men. Obviously, Ohio must make every effort to retain its present community-based staff with realistic salary increases.

The institutions of higher education could render a great assistance to the field of corrections, which faces and will continue to face a manpower shortage and a status problem. Through an expansion of undergraduate correctional curriculum and the development of an undergraduate major in corrections, the state-assisted universities could offer substantial assistance to offset the manpower shortage and to build status in the field of corrections.

The Center's request for demographic data uncovered deficiencies in the personnel record keeping procedures of the central offices of the Division of Correction and the Adult Parole Authority. The development of research material which contains essential information about correctional employees and the refinement of this information is essential for adequate staff planning. Provision for such research is strongly recommended.

TRAINING INSTITUTES

The Center conducted two Institutes in July of 1968 at Cleveland State University for Ohio's community-based and institution-based correctional personnel. An intensive program of instruction was planned for employees on the supervisory level with a design to reach a still greater number of persons through the participants who either plan or assist in the planning of in-service training programs. The Institute's program was structured with a lecture and a discussion-period approach, lasting from two to three hours. The participants were involved in a total of 18 hours in instruction and discussion time over a three-day period.

The Center invited men who were knowledgeable and experienced in criminology, corrections, psychology, sociology, education and related fields to discuss pertinent topics, which included specific problems encountered in the field. The speakers were advised prior to the Institute of the makeup of the participants, the general area of content desired, and the importance of involving the group in a discussion of the topic after the formal presentation. Arrangements were made for some of the speakers to be interviewed on local television stations. These interviews covered various problems of crime and corrections, the purpose of the Institutes, and the nature of the funding of this project. Favorable comment arose from this exposure. We felt the timing of the interviews was important and appropriate, considering the critical situation in the Ohio penal system, caused by two prison riots in June and July which resulted in protracted inmate unrest, a correctional manpower shortage in the maximum security penitentiary, and threats of strikes among the guard personnel.

In preparation for the Institute's program, the participants and

their superiors were notified either by the Center or the Division of Correction, and in some instances by both, of the nature of the project, the funding agency and legislation, the purpose and program content of the Institutes, the dates and time of the program, the amount of state reimbursement, motel arrangements, and a map giving highway route instructions and campus facilities. Before the opening session, the Center presented to each participant a folder containing printed matter and writing tools. Included were a reproduction of the Section on Corrections from The Challenge of Crime in a Free Society, an annotated reading list related to either the institutional or the community-based aspects of the field, an international bibliography of group treatment literature, and the Institute's scheduled program.

Institute for Community-Based Correctional Personnel

The Institute on Middle Management Problems of Community-Based Ohio Parole and Probation Personnel was held in Cleveland on July 17, 18, and 19 at Cleveland State University. In attendance were 45 men including the Chief of the Adult Parole Authority, three Regional Supervisors, thirteen Parole Unit Supervisors, seven Central Office Staff members, and twenty-one Senior Parole and Probation Officers.

In order to prepare the participants for the Institute, the Adult Parole Authority notified each participant of the Center's project, the state's participation, and reimbursement for attendance. The Center followed with three communiques including a presentation of the grant and the funding agency, a general description of program content, a map of state highway route and campus facilities, and the program. The Center also requested that a pre-Institute questionnaire be completed for the purpose of obtaining profile information, in-service training material,

and evaluations of existing programs.

In response to the questionnaire, 14 the following profile of those in attendance was constructed. The average age was 41.2 years and the average length of service in the correctional field was 12.3 years. Among the participants, a total of 457 years in correctional service was tabulated. The group's educational background consisted of twenty-seven men with college degrees, seven with some college credits, and three with high school diplomas. Although the majority of college degrees were primarily majors in the study of sociology and social science, other fields of study were represented in a breakdown of the higher education of the participants.

Undergraduate Degrees

Bachelor of Arts	19
Bachelor of Philosophy	1
Bachelor of Science	8
	<u>28</u>

The above degrees included majors in sociology, economics, education, political science, parole and probation, physical education, social administration, psychology, military science, religion, and social science. Minors included are psychology, education, history, sociology, music, English, economics, political science, and philosophy. One individual earned two degrees: a Bachelor of Arts in sociology and a Bachelor of Science in education.

Graduate Degrees

Master of Arts	2
Master of Education	3
Doctor of Jurisprudence	1
	<u>6</u>

¹⁴Questionnaires were mailed to 44 men and 37 responded, constituting an 84% reply.

Two individuals earned Masters of Arts degrees in corrections and sociology, three earned Masters of Education degrees in guidance, and one individual holds three degrees: Bachelor of Arts, Master of Education, and Doctor of Jurisprudence.

The breakdown of the seven men with some college education follows: four with two years of college education, two with three years of college education, and one with four years of college education.

The above information represents a very high incidence of higher education among the supervisory parole and probation personnel in Ohio. Of those participants who responded (37) to the pre-Institute questionnaire 91.8 per cent (34) had college training and education, with 72.98 per cent (27) holding 28 Bachelor degrees, 5 Master degrees, and 1 degree in Jurisprudence. Three of the thirty-seven persons had a high school education only.

The profile information also revealed that all community-based correctional personnel on the supervisory level in Ohio are males. Of the 37 responses, 34 were married, 2 were divorced, and 1 was single.

In response to a questionnaire inquiry pertaining to participants' expectations of the Institute, the Center gained the following information:

Expectations are recorded in three areas:

1. Responsibilities of supervisors
 - a. Supervision of staff and caseload
 - (1) New concepts of parole
 - (2) Techniques in case management and supervision
 - (3) Evaluation of staff
 - (4) Recording techniques
 - b. Administrative duties
 - (1) Organization

- b. Administrative duties, cont'd.
 - (2) Methods in personnel management
 - (3) Staff development and in-service training
- 2. Information about human behavior and human relationships
 - a. Problem parolee
 - b. Violent offender
 - c. Sociopathic offender
 - d. Hardcore group
 - e. New treatment techniques with above classification
- 3. Public relations and recruitment
 - a. Communication with the community
 - b. Education of law enforcement officers concerning parole concepts

A review of these expectations and of the content of the program of the first Institute reveals that much of what was anticipated was covered in the lectures and subsequent discussions. A review also indicated some areas that need to be strengthened and explored, such as, staff evaluation, recording techniques, and information and treatment of hardcore group, and should be considered in future planning for staff development and training.

The Institute curriculum was developed with the above information in mind, along with the general needs of the employees of the Adult Parole Authority, as considered in consultation with a representative of the Authority. Included was instruction in administrative and supervisory problems in middle management, employment development, introduction to sensitivity training, and the understanding and handling of the problem parolee and the violent offender. In addition, a representative of the National Council on Crime and Delinquency presented a parole inventory questionnaire which revealed the participants' attitudes toward parole selection and parole selectors. A resume of the participant group and the program presentations was prepared by the

Staff and later sent to the participants. A copy of the resume can be found in the Appendix. A summary of the program follows.

Charles Newman, M.A., Director of the Center for Law Enforcement and Corrections, Pennsylvania State University, in two sessions discussed administrative and supervisory problems of middle management in the community-based correctional operations. He covered supervisory responsibilities, basic casework concepts, staff planning and eligibility requirements for the law offender's continued placement in the community. Newman presented a definition of caseload management and offered a meaningful explanation. (See the Appendix.) In his lecture on casework techniques and concepts, Newman emphasized the need for the parole officer to understand the parolee's personality, environment, potentials and motivation and the community's toleration for the released law offender. He suggested that correctional personnel must be able to reflect on their personal attitudes toward the correctional client and the correctional system. He concluded that the personnel must define the goals of the correctional system, plan the strategy to accomplish these goals, and program the correctional job. In the discussion period, work assignment problems were evaluated, as well as the feasibility of employing a former law offender as a parole or probation officer. The group was meaningfully involved in the discussion of the topic. Many participants indicated that the Staff needed further exploration of and instruction in the general area of middle management problems.

Development of employment for released law offenders under supervision in the community was discussed by Wayne Potter, Employment Placement Officer of the United States Bureau of Prisons. He reported on the federal government's newly initiated program in large urban areas of the

nation and on his local contacts with business and industry. Discussion revealed that a lack of communication and cooperation existed between the federal and state agencies in the area of employment development.

An introduction to a sensitivity training program was presented by Jack Orsburn, Ph.D., Department of Education, Case-Western Reserve University. This type of program was defined and a demonstration revealed some of the concepts of the program and the feeling tones prevalent within the group. Because of the unusual procedures employed and because initially the speaker did not orient the audience to the functional nature of sensitivity training, and the group's reaction was not favorable to this presentation. Hence, the group did not comprehend the goals and the purpose of the topic and was not able to relate the presentation to their field of work. This part of the program was rated by the participants as being the least helpful. However, at least one participant indicated in the final questionnaire that sensitivity training should be included in staff development programs, and in the days that followed the Institute, a delayed response was noted when inquiries were made about the availability of information.

Harold Kelton, M.A., United States Probation Officer, Western Pennsylvania, in his discussion of the problem parolee, described broad categories of criminal behavior for the purpose of explaining the need for community-based personnel to understand the social and psychological factors in the law offender's personality and criminal make-up. He explained the need to define the crime problem, and, because of confusion among the experts, he called for the parole officer to devise his own operational definition based on his academic knowledge and practiced experience. He related this discussion to the parole services' contribu-

tion in building inner controls and in helping the law offender adjust to the conflict and tension that surround him. An active group discussion followed in which realistic problems regarding the handling of a problem parolee were explored. The audience and speaker related well because each was able to identify with the material discussed and with the other's career experience.

Joseph Albini, Ph.D., Associate Professor, Sociology Department, Wayne State University, Detroit, Michigan, defined the violent type offender and the subculture of violence present in the community. The planned professional crime operator was discussed, along with the individual who was nurtured in the lower class culture and who understands violence as a way of life. Albini supplied a list of reasons given for using violence, a classification of criminals, and explanation of the different types of therapy used in handling the violent offender. The group discussion that followed his presentation was especially fruitful, and the participants rated Albini as the best speaker and his presentation as the most meaningful contribution of the Institute.

The Institute concluded with a talk on the problem of communication with the news media by James Van Vliet, B.A., Criminal Court Reporter, Cleveland Plain Dealer. The speaker used a basic common sense approach to meeting this problem with suggestions of caution, truth, and cooperation in establishing a good relationship with a representative of the news media. In addition, advice was presented regarding the distribution of information for the purpose of public education in the correctional field.

At the termination of the Institute, a final questionnaire was distributed and was completed by 43 of the 45 persons in attendance. Results

showed that 95% of the participants evaluated the Institute to be an "informative", "well-organized", "good program". Negative responses were recorded in the area of University facilities, long class sessions, and the long programmed day. Recommended was a similar program with additional days and more group discussion time. The Center's staff recognized that the room chosen was not large enough for this size group, and the air conditioning units did not keep the room at a comfortable temperature because of the number in attendance and the number who smoked. In regard to the length of the program, we point out that the scheduled sessions were arrived at through consultation with the Adult Parole Authority and within the limitations of "away from the job" time and expense money available to the Authority.

Participants graded the Violent Offender and Middle Management sessions as the most helpful part of the Institute, and Introduction to Sensitivity Training as the least helpful. The following represents their program preferences beginning with their preferred choices: Violent Offender, Problem Parolee, Middle Management Problems, Communication Problems with News Media, and Employment Development. They suggested that, in the above preference order, these topics should be included in Ohio's in-service training and staff development programs for community-based correctional personnel.

Institute for Prison-Based Correctional Personnel

The Institute on Treatment Programming in Ohio's Prisons was originally scheduled to take place on June 24, 25, and 26 at Cleveland State University. On the morning the Institute was to commence, a riot broke out at the Ohio Penitentiary and all participants were notified to return to their respective prisons. Consequently, the Center was obliged to cancel the Institute and to notify all speakers of the situa-

tion. Two weeks later, a second prison disturbance occurred (7-8-68) at the London Correctional Institution. Inmate unrest, manpower shortages, and strike threats among the guard personnel presented crisis problems to the Ohio penal system ^{and} were symptomatic of a system facing a need for change with a preponderance of unwilling or unready personnel, of an apathetic public, and of an uninterested state government. After consultation with the Division of Correction's representative, this Institute was rescheduled to take place at the end of July and followed the Institute for probation and parole personnel.

The Institute for prison personnel was originally planned for the Deputy Wardens in charge of treatment and custody at the seven penal institutions and their assistants. Thirty individuals were prepared for the Institute through communication from the Division of Correction and the Center. In May, the Division explained the grant and the Institute and advised the state's participation and reimbursement for attendance. In June, the Center followed with two communiques including a presentation of the grant and funding agency, a general description of program content, a map of state highway route and campus facilities, and a scheduled program. The Center also requested that a pre-Institute questionnaire be completed in order to obtain profile information of the participants, suggestions for improving present prison programs, and information regarding their expectations of the Institute.

The questionnaire was answered by 23 of the 29 designated prison participants providing a 79.3% reply. The following profile was constructed of the Associate Wardens in charge of custody and treatment and their assistants from the seven Ohio correctional institutions. The Associate Warden-Custody group were high school graduates with an average age of 51 years and an average length of correctional service

of 25 years. The Associate Warden-Treatment group were college graduates with an average age of 43.1 years and an average length of service of 12.8 years. Their background in higher education consisted of four men with a Bachelor of Science degree and two with a Bachelor of Arts degree. One individual held two degrees: A Bachelor and Master of Arts degree in psychology; and two individuals indicated graduate credits toward a higher degree. Therefore, six Associate Wardens in charge of treatment in the Ohio penal system held seven college degrees. The above mentioned degrees included majors in sociology, psychology, social science, and agriculture and minors in education, psychology and social science.

The remaining group contained Captains, Matrons, a Recreation Director, a Food Service Director, and Honor Placement Supervisor, and a Business Manager. Their education ranged from completion of tenth grade to completion of three years of college, with the average being a high school education. The average age of this group was 44.4 years and the average length of correctional service was 11.75 years.

The following table is a comparative study of the three groups of institutional personnel responding to the pre-Institute questionnaire regarding average age, average length of correctional service, and education.

OHIO INSTITUTION-BASED PERSONNEL

	<u>Average Age</u>	<u>Average Years of Correctional Service</u>	<u>Average Years of Education</u>
Associate Warden-Custody	51.00	25.00	12.0
Associate Warden-Treatment	43.10	12.80	16.1
Other Correctional Personnel	44.40	11.75	12.0
Total Average	46.16	16.50	13.3

Significant in this comparison of the Associate Warden-Custody and Treatment groups is that the treatment group was younger in age and length of correctional service, but had more education than the custody group.

In response to a questionnaire inquiry pertaining to the participants' expectations of the Institute, the Center compiled the following information which clearly defined the institutional staff's estimate of areas in which instruction was desired¹⁵.

Participants' Expectations of Institute

1. Increased knowledge in Penology and Correctional Practices
2. Improvements in Penal Programs
 - a. Understanding of institutional needs
 - b. Understanding of methods to cope with institutional problems
 - c. Updating present programs
 - d. Development of practical and realistic prison programs
 - 1) Purpose - To change inmate attitudes and behavioral patterns
 - 2) Problem - To motivate inmates to participate in programs
3. Methods of handling law offenders in prison
 - a. New ideas and concepts
 - b. Security problems and prison disturbances
 - c. Special problems including homosexuals and drug addicts
4. Personnel Improvements
 - a. Self-improvement and job efficiency
 - b. Improvement of personnel relationships and communications
 - c. Development of harmony and blending of functions of classification, treatment, and custody staff.
5. Research
 - a. New methods to measure effectiveness of present programs
 - b. Latest relevant research in related fields

A review of these expectations and of the content of the program of the second Institute revealed that many of the listed expectations were

¹⁵In the 23 responses to the questionnaire, 19 persons contributed information pertaining to their expectations of the Institute. Four persons did not answer this question. The information represents 83% of the total response to the questionnaire.

discussed by the lecturers and considered in subsequent discussions. The review also disclosed those areas that need to be strengthened through instruction and exploration. Areas, such as, understanding and handling the law offender in prison, the handling of security problems and prison disturbances, and research programs should be given consideration in future planning for staff development and training.

The program for the second Institute was organized to bring together custody and treatment personnel in the same setting to hear and to discuss theories and problems of mutual concern. Included was a discussion of counseling in penal institutions, a critique on counseling, a presentation of the emerging prison, an analysis of inmate society as a subculture, a discussion of continuing education for the correctional officer, an explanation of the violent offender and the subculture of violence in the community, and a description and definition of the role of the correctional officer in the treatment process.

The rescheduled Institute took place on July 29, 30, and 31 at Cleveland State University. Of the 30 persons originally designated to attend, only 18 were permitted away-from-work time because of continued inmate unrest, a shortage of correctional manpower, and strike threats among the guard personnel. Attending this second Institute were four women and fourteen men representing six Ohio penal institutions,¹⁶ the Central Office of the Division of Correction, and the Adult Parole Authority. Institutional personnel included two Associate Superintendents in charge of custody and two Associate Superintendents in charge of Treatment. Supporting custody staff was composed of one Assistant Deputy Warden, one Chief Matron, one Lieutenant, four Captains and

¹⁶The Ohio Penitentiary did not send any personnel to this Institute. Unrest continued at this prison, and because about 50 guard positions remained vacant, the National Guard contributed forces to strengthen security within the prison.

one Matron. Treatment was represented by one psychologist and two social workers. One person represented Food Services, one from Central Office and one from the Adult Parole Authority completed the group.

A resume of the program presentations was prepared and sent to the participants for the purpose of review and possible incorporation in staff development efforts. A copy of the resume can be found in the Appendix. A summary of the program follows.

Charles Matthews, M.A., Chairman of Corrections Department, University of Southern Illinois, Carbondale, Illinois, discussed counseling in the correctional institution, explaining the counseling relationship and the goals of a counseling program. He supplied the group with pertinent information from recent studies pertaining to the effect of counselors on imprisoned law offenders and the public's opinion on the function of a prison. Matthews discussed the involvement of risks with programs geared toward changing the law offender and suggested ways these risks can be minimized. Using the term counseling in the broadest sense, he proposed that counseling can be performed by everyone in the penal institution and advocated specialized training for the correctional staff in counseling at various levels. Suggesting a list of objectives for an institutional program, he also intimated the need for a prison and its staff to re-evaluate its purpose and to transform its programs into realistic and maturing experiences for the inmate. Group discussion was very limited because this session began later than scheduled.¹⁷

¹⁷This program change was necessary and beyond the Center's control because of the general crisis within the Ohio penal system. The Governor scheduled a meeting in Columbus for the prison superintendents on the day the Institute commenced in Cleveland. As a result, some participants were not permitted to leave their institutions until a late afternoon hour, in order to assure coverage of the institutions in the absence of the superintendents. Because of continued inmate unrest, manpower shortages and strike threats among the guard personnel, some prison officials reduced the number of participants, and the warden of the Ohio Penitentiary, where the situation remained very tense, decided not to release anyone from their institutional duties.

Anthony Kuharich, M.A., M.S., Commissioner, Indiana Department of Correction, offered a critique on correctional counseling and suggested that, in addition to professionals, correctional personnel are needed to meet the everyday crises of the offender in prison. He advocated that a new approach to problem-solving be opened to the correctional officer and that instruction in basic counseling techniques be incorporated in staff training programs. He discussed the role of the correctional officer as a "counselor of good living," and in this sense explained the functions and responsibilities of the officer in the role of counselor, carefully detailing the type of problems that could be handled until the professional was on the scene. In his critique, Kuharich made observations of the penal system on the state level and advanced the following position. He advocated the need to separate the state correction department from other state government responsibilities; the need for a comprehensive planning program for the penal system by a well-organized central office; the need to eliminate satellite-type prison authority; and the need for uniform rules, procedures and staff training programs. In covering a total view of correctional counseling, Kuharich also stressed the need to improve and to expand the community-based probation and parole services. During the active discussion period, it was observed that the speaker and the audience related very well and the participants, considering the session meaningful, voiced their particular appreciation of the practicality of the speaker's message.

In a discussion of the prison of today, Alfred Schnur, Ph.D., Associate Professor, Department of Sociology, Bowling Green State University, Bowling Green, Ohio, reviewed the penal systems and judicial agencies of various European countries. Included were personal observations of systems in Sweden, Netherlands, Belgium, West Germany, Switzerland and France. He found there was much interest in experimentation in European Corrections;

that Europe appeared to look to the United States for guidance; and that although Europe handled the law offender differently, the United States had more to export in correctional methods than there was available to import from Europe. Schnur explained the development of pooling correctional manpower resources throughout Western Europe by the Commission on European Crime Problems of the Council of Europe and pointed out the differences in correctional research activities in Europe. In the discussion period, Schnur emphasized the need for an independent state correction department; the success in other states of employing a state department of probation and parole; the need for improved public relations in corrections; and the need for job analysis for all levels of correctional personnel. He also proposed and presented to the group an organizational chart of a state corrections department.

Vernon Fox, Ph.D., Head, Department of Criminology and Corrections, Florida State University, Tallahassee, Florida, in his presentation of an analysis of inmate society as a subculture, advocated the need for all correctional personnel to know and to understand those who make up the inmate group. To accomplish this task, he suggested the need to identify the inmate's personality and to study the society and culture in which he developed and lived. Fox referred to the results of recent research about the personality patterns of imprisoned law offenders and made comparisons of the tested law offenders' average intelligence and schooling with that of the private citizen. He described the correctional client and the complicated prison environment in which he lives and suggested that it is an experience of conflict and frustration not only for the inmate, but also for the correctional staff. Discussing the resulting human interplay, Fox urged the development of an understanding that has room for the modifications of human behavior. That the speaker and his audi-

ence related well was evidenced in a meaningful discussion of the future of corrections in this nation.

In a second session, Vernon Fox discussed continuing education for the correctional officer. He emphasized the need to define and to understand the roles of the various institution-based correctional personnel and to provide instruction that will assist them to visualize the total objectives of the penal system, rather than only the individual penal procedures. He particularly stressed the important penal objective of inculcating among inmates internalized controls in order to reduce their dependency on external controls. Explaining the relationship of internal controls and the development of the personality, he pointed out the significance of the influence of the family, the peer group, the school, and the Church on the individual's personality. Fox contributed a brief instruction on the development of the personality and the influences which help to formulate the individual's ability to form relationships. He related this discussion to the law offender and described his personality deficiencies and the role of the prison in recapitulating the parental functions. He emphasized the need for all correctional personnel to understand the law offender, the prison programs, and the staff's role in assisting these programs. Fox discussed the changes taking place in our society and the responsibility of all prison staff to meet the challenge of making corresponding changes in the correctional setting, in order to help the law offender re-establish himself in a changing society. He suggested this can best be accomplished by a correctional education program for penal staff on all levels. During the discussion period, he described in detail the collaboration of the Florida Correction Department and Florida State University in a recent, successful educational program at Florida State Prison at Raiford for penal personnel on all levels.

Joseph Albini, Ph.D., Associate Professor, Sociology Department, Wayne State University, Detroit, Michigan, offered a presentation of the violent type offender and the subculture of violence in the community. The planned professional crime operator was discussed along with the individual who was nurtured in the lower class culture and who understands violence as a way of life. Albini supplied a list of reasons given for using violence, a classification of criminals, and an explanation of the different types of therapy used in handling the violent offender. The group rated Albini as the best speaker, with each participant giving him a "good" rating. During the discussion period, the group explored the responsibilities and the problems of the prison and discussed the handling of certain problem-type inmates.

In a discussion of the role of the correctional officer in the treatment process, Joseph Balogh, Ph.D., Chairman, Department of Sociology, Bowling Green State University, described the penal institutional atmosphere and the duties and responsibilities of the correctional officer. He outlined suggested institutional changes and improvements to help the officer function more adequately in his work. He reviewed the apathy of the public and the attitude of the correctional hierarchy, which influence the philosophy, policy, and operation of a penal system. He recommended a separate department of correction for Ohio, removed from politics to assure professional and career status for the correctional staff. He suggested that the correctional officer be given certain preparation to help him carry out his responsibilities and listed specific areas of instruction that a correctional training program should incorporate. He especially emphasized the need for the correctional officer to know and to understand the law offender under his supervision and advanced the position that selected, essential background information should be given the of-

ficer to assist him in the constructive handling of the offender. Balogh discussed personal qualities the correctional officer should possess to assure proper job performance. In accord with the speakers who preceeded him, Balogh advocated that emphasis be placed on the institution's training program for the correctional officer, the sharing of decision-making with the correctional staff, and research and program evaluation. He also shares the opinion that the correctional officer should be considered not a separate entity, but a part of the total institution, and suggested he be familiarized with institutional policies and rudimentary techniques of counseling. Balogh also submitted a list of courses that could be utilized by the correctional officer. The discussion period covered inquiries about the state university's involvement in training and educating correctional personnel and the speaker's evaluation of the Ohio Division of Correction.

At the termination of the second Institute, 16 of the 18 persons in attendance completed a final questionnaire. The Institute was evaluated by 87.5% to be a good or a very good program. Favorable comments included "excellent speakers" with "good knowledge of subject", "more Institutes like this one are needed", "very down to earth" and "realistic", and "very helpful" and "should be continued". Negative responses included "too much material presented too fast", "much of content already common knowledge", "small group discussion and working institute needed", "too theoretical and opinionated", "lack of writing space", "lack of reaction from audience", and "too much history". Recommended was a workshop panel with a series of role-playing topics, advice on selection of a correctional officer, and discussion on how to solve practical problems. In our survey 62.5% indicated all program topics could be incorporated in an in-service training program and the remaining 37.5% specified individual program topics that would be beneficial.

Participants rated the session on Continual Education for the Correctional Officer as the most helpful part of the program. Use of Counseling and Profile of Emerging Prison were graded as least helpful. Professor Joseph Albini was graded as the best speaker receiving a "good" grade in all responses.

Evaluation

The probation-parole group of 45 men was enthusiastic, keenly interested in the subject matter and eager to participate in the discussion periods. This attitude continued through the three-day period in spite of the crowded room conditions and the uncomfortable temperature. In contrast, the institutional group of 4 women and 14 men was generally passive, sometimes preoccupied, portraying a tranquility that could be interpreted as inattention or lack of interest. However, in personal discourse after the sessions and in the final questionnaire, the staff observed that the institutional participants voiced interest and approval of the program, but generally seemed unable to relate to the speakers and to the discussion during the program. A few institutional personnel were vocal and with the help of the staff, contributed to an interesting and productive discussion period. One participant, in answering the final questionnaire, described the participant group as "bovine." The only explanation for this contrast of the two groups is the possibility that the program's time delay of more than one month, together with changes in the participant group, may have contributed to an unpreparedness among the institutional participants, or the possibility that feelings of inadequacy resulted from an encounter with degreed instructors from an academic setting. One could theorize that probation and parole personnel, a community-based group, was not as likely to become "institutionalized." Nevertheless, the contrast offered some indication of the quality of in-

stitutional personnel in the Ohio penal system.

The cost of the two Institutes, considering only the fees paid the 11 speakers and their expenses, amounted to \$1774.36 and represented direct federal participation. The State of Ohio's contribution, in terms of wages for three days, transportation and subsistence costs for 63 personnel attending the Institute, totaled \$9110.56. These figures do not represent the University's costs for printed material, communications, and overhead.

Conclusion

The two Institutes were organized and planned for personnel on the supervisory level in Ohio's community-based and institution-based correctional system. In the Institute for community-based supervisory personnel, emphasis was placed on administrative and supervisory problems of middle management in the probation-parole service, with the plan to instruct in contemporary methods of case management. The Institute offered guidelines for staff to use in instruction in unit staff development, in-service training programs, and supervisory conferences with the parole or probation officer. Lectures on the problem parolee, the violent offender, and the subculture of violence in the community were offered to produce a better understanding of the problems within this frame of reference and of the socio-cultural factors involved. For the purpose of general staff information and development, discussions were scheduled in employment development, communication with the news media, and an introduction to sensitivity training.

The Institute for institutional employees was planned for various levels of supervisory personnel and included both custody and treatment. In this plan, two institutional operations, often divided because of background and philosophy, were brought together to hear contemporary penal philosophy and rehabilitative techniques discussed by men knowledgeable

and experienced in sociology, psychology, and corrections. In this Institute, the program included instruction in and a critique of counseling in a correctional institution with the overall plan to encourage correctional personnel on all levels to participate in a discussion of a treatment program. Instruction regarding the contemporary prison, inmate society, and violent offender offered a better understanding of the correctional client and the correctional setting. Lectures on the role of and continual education for the correctional officer permitted the entire group to consider the correctional officer as a part of the total penal process and to review his needs and potential.

Therefore, considering the content of the program of the two Institutes, the Directors concluded that the goals set forth in the grant application were achieved. Furthermore, the program content and the speakers were considered representative of the emerging progressive, correctional movement which will lead to the professionalism of the field. The programs, which combined both theory and practice, offered the participants the opportunity to digest contemporary correctional philosophy and to examine modern correctional methods and techniques that could stimulate change in the present system. In pre-Institute questionnaire responses, the participants indicated their awareness of the imperative need to train staff more effectively and to create an atmosphere in which treatment and custody can effectively work together to correct the law offender. In post-Institute questionnaire responses, participants specified their approval of the Institute's program content and speakers and their desire for a continuation of this type instruction in in-service training and staff development programs.

OHIO'S STAFF TRAINING PROGRAMS

In-service training programs for Ohio's adult correctional personnel are discussed in this Chapter. In addition, staff development programs are described as well as student stipend opportunities, summer student employment, and college field experience programs. The sources of the information reported in this study include the institution's training officers; the Adult Parole Authority's regional and unit parole supervisors, senior parole and probation officers, and Central Office personnel; and the representatives of the Division of Correction and the Adult Parole Authority who consulted with the Directors on the project. In some instances information is derived from personal interviews, and in others from questionnaire responses and published reports.

Institutional Training Programs

In the Division of Correction, there is a Director of Training, who presently is a former correction officer and who, acting in an advisory capacity only, primarily serves as a liaison between the various institutions and their training programs. At present, the Division has made no attempt to design a centralized training program, nor has it prepared a report or manual on the various training programs. Because the Director of Training has not been available to participate in arranged interviews with the Project Director, the Center mailed open-end questionnaires to the appropriate training officers to learn about the staff training programs operative at each of the seven correctional institutions in Ohio. Responses from six institutions are discussed in this Chapter. The Ohio Reformatory for Women at Marysville is the only institution that did not respond.

The responses from five institutions did not include a printed description of the institutions' training programs. Apparently, only the Lebanon Correctional Institution presents the new correction officer with a printed pamphlet which explains on a hourly basis the institution's 9 day schedule of instruction and training. The Division's central office advises that they suggest that the institutions use the American Correctional Association's Correction Officer Training Guide in the development of their programs.

At each institution there is an in-service training officer responsible to the superintendent and his associates in charge of custody and treatment, for activities and programs in personnel training. Because there is no centralized planning or uniform programs, the correctional personnel training in Ohio varies from institution to institution in length, content, and staff inclusion.

Training for Custodial Staff

In-service training programs for new custodial personnel range from 3 to 10 day programs in six of Ohio's prisons. The following breakdown illustrates the length of training programs for new custodial personnel:

Chillicothe Correctional Institute	10 Days (80 hrs.)
Lebanon Correctional Institution	9 Days (72 hrs.)
London Correctional Institution	3 Days (24 hrs.)
Marion Correctional Institution	9 Days (72 hrs.)
Ohio Penitentiary	10 Days (80 hrs.)
Ohio State Reformatory	10 Days (80 hrs.)

All training programs orient the new correction officer to his duties, to the procedures and programs of the institution, to the security operation, and to the order of command. The programs divide the training time between class instruction and on-the-job training. The methods of instruction in use at six institutions are lectures, discussions, demonstrations, and tours. In addition, films, taped materials, and slides

are employed at three institutions, and a library for training films is being developed at the Ohio State Reformatory. Two institutions, the Ohio Penitentiary and the Marion Correctional Institution, give the new officers an examination at the completion of the training period. Four institutions indicate that instruction in the use of firearms is included in the program.

Training for New Treatment Personnel

The only institution that offers an equal amount on in-service training to the new treatment personnel is Lebanon. This institution, moreover, presents each new employee with a printed schedule of the nine day training program. Two institutions offer no special training programs for new treatment personnel, and the other three institutions offer a shorter period of orientation. The following breakdown illustrates the length of training programs for new treatment personnel;

Chillicothe Correctional Institute	No program
Lebanon Correctional Institution	9 Days (72 hrs.)
London Correctional Institution	1/2 Day (4 hrs.)
Marion Correctional Institution	1 Day (8 hrs.)
Ohio Penitentiary	No program
Ohio State Reformatory	3 Days (24 hrs.)

Training for new treatment personnel ranges from a one-half day to a nine day program. London offers new personnel a four hour exposure to the workings of classification using a case staffing experience for learning purposes. London reports this method is used to establish an understanding of basic institution philosophy and goals. On the other hand, the Reformatory in a three day program, Marion in a one day program, and Lebanon in a nine day program provide an exposure to the same orientation that the correction officer receives. The Ohio Penitentiary does not offer an organized training program, but provides an informal orientation by the superiors of the new treatment employee and

acquaints him with prison procedures by having him attend orientation for the new inmates.

Continuing In-Service Training Programs

The six responses indicate the penal institutions provide a continuing in-service training program which ranges from nine to twelve months a year and operates on a weekly or monthly basis. The following breakdown defines the institutional programs for existing personnel:

Chillicothe Correctional Institute	Monthly (2 hr. sessions)	Basic training plus special sessions for policy changes.
Lebanon Correctional Institution	Monthly (9 sessions)	Specially organized programs which deal with current penal problems for custody and treatment. Plus regular meetings with line staff and administration.
London Correctional Institution	Monthly	Programs covering security, review of rules and regulations, public relations, firearms, etc.
Marion Correctional Institution	Monthly (12 sessions)	9 monthly meetings reviewing prison programs. 3 monthly demonstrations on use of firearms, gas, fire fighting, and riot control.
Ohio Penitentiary	Monthly (10 sessions)	Two hour monthly sessions with instruction on duties and functions of depts. for both custody and treatment staff.
Ohio State Reformatory	Weekly (2 hr. sessions)	Small group sessions meet weekly to discuss current problems and procedural changes. Plus monthly meetings for custodial staff.

Only two institutions indicate that both custodial and treatment staff are included in continuing in-service training programs. Lebanon's program also provides the treatment staff the opportunities to visit the Dayton and Cincinnati parole unit offices and to learn about the community-based operation and services.

The above breakdown shows that continuing training programs in the institutions offer only basic orientation and policy review on a monthly basis. However, the Reformatory observes that more is accomplished

in small weekly sessions in which the participants receive instruction but also involve themselves in the discussion of the problem at hand. They have been most successful, when for example, each week treatment staff discusses program activities with ten guards. However, from the general response, there is indication that only with additional manpower could more officers participate in the classroom in-service training programs.

A study of the responses to the questionnaire inquiry for suggestions to improve the institution's training program reveals varied and different answers. The following list presents their suggestions:

1. A Training Academy, where experienced personnel could receive specialized training, should be established.
2. Standardized programs are necessary for such problems as disturbance control patterns and for aids in training.
3. Instruction is necessary on how the correction officer could assist a particular treatment program or its staff.
4. Up-to-date films are needed to cover all phases of training including custody, treatment, administration, safety, agriculture, operations, and personnel.
5. Employees should be paid for basic training time spent in classroom.
6. Better recruitment methods should be developed to find more qualified personnel.
7. The development of consistent up-to-date information on penal procedures is needed.

Responses to the pre-Institute questionnaire by various institutional personnel as presented in Chapter III indicate a preponderance of suggestions to improve present training programs. They generally suggest that improved programs cover a longer time period and offer more inclusive instruction. In particular, they suggest that programs include all personnel and contain security instruction, treatment program orientation, general information regarding penology and criminology, discussions about

understanding and handling the problem offender, and establishment of a more cooperative relationship among staff members. The institutional staff also recognizes certain problems which affect the total training picture. For example, they cite the following: shortage of staff, low wages, low hiring standards, lack of good recruitment practices, fast turn over of staff, unchanged institutional routine, lack of team work, and relationship problems among staff members.

In-Service Training for Community-Based Personnel

At the commencement of their employment, community-based correctional personnel are given training in the local unit office and in the Ohio Adult Parole Authority's central office in Columbus. The responses of the unit and regional supervisors to the open-end questionnaire mailed before the first Institute, provide a description of the in-service training programs on the unit level for new personnel and show the following training program uniformity among the units:

1. Assignment of read to Parole Officer Manual
2. Orientation of office procedures.
3. Introduction to supervisory consultation, case records and recording, and casework philosophy and methods.
4. Field work with experienced parole officers.
5. Use of arms.

In addition, some units indicate instruction in arrest procedure, use of community service agencies, and interviewing techniques; and an introduction to professional journals. Because the training programs differ from unit to unit, some new officers receive a shorter period of training and indoctrination and some are assigned caseloads earlier than others.

Central office presents an orientation and training school for new officers. A description of this program from the Authority's 1967 Annual Report follows:

New officers must also attend the Orientation and Training School in Columbus. This school, made up of six sessions, was established in November 1965, with the first class graduating April 1966. The agenda of the six sessions covers the complete parole process from the history of parole through the discharge of the rehabilitated offender. This program operates one day monthly for six months, and utilizes the talents of supervisors, administrators, and veteran officers on topics in which they excel. After the sixth session, the class members are given an examination and awarded Certificates of Graduation. Since the school was first established 62 officers have graduated. This schooling is given in addition to the field and office training.

Continuing Training Programs

On the unit level, continuing in-service training programs provide staff development opportunities generally on a monthly basis for all personnel. Speakers representing various community organizations and professions discuss the policies and services of the organization and certain problems which affect the parolee. The following list is representative of speakers and community organizations used in staff development programs:

Employers, A.A. Specialists, University Professors, Narcotic Specialists, Project Aim Experts, Federal Bureau of Investigation, Psychiatrists, Bureau of Vocational Rehabilitation, Ohio State Employment, County Welfare Department, Social Security, Public Defender's Office, and Police Officers.

The unit staff meetings also include review of agency policy and procedures, supervisory consultation, staffing of selected cases, and literature assignment. Correctional staff, furthermore, are sent to workshops and conferences by the Adult Parole Authority which also encourages membership in local and national correctional organizations.

The Pre-Institute questionnaire responses offer many suggestions for improving existing training programs. All suggest that new officer training be more inclusive, last from three to six weeks, and include more than job orientation. The following list clearly spells out their suggestions for improving program curriculum:

1. Function and philosophy of parole.

2. Policies and procedures of parole,
3. Legal process from arrest through final release,
4. Minority problems, ghetto life, sub-cultures,
5. Criminology with analysis of prison life,
6. Rehabilitating methods and goals,
7. Problems in human behavior and personality disorders,
8. Interviewing techniques,
9. Case management problems.

They suggest that, after the intensive training period, the new officer accompany an experienced officer to view handling and interviewing of the parolee and view Parole Board hearings. They further advise that, after a three month period, the new officer should evaluate the training program.

The supervisory staff recommends the creation of yearly refresher programs for existing personnel and the utilization of university-sponsored correctional instruction. For supervisory personnel, they advise specialized university programs which include instruction in group process and dynamics, management principles, contemporary, correctional philosophy, and supervisory and administrative policies.

Stipend Programs

The Division of Correction provides stipend programs for both institutional and community-based correctional personnel. The following is a description of the programs and an informative account of the utilization of the programs:

1. Full stipend for master's degree and beyond

There is a stipulation that the employee must have been employed for at least six months with the agency, but this can be waived. This is a full time program. The employee receives a subsistence of \$250 per month plus tuition costs. For each year he is enrolled in the program, he must work one year for the state after completing his schooling. There are currently six employees enrolled in this program, three are candidates for a Master in Psychology and three are candidates for a Master of Social Work. They are enrolled at the following universities:

- Florida State University - Two Master of Social Work
- Bowling Green State University - Master of Arts.
- Ohio State University - Two Master of Arts
- One Master of Social Work

2. The state administers a summer internship program for graduate students and undergraduate students who have at least achieved their junior year. This is for students who are interested in the field of corrections and desire placement in one of the state's correctional institutions. During the summer of 1968, 18 students were active in this program and were placed in six of the seven institutions. One-half of these students were undergraduate and one-half were graduate students. An undergraduate student is paid at the rate of \$1.76 per hour and a beginning college graduate at the rate of \$2.00 per hour and a senior college graduate at the rate of \$2.30 per hour. The students come from the following Ohio public and private universities: Ohio State University, Cleveland State University, Ashland College, Otterbein College, Kent State University, Bowling Green State University, Miami University, and Ohio University.
3. The state also has a tuition reimbursement program. A full-time employee is permitted to receive reimbursement for tuition after he has successfully passed his given college course. This reimbursement is limited to six quarter hours. At the present time, 19 students are in college classes, one-half represent treatment personnel and one-half represent custodial personnel.

In order to encourage college students to enter the community-based correctional field, Ohio offers the following summer student employment programs:

1. Paid employment for a twelve week period from June to September. The rate depends on the student's level of schooling with a beginning salary from \$264 per month for an undergraduate up to \$360 per month for a graduate. Employment in parole supervision is under the direction of a unit parole supervisor for the Adult Parole Authority. The number of student opportunities depend on budget realities. In 1967 four students were employed, and in 1968 two students were employed in Cleveland and Dayton. Results show that students handle the job well and have interest in this type work.
2. Student interns can receive college credit through the Field Experience Academic Program. Unlike the above program, this is not paid experience. At the request of a university, a course of study and instruction in parole practice is offered. The Regional Supervisor works in conjunction with the university. This program began in the school year 1966-67 with two students. In 1967-68, three students, one woman and two men participated and indicated they wanted to continue in this work.

Conclusions

Without centralized planning and program development, the in-service training programs for Ohio's correctional personnel in both the penal institutions and in the parole units are varied in content and length and generally lack in uniform programming and in-depth training material. As a result, many of Ohio's correctional personnel begin their work experience without that essential training necessary to understand, to handle, and to help the law offender.

In the institutions, the present training for new custodial personnel is only the most basic introduction and orientation to prison procedures, job responsibilities, and security operations. New treatment personnel either receives no programmed orientation or a program reduced to about one-third of the orientation received by the custodial staff, with the exception of one institution which provides an equal amount of in-service orientation. Continuing staff development programs in the prisons are generally on a monthly basis and include basic procedural and policy review. The institutional staff recognize the deficiencies in the present programs and offer some worthwhile suggestions for improving the training programs.

The community-based correctional services offer the new parole officer in-service training at the unit level and at the central office of the Adult Parole Authority. In the unit training some uniformity in program content is observed, but, a variance is noted from unit to unit in the length of time devoted to the training of a new officer. This variance indicates a different degree and intensity of training. However, the Orientation and Training School in Columbus offers a uniform planned program of training, but with only six sessions each lasting a full day, once a month for six months. It is the opinion of the staff

that the lapse of time between the sessions does not encourage a good learning process. The continuing in-service training programs are generally held on a monthly basis and in some units good use is made of community agency personnel to orient the officers to community services. However, the staff suggests additional instruction is needed in several areas to provide staff with a better understanding of the problems of society and the law offender.

Stipend programs are offered by the Division of Correction, as well as student internship programs as a method to interest and to recruit college students into the field of corrections. It is suggested that the stipend programs be expanded to include grants for individuals who wish to enter the correction manager position, thereby recruiting college trained custodial staff.

In order to strengthen present in-service training in Ohio, consideration must be given to the development of centralized program planning for all correctional personnel. The Director of Training position should be given this responsibility together with the responsibility of writing a training manual for institutional personnel and compiling reports on the prisons' training programs. To strengthen the community service training programs, consideration should be given by the Adult Parole Authority for more uniform programming on the unit level with the responsibility for direction by the central office, which should also compile reports on these training programs. All planning for training programs should be directly connected with a continual analysis of the correctional personnel profile data, a process yet to be organized by either the Division of Correction or the Adult Parole Authority. In both the institutions and the community, consideration should also be given orientation programs for the clerical and service personnel and any other non-custodial, non-treatment, non-parole and probation staff to encourage understanding by the total staff of the philosophy and goals of the Ohio correctional system.

OHIO'S CORRECTIONAL MANPOWER NEEDS AND
UNDERGRADUATE EDUCATION

As set forth in the grant application, one goal was to ascertain the correctional manpower needs in Ohio and the availability of undergraduate correctional curriculum. The center explored and studied Ohio's correctional needs and the undergraduate curriculum of twelve state universities. This was accomplished through a study of various reports and surveys completed by state-wide correctional and civic organizations and state agencies and through the active participation of a staff member, the Associate Director, who as an officer and a consultant with two of these organizations supported proposals that will be reported/evaluated in this chapter.

Report of Ohio Probation and Parole Association

Undergraduate curriculum for Corrections and correctional manpower needs in Ohio were examined in a report by the Ohio Probation and Parole Association.¹⁸ The curriculum Study Committee estimated that by 1975 Ohio will annually need a minimum of 500 new case managers¹⁹ and a figure based upon the estimate of the President's Crime Commission. The report pointed out that the increase in the rate of crime, the growing population, and the accompanying expansion of field and institutional services indicated continued demand for trained personnel for some time to come with possible increases in skill requirements.

¹⁸A Proposal for an Undergraduate Curriculum for Corrections, by Curriculum Study Committee, Ohio Probation and Parole Association, 1968.

¹⁹Ibid., p. 1, Case managers are defined in the report according to the second of four major categories identified by the President's Crime Commission. The second category comprises case managers responsible for assembling information about individual offenders, developing specific treatment programs, supervising probationers and parolees in the community.

A study conducted by the National Council on Crime and Delinquency and reported in the Task Force Report: Corrections of the President's Commission on Law Enforcement and Administration of Justice indicated that the majority of persons currently being employed as case managers hold a bachelor's degree. The Association's Report revealing this is a fact in Ohio cited two surveys of Probation personnel in Ohio's 16 Municipal Courts and 51 Juvenile Courts.²⁰ Moreover, in Chapter II of this report, the profile of the state parole officer shows 76 percent are college graduates. Therefore, serious consideration must be given academic preparation at the undergraduate level.

The Association's Curriculum Study Committee recommended the following minimal core curriculum for case managers:

- 21 quarter hours in courses dealing extensively with the nature, variation, causes, control and prevention of crime and delinquency; the administration of criminal justice; probation and parole; correctional institutions and programs; theory and research on psychological and social deviation as it relates to the understanding of criminal behavior.
- 9 quarter hours of courses in correctional counseling, interviewing, social investigation, and report writing, theory and techniques.
- 15 quarter hours (450 clock hours) of practicum in connection with course work, in supervised field placement, or some combination of these.

This curriculum would constitute a 45 quarter hour major in Corrections. In addition, the student would meet all the general academic requirements for the bachelor's degree including a minor which in this case should be in a related social science such as psychology or sociology. The emphasis in the minor should be upon such courses as minority group relations, social control, small group theory, marriage and family relationships, social psychology, personality theory, psychometrics, research methods and statistics.²¹

²⁰Ibid., Appendix C.

²¹Ibid., pp.3-4.

The Association recommended strongly that a major be earned in Corrections rather than in some other discipline such as sociology or psychology. The report pointed out that Corrections is a distinct occupational field and should have appropriate academic recognition.

In evaluating available undergraduate education, the Association's Report referred to a Study conducted by Piven and Alcabas and published by the U.S. Department of Health in 1965. A sample of 602 colleges and universities in the United States revealed only 14 percent offered 1 course in Corrections and only 6 percent offered enough courses in Corrections or Correctional Administration to permit at least a minor in the field. The Association conducted a survey of courses available in various state universities in Ohio based on the 1966-67 academic year.²² The survey established that none of the state universities in Ohio offers a sufficient number of quarter hours of courses for a student to earn a major in Corrections in all the curriculum areas proposed by the Association.

Recommendations of Ohio Committee on Crime and Delinquency

The Ohio Committee on Crime and Delinquency²³ proposed similar recommendations to those offered by the Ohio Probation and Parole Association. In addition, the Ohio Committee suggested specific college courses which were felt essential to the building of a solid foundation of basic knowledge and to prepare students to function effectively in correctional positions.

²²Ibid., p. 9.

²³The Ohio Committee on Crime and Delinquency is a citizen's group composed of professional and business men and women and is affiliated with the National Council on Crime and Delinquency. The Committee shares offices with the Ohio Citizens' Council at 22 East Gay St., Columbus, Ohio.

The courses recommended for an undergraduate curriculum in Corrections are as follows:

1. The Family: Development, makeup, problems, intra-family relationships, role conflict and disorganization.
2. Minority Groups: Current problems, conflicts, historical background and needs.
3. Criminology: An overview of the fields of crime and delinquency and causation.
4. Juvenile Delinquency: Causation, current problems, programs, specialized courts, terminology, supervision, organizational structure and process of courts.
5. Probation and Parole: Principles and practices of adult and juvenile, current practices, problems, etc.
6. Institutions: Juvenile and adult, public and private, role, history, and development, programming, etc.
7. General Psychology: Introduction to psychology, history and development, schools of psychology, orientation to testing, etc.
8. Abnormal Psychology: Cause, description, recognition and treatment of personality and behavior disorders.
9. Social Psychology: Group and mass behavior, theories, problems, etc.
10. Individual Growth and Development: Physical and emotional development, personality problems, socio-cultural factors.
11. Social Casework I: Introduction to casework theory, methods and techniques and practice.
12. Group Work I: Introduction to group work theory, methods and techniques and practice.
13. Criminal Law and the Administration of Criminal Justice: A study of the history, philosophy and legal foundation of the American Criminal Justice System. "Due process," court procedures and practices.
14. Research: Extensive review and evaluation of correctional research data and theory and their implications for the practitioner.
15. Alcoholism: History, nature and extent of problem. Review of literature and programs, etc.

Field experience was recommended by both groups as part of the curriculum requirement. The Ohio Committee specifically recommended that field work take place in a correctional agency of recognized standing and supervision and evaluation by a university representative as well as a qualified staff member.

The Ohio Committee demonstrated a great concern for the existing gap between professional and non-professional correctional staff and suggested instruction in rehabilitative philosophy be provided to fill the gap. The Committee recommended that non-professional personnel, such as institutional guards, sergeants, lieutenants, captains, workshop supervisors, and other type institutional personnel, be given adequate on-going, in-service training programs; and to upgrade this personnel, it recommended that instruction be provided in regular university sponsored seminars. The Committee specified that the instruction provide a basic philosophy for proper correctional approach to offenders, as well as appropriate information to meet the needs of specific job requirements.

Recommendation of Ohio Crime Commission

Reports from the Ohio Probation and Parole Association and the Ohio Committee on Crime and Delinquency were presented to the Corrections Committee of the Ohio Crime Commission in March, 1968. At that time, it was proposed that the Crime Commission request of the Ohio Board of Regents a review of the curriculum of the twelve state universities and a study of the educational needs for juvenile and adult correctional personnel. It was further proposed that, after the completion of such a review and study, appropriate recommendations be provided as to the nature of such undergraduate, graduate, and professional programs which should be offered in the higher educational institutions. The Associate

Director of this project, who serves as Vice Chairman of the Ohio Committee on Crime and Delinquency and as Consultant for the Ohio Crime Commission, actively supported this proposal. The corrections Committee of the Ohio Crime Commission moved on this proposal and on April 4 requested the Ohio Board of Regents to consider the requirements of the educational needs for juvenile and adult correctional personnel in Ohio and outlined a plan of study to be undertaken. The general views of the Corrections Committee were forwarded and the following includes seven of the major points to be considered:

1. There is a continuing annual requirement for approximately 500 university trained personnel in the field of corrections, probation, and associated social work.
2. The basic training to meet this requirement develops a need for a program involving a baccalaureate degree with a major in corrections, together with a participation on the basis of a minor in this program for other fields such as education, psychology, and psychiatry.
3. A complete program ought to be developed, at least, at one university, but a study should include an assessment of the present associated curricula of programs at other universities in the state with a view toward improving or enlarging such programs to provide for qualification of a minor from the other fields mentioned in (2) above, support local requirements (including in-service training for presently employed correctional personnel), and stimulate interest in graduate and professional programs.
4. Consideration should be given to the development of programs for M.A. and M.S.W. degrees in the correctional field.
5. The curriculum for the baccalaureate program should provide for emphasis in correctional institution administration and training such that there is developed a capability for training of those types of staff personnel whose positions do not require a university level education.
6. Presently existing programs in Florida and California should be examined for possible parallel applications.
7. This committee takes no position as to which institutions of higher education should undertake the full program, but suggests that geographical considerations providing for the needs of the entire state may well look toward a central location or a location of concentrated population.

Report of Ohio Board of Regents

The Ohio Board of Regents acted on this proposal immediately and retained a consultant, Walter Reckless, Ph.D., Professor, The Ohio State University, to undertake the study, which was completed in June, 1968.²⁴ The findings²⁵ of this study indicated that "four of the state-assisted universities have offerings within an undergraduate curriculum in sociology or social welfare which represent a preparation for the field of corrections of the 'case management' level." The four universities referred to are Kent State University, Bowling Green State University, Akron University, and the Ohio State University. Five universities did not have a correctional sequence or concentration at present, although courses in sociology and social work normally used in a correctional curriculum were offered. Included among these five universities were Youngstown State University, Central State University, Wright State University, University of Toledo, and Cleveland State University. The remaining three state-assisted universities, Ohio University, Miami University, and the University of Cincinnati, indicated no immediate interest in the correctional field although there are basic undergraduate offerings in their Departments of Sociology.

Included were the following findings:

1. The general administrative climate for the development of an undergraduate program in corrections was favorable.
2. There was a need to supplement basic courses; to add pertinent correctional courses, such as probation and parole, organization of correctional institutions, etc; and to develop pertinent courses from other disciplines related to the criminal justice system.

²⁴The report entitled Feasibility of an Undergraduate Curriculum in Corrections for the State-Assisted Universities of Ohio was submitted to the Ohio Board of Regents by Walter Reckless, Ph.D., on June 26, 1968.

²⁵Ibid., pp. 4-10.

3. There was a need to add a specialist in corrections to the university staff. Most specialists will not have PH.D degrees, but the best ones will have M.S.W., M.S. or M.A. degrees.
4. Most departments questioned the need of the O.P.P.A. recommended 45 quarter hours as a minimum requirement for undergraduate preparation in corrections, but suggested a concentration of much fewer quarter hours.
5. Most departments questioned the need of 15 quarter hours of field experience.
6. Only Ohio State University offered a "tagged degree," a B.S. in Social Welfare, and the other interested universities did not feel this was necessary.

The Ohio Probation and Parole Association which offered strong convictions about establishing a degree in corrections, was advised of the movement away from tagged degrees in university circles all over the country. The Association's Committee agreed to an organized correctional curriculum visible in the catalog but not hidden in the framework of course offerings in a Sociology department.

Excerpts from the recommendations of Dr. Reckless' study²⁶ are as follows:

1. "The provosts and presidents of the various state-assisted universities should make sure that provisions are made in the budget to support one or more correctional staff members and to fund the necessary travel expenses for keeping in close contact with the field.
2. "In any addition to the education budget, certainly the Board of Regents should think through the need to mention to the budget committee of the legislature and the governor's office the endorsement ... for the development of an undergraduate program of training. The Board should also call attention of legislators to the estimated critical manpower needs for 'case managers' ...

"The Board might consider an overall addition of 180,000 dollars per year ... to enable nine of the state-assisted universities ... to make a start This would amount to 20,000 dollars per year ... which would enable each of the nine to hire a well-qualified staff member specializing in corrections ... to have at least the recommended two thousand dollars per year for travel expenses to keep close contact with the field

²⁶Ibid., pp. 10-12.

3. "The Board of Regents should contact the authorities in Washington or the authorities in the state which will distribute monies from the crime control bill and the delinquency control bill ... on the basis of developing much-needed college manpower, with special features of integration with the state correctional institutions, the state parole offices, the state placement offices, the county probation offices in the common pleas courts and ... in the juvenile or probate courts"

Copies of this report were sent to the state-assisted universities, the Ohio Crime Commission, the Ohio Committee on Crime and Delinquency, and the Ohio Probation and Parole Association.

The Ohio Crime Commission in their Interim Report to the Governor of Ohio dated June 28, 1968, pointed to the "annual continuing requirement for approximately 500 university trained personnel in the field of corrections, probation, and associated social work."²⁷ The report states further, "The basic training to meet this requirement, in our opinion, develops a need for university-sponsored programs that would provide a baccalaureate degree with a major in corrections, and the availability of a minor in corrections for those specializing in other fields such as education, psychology, and psychiatry."²⁸

On July 24, 1968, the Governor of Ohio announced the creation of two agencies to participate in federal grant programs under the Omnibus Crime Control and Safe Streets Act of 1968. One agency, the Interim Ohio Law Enforcement Planning Agency, created within the Department of Urban Affairs, is empowered to apply for, receive, and administer planning grants provided by federal legislation. Accordingly, the Ohio Crime Commission in executive session on September 5, 1968, unanimously recommended to the

²⁷Interim Report of the Ohio Crime Commission to the Governor of Ohio, June 28, 1968, CC 3.

²⁸ Ibid., p.3.

Planning Agency the incorporation of five priority items to be used in a comprehensive state plan. The fifth priority reads as follows: "Support of funding for studies and programs leading to the university training of correctional and law enforcement personnel."²⁹

Summary

Four groups, a correctional and a civic statewide organization and two public supported state agencies, worked together early in 1968 to establish facts about the correctional manpower needs in Ohio and the availability of undergraduate correctional curriculum in Ohio's state-assisted universities. The facts unfolded a manpower shortage in adult and juvenile correctional services and a gap between professional and non-professional correctional personnel. Recommendations from a study supported by the Ohio Board of Regents and completed in June, 1968, called for developing and expanding correctional curriculum in nine interested state-assisted universities, and specified the education budget additions required for the hiring of correctional specialists in these nine universities. In addition, a significant recommendation by the Ohio Probation and Parole Association was offered. It explained the desirability for an organized correctional curriculum visible in the catalog and not hidden in the framework of course offerings in a Sociology department. Another recommendation, by the Ohio Committee on Crime and Delinquency, emphasized university sponsored, non-credit programs were needed to upgrade non-professional institutional personnel especially in the adult penal institutions.

²⁹Minutes of Executive Committee Meeting, Ohio Crime Commission, September 5, 1968, Attorney General's Offices, Columbus, Ohio.

CHAPTER VI

RECOMMENDATIONS

The study of adult correctional personnel in Ohio by the Correctional Training Center at Cleveland State University uncovered certain deficiencies in the correctional system in this State. The Center's directors found it necessary to point them out in the writing of this report and to bring them to the attention of the reader. It appears essential that the total picture of Ohio's correctional system be reviewed when considering the second phase possibilities of this project. Therefore, this Chapter commences with recommendations concerning these deficiencies and is followed by recommendations for the second phase of this project. The Center's directors recommend the separation of the Division of Correction from the Department of Mental Hygiene and Correction and the creation of a Department of Correction for the State of Ohio. The grouping of Mental Health and Correction has been far from successful because the two areas are governed by diverse philosophies and serve vastly different clientele. The Directors of the Department have generally had a background in law, medicine, or business and have not contributed an equal interest in correctional problems. Also, we recommend that a Department of Correction be organized to assure the absence of political influence, both in policy-making and in personnel recruitment. Only with a staff free of political influence will corrections approach a career status in Ohio.

This study revealed in Chapter V a correctional manpower shortage in Ohio and the projected demand for personnel to meet the state's future needs in the correctional field. The study also disclosed in Chapter IV the need for extending present, in-service training programs

and for developing continuing educational opportunities for Ohio's correctional personnel. The Division should consider the many valuable suggestions offered by correctional staff for improving present in-service training in Ohio. A study of the questionnaire responses found staff to be cognizant of training needs and willing to recommend realistic program instruction needed at the present time. All planning should be directly connected with a continual analysis of correctional personnel research and should include orientation programs for clerical and service personnel and any other non-custodial, non-treatment, non-parole and probation staff to encourage understanding by the total staff of the philosophy and goals of the Ohio correctional system. From our point of view and as summarized in Chapter II, the Division of Correction's Central Office is lacking in organized, central, and comprehensive planning for the state penal system. Desperately needed are 1) a centralized system with uniform policies and procedures for all prisons to follow, thus eliminating the archaic "satellite" prison operation; 2) uniform guidelines for in-service training programs for all correctional personnel in the prisons; 3) the development of research materials containing essential information about correctional employees and the refinement of this information for future planning; 4) a Director of Training who is educated and trained in modern penal methods and who will stimulate the development of adequate institutional in-service training programs; 5) the development of sound recruitment techniques which are free of political influence; and 6) the increase in job standards and salaries.

The directors have only to point to the recent prison riots and threats of guard strikes to emphasize the critical penal problems in Ohio. Earlier in this report it was pointed out that because of the

above-mentioned deficiencies and the general correctional crisis in Ohio, this study was severely handicapped and possibly could not be as inclusive in its considerations and evaluations as was originally intended. But the fact that the deficiencies were exposed and examined was of itself important, both to the Ohio Correctional system and to considerations for future recommendations for a second phase grant which would be funded with federal monies. Furthermore, some of the evaluations made so far have to do with recommendations the legislature must act on, but there are others that the Division could adopt provided the officials are interested and accepting of the evaluation. It would seem doubtful that additional federal funding should be authorized if some indication is not made by the Division to make the necessary changes and improvements.

The following recommendations are a result of an analysis of the findings of this study and are offered for consideration for the second phase of this federally financed project. Divided into two sections, the recommendations concern first, the penal institutional staff and secondly, the community-based personnel.

It is recommended that a university-sponsored seminar be planned and conducted for the seven institutional training officers. This could be a combination of instruction sponsored by the Highway Patrol Training Academy and a university. The Academy's instruction would include inmate control, prison security procedures, handling of firearms, and general custodial policies. The university's seminar would concentrate on the history of the penitentiary system in this nation, contemporary philosophy and goals of a penal system, explanation of classification procedures and the guidance process, instruction in basic techniques in counseling, and guidelines for planning institutional in-service

training programs. Obviously, a seminar including a curriculum of this kind would involve, at a minimum, a two to three week study program, but preferably a longer time period in which other important subjects would be added to those already mentioned.

For all correctional personnel employed in a penal institutional setting, it is recommended that a university sponsor a series of courses, either college credit or non-credit, over a period of one year and offer the courses at an Ohio prison at a time convenient for the prison and its personnel and for the university instructor. In Florida, such courses are proving successful and are offered once a week for a regular college quarter period with attendance ranging from 30 to 60 persons including personnel from officers to wardens. The proposed instruction should be on the college level but organized and presented for the participant group. It is also recommended that the instructors be knowledgeable in the subject matter and experienced in the field of corrections. Suggestions for some courses are: criminology and penology, introduction of sociology, judicial system and structure, introduction to psychology, and administration of the correctional institution. It is also recommended that the second phase project director work with the State Highway Patrol Academy and plan instruction in security procedures and riot control for these all inclusive institutional participants.

Concerning the community-based correctional personnel, it is recommended that a focus be placed on one parole office in Ohio and a series of non-credit university-sponsored courses be offered over a one year period. The Cleveland office is recommended for this type demonstration project because of its size in terms of the caseload and personnel, its proximity to Akron and Canton units and because of Cleveland's

obvious unrest and violent attitudes among the inner-city residents and the militant negro groups. The courses should include the previously mentioned suggestions of the parole supervisory personnel, who recognize the need for more intensive staff development. To illustrate the type courses needed the following are recommended: instruction in interviewing techniques and recording methods, review of sociology, psychology and criminology, interpretation of laws and court decisions affecting corrections, problems of the inner-city, and violence in our society.

Also recommended is a university-sponsored seminar for parole and probation supervisors. This seminar would focus on supervisory and administrative problems of middle management. Discussion over a one week period should include techniques in supervision, administrative evaluation of unit procedures, techniques in staff evaluation, instruction in role playing, and guidelines for staff development programs.

Evaluation is recommended of all proposed demonstration projects at the termination of one year for the purpose of planning future training programs for institution-based and community-based correctional personnel in Ohio.

Assistance is needed by the field of corrections because it faces and will continue to face a manpower shortage and status problem. The Center supports those organizations and agencies which have recommended the expansion of undergraduate correctional curriculum and the development of an undergraduate major in corrections in the state-assisted universities in Ohio. The proposal of adding a correctional specialist to a university staff with qualifications of a masters' degree and correctional experience is realistic and we support this proposal.

APPENDIX

CORRECTIONAL TRAINING CENTER
Cleveland State University

Resume on Institute on Middle Management Problems of
Community-Based Probation and Parole Personnel

This Institute was held in Cleveland on July 17, 18, and 19 at Cleveland State University. The focus was on the middle management group in community-based correctional service. Emphasis in the program was placed on middle management problems, employment development, sensitivity training, the problem parolee, and the violent offender. Lectures were given by knowledgeable and experienced persons followed by discussion periods.

In attendance were forty-five men including the Chief of the Adult Parole Authority, three Regional Supervisors, thirteen Parole Unit Supervisors, seven staff members from Central Office, and twenty-one Senior Probation and Parole Officers. In response to a pre-Institute questionnaire,¹ the following profile of those in attendance was constructed. The average age was 41.2 years and the average length of service was 12.3 years. Among the participants, a total of 457 years in correctional service was tabulated. A survey of educational background included twenty-seven college graduates of which five held master's degrees, seven had some college and three were high school graduates. All but three were married males.

The respondents' answers to the question of what they expected to learn from the Institute were grouped together and outlined for them. Their expectations of this Institute included:

1. Responsibilities of supervision
2. Staff development

¹Questionnaires were mailed to 44 men and 37 responded constituting a 84 percent reply.

Resume on Institute on Middle Management Problems of
Community-Based Probation and Parole Personnel

3. Knowledge of human behavior
4. Public relations and recruitment

The program dealt with these areas in different degrees.

At the termination of the Institute a final questionnaire was distributed.² Results of the final questionnaire showed 96 percent of the participants evaluated the Institute to be an informative, well organized, good program. Negative responses were recorded in the area of facilities and long-program day. The Center's staff recognizes that the room chosen was not large enough for this size group and the air conditioners did not always keep the room at a comfortable temperature because of the number in attendance and the number who smoked. In regard to the length of the program, we point out that the scheduled sessions were arrived at through consultation with the Adult Parole Authority and within limitations of "away from the job" time and expense money available to the Authority.

Participants graded the Violent Offender and Middle Management sessions as the most helpful parts of the Institute and Introduction to Sensitivity Training as the least helpful part.

Concerning program content, the following numbers indicate the participants' voting preference of parts of the program which would be beneficial to an in-service training program for parole and probation officers:

29	Violent Offender
25	Problem Parolee
21	Middle Management Problems
13	Communication with News Media
8	Employment Development
5	Sensitivity Training
1	Frame of Reference Inventory

²Of the 45 in attendance, 43 persons completed this final questionnaire.

Resume on Institute on Middle Management Problems of
Community-Based Probation and Parole Personnel

In the following pages, the Center has organized the highlights of each presentation and offered some reading suggestions. We mail this material to you for the purpose of review and possible incorporation in staff development efforts.

Middle Management Problems

Charles Newman, M.A.
Center for Law Enforcement and Corrections
Pennsylvania State University

Charles Newman in two sessions on caseload management suggests that the possibility of changing a human personality while on parole is remote and emphasizes that corrections cannot help all people who offend the law. He indicates that priorities must be made through compromise arrived at on a rational basis. Also, implied is the need to accurately evaluate the community-based service with valid time and cost studies. In his presentation, Newman includes basic casework concepts for parole supervision and lists supervisory responsibilities. He emphasizes that change in adults is difficult--for the offender as well as for the probation or parole officer. When new ideas regarding the correctional field are presented, many responses appear and reappear as reasons for not adopting them. Newman suggests the following as typical reasons:

1. Not included in budget
2. Our state is different
3. We tried it--didn't work
4. Change too radical for community to accept
5. Office facilities too small
6. Changes will make system obsolete (suggests system is obsolete)
7. Not enough time

He asks the question: What is the correctional system to accomplish?

He suggests: It is a service to help the offender make a reasonable adjustment in the community. However, he stresses that the best we can expect of a parolee is that he operate without getting into trouble. Further,

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he indicates that this community based service is not a psychiatric service. He implies special and professional services are to be found in the community and appropriate referrals should be made to social and mental health agencies.

Newman's definition of caseload management: It is a process by which the corrections' agent, as an agency representative¹ plans² and carries out necessary³ actions on his total⁴ caseload to determine and redetermine eligibility for continuing community or institutional status for the client⁵ and by which the agent provides or arranges conditions for service⁶ to client in a prompt, orderly, and accurate manner.⁷

¹When he speaks of the agency representative, Newman suggests that the objectives of the agency and the staff necessarily must be the same and that the agent represents the parole agency in the community.

²In using the verb plans, Newman suggests that in order for probation and parole to be an effective service, planning in each case must take place and observation of movement or lack of movement of the offender must be recognized and discussed in supervisory conferences.

³Necessary actions implies a continuous contact with each case and refers to the follow through in case planning and goals.

⁴Total, of course, refers to all cases under the probation officer's supervision.

⁵The words, eligibility for continuing community or institutional status for the client, suggests the probation officer's responsibility to evaluate the offender's adjustment on a continuous basis so as to determine if inner controls are present, and therefore, to continue to permit him to

Middle Management Problems

serve his sentence in the community, or if controls are lacking to recommend institutional placement.

⁶The phrase, agent provides or arranges conditions for service, indicates that a community based correctional service cannot supply all types of professional services. In some instances referrals to appropriate community agencies are made, but, in many instances the probation officer offers the help and counseling necessary. It also implies that the probation officer helps the offender with a certain amount of preparation either for an agency referral or for a new experience.

⁷In using the words, in a prompt, orderly and accurate manner, Newman, using a basic casework concept, calls for a professional service. The words imply that the service be orderly and well thought out; that it be accurate in terms of the best possible service for this client; and that it be prompt so that the client knows the probation officer understands his problems and wants to help.

Responsibility of supervisory staff was spelled out in the following manner. Supervisory responsibilities include:

- A. Supervisor is responsible for total caseload and to know what is going on
 1. Supervisory conferences and case review
 - a. Case Analysis
 - b. Classifying case as to problem and type of supervision
 - (1) Maximum
 - (2) Medium
 - (3) Minimum
 - c. Helping probation officer observe movement in each case
 - d. Evaluation of recording, time programing, handling of parolee, etc.
 2. Casework concepts employed in case method
 - a. Understanding and accepting the offender

CONTINUED

1 OF 2

Middle Management Problems

- b. Social diagnosis of offender
- c. Establishing case goals
 - (1) Immediate goals (housing, job)--maximum supervision
 - (2) Intermediate goals--medium supervision
 - (3) Long-term goals (P. O. may never observe this goal because realization and final discharge dates may not coincide)
- d. Accurate, systematic recording of movement
- e. Knowing and following agency rules, regulations and policies

B. Planning

- 1. Staff conferences and meetings (helps P. O. realize his work is a part of whole agency)
 - a. Case presentations or professional literature reports (systematic reading programs)
 - b. Community agency representatives
 - c. Agency policies
- 2. Unit or inter-unit library
- 3. Office managerial responsibilities
 - a. Clerical staff
 - b. Office operation
- 4. Research

Discussing the probation service and particularly the presentence investigation and report, Newman suggests that the report should consist of three ingredients:

- 1. Consideration of the offender's needs which can be met under probation supervision
- 2. Honest appraisal of whether we have the services and the talent to offer the offender
- 3. Evaluation of the offender's capacity to "make it" in the community

Observation of certain factors is essential in helping the court determine the proper sentence for each offender. More than ecological material is needed to determine whether a person is a threat to the community. Newman lists the following eligibility requirements:

- 1. Internal controls

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- 2. Demonstrated potentials to make an adjustment in community
 - a. Employment
 - b. School
 - c. Retraining possibility
- 3. Willingness to abide by rules
- 4. Motivation
- 5. Community toleration of offender
- 6. Cultural environment

Following Newman's outline, he suggests that in order to determine internal controls, the P. O. must know what they are. He contends that these controls depend on the psychodynamics of the individual's personality and the environment he lives in. The P. O. must identify evidence that signifies the offender can "make it" in the community. Various potentials are demonstrable evidence of the offender's ability to adjust in the community. Newman lists employment potential, school potential and the potential to be retrained in a skill as important factors to evaluate. In the appraisal of an offender's motivation, it is difficult to define the index to follow. Newman suggests the field is a living laboratory to evaluate failures and successes and the academic world needs the field's feedback to develop an accurate index. Concerning community toleration, it was suggested that the Interstate Compact should be used more in order to consider other communities in parole planning.

Newman suggests that eligibility and case goals must interlock. The offender's problems and potential first must be recognized and understood by the P. O. Consideration is given the cultural scene he lives in, for example, the neighborhood, the significant people around him, family and

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church. Also, the P. O. surveys his criminal pattern noting the type of offences and allowing more significance to patterns of offences rather than to volume of offences. It must be decided which individuals cannot remain in the community. This decision is not always made because of an offender's failure to adjust. In some instances honest evaluation of the community service program dictates if the service and talent is available to offer proper supervision. It is important to delineate between those we can help and those we cannot help.

Having systematically analyzed the case, the P. O. plans his case goals and later spells them out to the offender. In some instances time limits are also recognized with the offender so that both work together on immediate goals and both realize that this is preparation for long range goals which in many instances the P. O. does not see. The P. O. must at all times be fully aware of the direction of each case. If this type of probation is not available, Newman claims we cannot hold the offender responsible.

Newman defines a correctional system as one to help people make a reasonable social adjustment in the community. He emphasized that parole and probation is a community based adjustment service and not a psychiatric service.

Newman advises that new ideas in corrections should be tried and studied. He spoke of using former offenders in parole work provided they are qualified. He cautioned that if new ideas do not fit into the program, there may be a need to look at the program, suggesting that some are obsolete. He asked that correctional personnel at least think about new

Middle Management Problems

ideas and how they can be used. Also, he suggested that individuals in corrections begin to look at themselves and their attitudes. He concluded that we must decide what the correctional system is to accomplish, plan the strategy and program the job.

A suggested book on the subject is Social Casework by Helen H. Perlman, The University of Chicago Press, Chicago, 1957.

Employment Development

Wayne Potter
Employment Placement Officer
U. S. Bureau of Prisons

Mr. Wayne Potter, an employment specialist assigned to the U. S. Probation Department, Northern District of Ohio, discussed the federal government's newly initiated program in employment development in the large urban areas of the nation. Examining the federal scene of court dispositions, it was noted that 61 percent are placed on probation, 5 percent are given fines and 34 percent are sentenced to 30 federal penal institutions representing about 21,000 incarcerated individuals.

The federal work release law permits early release of some prisoners under certain conditions for the purpose of re-introducing him to employment and the community. Included among the conditions are: Returning the offender to federally supervised living quarters after the work day, and control of wages, in that, a certain amount is banked for the man, a certain amount is sent to the family, an allowance is given to the offender and a fee of two dollars a day is charged for his room. Criteria used for selecting offenders to participate in work release are:

1. Offender is ready for minimum custody
2. Existence of a therapeutic need, such as family needs
3. Six months or less remains before his discharge
4. Evidence of work potential

Procedures followed by federal parolee after he is released:

1. Reports to P. O.
2. Urged to locate employment

Employment Development

3. If unsuccessful is referred to employment specialist who begins contact with a referral form from P. O.
4. Specialist seeks employment by discussing possibility directly with employer, advising him of offender's personal history, employment potential and criminal pattern
5. Offender proceeds to employment interview, only accompanied by specialist if necessary

Mr. Potter advised the numerous approaches recently made to business and industry in the Greater Cleveland area and the positive responses received. He described the joint effort made by him and local probation officers to interest employers in hiring released offenders. He also advised that offenders can now be bonded up to \$10,000 through Manpower and the Department of Labor. The federal estimate of cost per offender in prison is \$8.90 a day. On probation or parole, the cost to the taxpayer is \$.82 a day.

Sensitivity Training

Jack Orsburn, Ph.D.
Case Western Reserve University

Dr. Orsburn stated that he was working on the assumption that the major goal of the parole or probation officer is to make himself unnecessary. This point can be achieved through sensitivity training.

In sensitivity training sessions, a miniature society is created for a thirty hour period. A participant of the session is able to take a look at the things that are happening and why they are occurring. The purpose is to find out if your actions are in line with your intentions. Dr. Orsburn pointed out that involvement needs to occur. The result of sensitivity training is that a person will be better able to predict behavior and will be better able to intervene to change behavior.

A small experiment was undertaken with the aid of ten volunteers. Men were asked to close their eyes and maintain motion. Then, they were asked to establish a pattern. The goal was to watch their behavior. When traditional leadership is gone, Dr. Orsburn explained, a vacuum occurs and people exhibit their own behavior in order to fill the vacuum. The participants were trying to determine each other's expectations and goals.

Dr. Orsburn offered a definition of sensitivity training as an attempt to set up an unstructured, leaderless group in which people can experiment with behavior. The key to success is the concept of feedback. Through sensitivity training, participants obtain immediate feedback from the group. Dr. Orsburn explained that in the group, individuals can tell you how you affect them because they want to know how they affect you.

Sensitivity Training

Dr. Orsburn then set up a simulated session patterned after the approach he would use in a regular session.

The concept of Johari's Window is illustrated by the following chart:

	KO	NKO
KS	1 Known to Others Known to Self	2 Not Known to Others Known to Self
NKS	3 Known to Others Not Known to Self	4 Not Known to Others Not Known to Self

Sensitivity training hopes to enlarge the window, but through it the human personality can never be completely revealed. In the session an attempt is made to get people in a setting that allows them to be open enough so they can better understand themselves and broaden their base of understanding. Dealt with primarily are interaction patterns.

Dr. Orsburn explained that sensitivity training is different from psychotherapy or group therapy. Sensitivity training is uniting what we know and what we feel.

Suggested books on the subject of sensitivity training are: Group Process by Joseph Luft; Sensitivity to People by Henry Smith; and T-Group Theory and Laboratory Method by Bradford, Benne and Gibb.

Problem Parolee

Harold Kelton, M.A.
U. S. Probation Officer

Harold Kelton pointed out that for years we have struggled with the crime problem without knowing what the crime problem is. He stressed that this confusion also lies with the experts. So, the parole officer must devise his own operational definition which combines academic knowledge and practical experience.

Some of his major points were:

1. We tend to work very hard with our problems, both general and specific without first clearly understanding them.
2. Our approach to the problem has been chaotic. It has been a blending of social, psychological, theological, theorizing with custom, tradition, and instinct.
3. Innovations are made but not tested.
4. People must live in groups, and one of the elements of group living is conflict. The primary consideration of any group is the control of its members so that the group will survive. Law, rather than being a symbol of social solidarity, is more often a sign of social weakness.
5. People who violate the law cannot be understood exclusively in terms of abnormality, illness, deviancy, or degeneracy, but very often in terms just the opposite.
6. Finally, it still remains for each parole officer to devise his own valid scheme for approaching and defining the problem.

The speaker related that crime falls into one of two very broad categories of behavior as indicated by the following chart:

<u>Crime--Property of Individual</u>	<u>Crime--Property of Group Conformists</u>
1. Deviant (Illness) Psychotic Neurotic	1. Religious and Philosophical Jehovah's Witnesses
2. Mental Defective (Deficiency)	2. Subcultural (Antisocialization) Moonshine Loyal Gang Members
3. Inadequate Socialization Process	

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Problem Parolee

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|--|-----------------------------------|-----------------------------|
| 4. Circumstantial (Temporary
Social Defective)
Situational
Marginal Referral
(Professional people) | 3. Career
Syndicate
Rackets | 4. Professional
Business |
|--|-----------------------------------|-----------------------------|

He was quick to point out that there was no procession along this scale of offenders from bottom to top. However, these types of offenders become fairly well fixed in their respective areas.

Kelton suggests that crime is the failure of the individual to recognize his responsibility to the group. The probation officer acts as an agent of social control, whose major function is to protect society. As society's agent, the probation officer offers a service to help an offender in his every day living pattern to make an adjustment to the conflicts and tensions that surround him. This service contributes to building inner controls within the offender, which in turn protects society. To develop an effective service, the probation officer must have a good understanding of both the psychological and the social factors present in the offender's criminal makeup.

Communications With News Media

James Van Vliet, B.A.
Criminal Courts Reporter
Cleveland Plain Dealer

James Van Vliet discussed the problems of communication and recognized the individual's reticence to speak to a representative of the news media. The parole officer must be cautious with the type of information he has in his possession. However, at the same time the parole officer has information that could spell out succinctly a success story, which would help the public better understand the man who is living in the community under parole supervision.

In dealing with reporters, he advised the participants to be honest at all times, not to be evasive, to avoid professional jargon, and to speak clearly, consisely and to the point. He explained that newspaper writing is geared toward a sixth grade education and that the reader became lost when confronted with the professional jargon of the sociologist and the psychologist. In instances of a prepared text, he advised that the article should not exceed 300 words, should be written in conversation form, and should contain the five w's: When, where, why, who and what.

He recommended that the parole officer gain the confidence of the news representative and to test him in order to learn his trustworthiness. He felt the use of common sense should be employed in dealing with the reporter and in the amount of information to be shared. In handling the reporter who is requesting immediate attention, Van Vliet suggests that the parole officer, first, should return his telephone call in order to be certain he is speaking to a particular reporter at a particular newspaper. Secondly, if the material or information requested

Communications With News Media

is not available, it is necessary to explain the time needed to find the information. Should the reporter indicate impatience with this answer, it is essential to be understanding because he may be trying to meet a deadline. He emphasized the importance of follow through with a promise to telephone later after the problem is further researched. Delaying tactics should never be used.

Violent Offender

Joseph Albini
Wayne State University

Dr. Albini began his presentation with a brief history of the study of criminal types. Included under this topic was Lombroso's physical characteristics (protruding jaw, receding hairline, and large nose) and William Sheldon's body types (endomorph, mesomorph, and ectomorph).

Crime was defined as legally prescribed acts whose primary objective is the deliberate use of force to inflict injury on persons or objects. It was pointed out that America always had a violent culture. We have even had better days of crime (1920's).

The middle class dislikes violence and talks its way out of problems whereas the lower class utilizes fighting which is part of their way of life. Violence is accepted in the lower class and rejected in the middle class as a form of behavior. Also, children experience different patterns in child-rearing practices in the two classes. The lower class child learns to endure pain quietly, while the middle class child is comforted. The lower class child may be forced to fight, whereas the middle class child is complimented if he avoids a fight.

He discussed violence as a subculture and as normal behavior in some cultures, citing lower class groups and also indicating that violence is not specific to any one minority group because of their minority status. In some instances violence was a proof of masculinity. References were made to "Hell's Angels," the group's ability and joy in fighting, and the particularly low status awarded to the female members. He mentioned a small town in Italy in which it is customary for the Godfather to present his Godson with a rifle at his Baptism.

Violent Offender

Reference was also made to the organized crime groups such as the Purple Gang operating in Detroit in the late twenties and thirties and responsible for the Collinwood Massacre. Following this, violence was tolerated in the community, the men responsible found prestige, and the members of Murder, Inc., who looked at violence from an objective point of view, organized a well planned, professional crime operation. In syndicated crime situations the "cold killer" is admired.

The reasons given for using violence are:

1. Punishment (parents and close relatives)
2. Retribution or revenge
3. Control
4. Prestige and position
5. Release of tension

The three F's for surviving in an atmosphere where violence prevails are be first, be fast, and be final.

The subculture produces an environment in which violence occurs and also produces a way out. The five techniques for avoiding a fight are faking out, pretense, verbal battle, passing the insult on to another person, and diversion.

Violence is not always due to mental illness, but can be an accepted part of a subculture. The following is a classification of criminals.

1. Psychotic offender--mentally ill with no contact with reality
2. Neurotic offender--incapable of solving everyday problems--examples would be aggravated assault, sadistic and masochistic relationships of married persons
3. Violent assaulter--appears to have normal values but likes to hurt people, such as rapist--needs different treatment than neurotic offender

Violent Offender

4. Political-Social offender--trying to effect change in environment through use of violence and fear because the law does not provide them with the rights fast enough--violence formerly aimed at the union movement and by civil rights movement
5. Juvenile or Adult gang
6. Specialist--hired killer
7. Syndicated--killer muscle men or torpedoes who make a science of killing--this work is not be enjoyed and needs to be efficient

Therefore, it is concluded that there are different types of violent offenders and the types differ as to the background of the offender and the causation of crime and criminal pattern. Because of this, each violent offender must be treated differently.

The subcultures within the inmate society are the "in" group and the "out" group. The prisons can follow either a continuous pattern in which the means serve to achieve the end or a discontinuous pattern in which the means do not help fulfill the end desired.

The different types of therapy for the violent offender are:

1. Individual depth therapy--good for neurotic and psychotic who require psychoanalysis--this treatment has no effect on gang or syndicate members with whom violence is a way of life
2. Group therapy--individual either is placed in the group so that all members of the group can help him, or is placed in the group for group treatment
3. Milieu therapy--refers to an institutional placement and the attempt to restructure prison community so that everyone who has authority over the prisoner understands his problem and cooperates with other staff members in a uniformed attempt to change his behavior
4. Environmental change--refers to parole placement plans and a more accepting and understanding environment

Suggested books on the subject are:

1. Tyler, Gus, Organized Crime in America, The University of Michigan Press, Ann Arbor, 1962
2. de Rivers, J. Paul, Crime and the Sexual Psychopath, Charles C. Thomas Publisher, Springfield, Illinois, 1958.

CORRECTIONAL TRAINING CENTER Cleveland State University

Resume on Institute on Treatment Programing in Ohio's Prisons

This Institute was originally scheduled to take place on June 24, 25, and 26 at Cleveland State University. It was planned for the Deputy Wardens in charge of treatment and custody at the seven state prisons and their assistants. A total of thirty participants was expected. Emphasis in the program was placed on the correctional officer's role in the treatment process, institutional counseling and a critique, a profile of the emerging prison and inmate society, violence in the community and the violent offender, and continual education for the correctional officer. Men who were knowledgeable and experienced in criminology, corrections, psychology, and sociology were invited to lecture.

In response to a pre-Institute questionnaire,¹ the following group profile was constructed. The Deputy Warden Custody group were high school graduates with an average age of 51 years and an average length of service of 25 years. The Deputy Warden Treatment group were college graduates with an average age of 43.1 years and an average length of service of 12.8 years. Observed is that the treatment management group is younger in age and length of service but has more education than the custody management group.

The remaining group contained Captains, Matrons, a Recreation Director, a Food Service Director, an Honor Placement Supervisor and a Business

¹Pre-Institute questionnaires were mailed to 29 participants and 23 responded, providing a 79.3 percent reply.

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Manager. Their education ranged from completion of tenth grade to completion of three years of college, with the average being a high school graduate. The average age of this group is 44.4 years and the average length of correctional service is 11.75 years.

Responses to the questionnaire's inquiry regarding suggestions in improving present institutional programs and expectations of the Institute appear related and were grouped together as follows:

1. Staff Development

- a. In-service training program
 - (1) Security instruction for all personnel
 - (2) Treatment program orientation for all personnel
 - (3) General information regarding penology and criminology
 - (4) Understanding and handling offender with emphasis on homosexual and drug addict
 - (5) Establishing more cooperative relationship among staff members
- b. Recruitment
 - (1) Custody
 - (2) Social Workers
 - (3) Psychologists

2. Program Development

- a. Guidelines for realistic programs with goal to change attitudes
- b. Upgrading existing programs
 - (1) Education (vocational and academic)
 - (2) Food service
 - (3) Recreation
 - (4) Programing the offender
- c. Research the effectiveness of present programs

On the morning the Institute was to commence, a riot broke out at the Ohio Penitentiary and all participants were notified to return to their respective prisons. Therefore, the Center cancelled the Institute and was able to notify all speakers except one of the situation. After

Resume on Institute on Treatment Programing in Ohio's Prisons

consultation with the Division of Correction, we agreed to defer this Institute until the end of July. The speakers indicated their willingness to cooperate by adjusting their schedules in July.

The rescheduled Institute took place July 29, 30, and 31 at Cleveland State University. Of the 30 persons originally designated to attend, only 17 were permitted away-from-work time to attend because of continued unrest among the inmate population, manpower shortages, and strike threats among the guard personnel. Attending were four women and thirteen men representing six Ohio penal institutions, the Central Office of the Division of Correction and the Adult Parole Authority. The range of institutional personnel was from correctional officer to the Deputy Warden and included treatment, custody, business and food services.

At the termination of the Institute the participants completed a final questionnaire. 87.5 percent evaluated the Institute to be a good or a very good program. Favorable comments included excellent speakers with good knowledge of subject, more Institutes like this one are needed, very down to earth and realistic, and very helpful and should be continued. Negative responses include too much material presented too fast, much of content already common knowledge, small group discussion and working institute needed, too theoretical and opinionated, lack of writing space, lack of reaction from audience, and too much history. Recommended was a workshop panel with a series of role-playing topics, advice on selection of a correctional officer, and discussion on how to solve practical problems. 62.5 percent felt all of the program topics could be incorporated in an in-service training program and

Resume on Institute on Treatment Programing in Ohio's Prisons

the remaining 37.5 percent signaled out specific program topics that would be beneficial.

Participants graded the sessions on Continual Education for Correctional Officer and Role of the Correctional Officer as the most helpful part of the program. Use of Counseling and Profile of Emerging Prison were graded as least helpful. Professor Joseph Albin was graded as the best speaker receiving a "good" grade in all responses.

In the following pages the Center has organized the highlights of each presentation. We mail this material to you for the purpose of review and possible incorporation in staff development efforts.

Use of Counseling in Correctional Institutions

Charles Matthews, M.A.
Chairman of Corrections Department
University of Southern Illinois

As an introduction to his subject matter, Charles Matthews referred to Lewis Harris's study for the Joint Commission on Correctional Manpower and Training. In his study of public opinion on the function of prisons, Harris asked, What best describes life in prison? Most prevalent answers were:

living behind bars
rehabilitation
learning trades and skills
small cells
psychological counseling

Also asked was, How successful have prisons been in rehabilitating criminals?

Answers were:

successful (5%)
not successful (5%)
somewhat successful (49%)
slightly successful (41%)

These answers indicate considerable belief in those things that are being attempted in prisons. And, in answer to, What do you think prisons should be doing?, 70% said rehabilitation.

Interpretation of Harris's study held that the public views the prison as not accomplishing a basic function, that of rehabilitation, and is skeptical about the approaches presently employed to achieve this function.

Matthews reported on a study in Massachusetts by Albert Morris of Boston College entitled, Preceptions of Correctional Workers. The question, What is the effect of counselors and social workers on prisoners' attitudes?, was asked of all correctional personnel from wardens to correctional officers and also included inmates. The greatest number voted "considerable effect"

Use of Counseling in Correctional Institutions

and considering the total responses, most felt that counselors and social workers have a great effect on the attitudes of prisoners.

A second consideration was the Most probable result of the effect of counselors and social workers on prisoners. 80% of the responses indicated that the effect was good and the extent was greater than the extent of the good effect of the prison chaplains.

Discussing counseling, Matthews felt that psychologists were not as optimistic about counseling results as were other correctional personnel. Individuals seem to tend to expect more from counseling than what appears to ensue. In its broadest sense, counseling represents a positive approach to problem solving. He suggests that everyone counsels to some extent; the inmates counsel each other, and those in authority provide counseling in actions if not in words.

A definition of a counseling relationship involves three concomitants of authority:

1. Trusting relationship
2. Growth-producing relationship
 - a. better person
 - b. more nearly what I want to be
3. Sharing power
 - a. through an honest response of offender's feelings
 - b. counselor shares power when he listens to a problem

Matthews stated that some types of counseling are:

1. Authoritative-permissive model
 - a. fundamentalist minister (authoritative)
 - b. client determines counseling approach (permissive)
2. Sick person model
 - a. Fruedian theme
 - b. model built up on disorganized personality studies
3. Game model (study and ascription of roles)

Use of Counseling in Correctional Institutions

4. Human development model (growth model)

Matthews described counseling as client-based with supportive help and providing someone for the client to depend on. It helps the individual find out "Who I am" and "Who I want to be." In addition, counseling helps the individual share and communicate with others about himself. Three functions of counseling are:

1. Important at times of personality disorganization
2. Important at turning points in an individual's career
 - a. understanding that turning point is position at which conflict can no longer be endured and person must decide to move
 - b. counseling has a significant effect at this time in the individual's life with particular meaning if he is in the community under parole supervision or incarcerated in a correctional institution
 - c. significance of counseling at a turning point situation can also apply to an organization such as a prison

Matthews suggests that everyone in a correctional institution does some counseling, using the term in its broadest sense. Correctional staff, given continuous training in short periods but over a long period of time, can prove effective even with individuals who have little or no college background. Selectivity should be used in designating personnel for training in counseling.

Counseling in institutions can present certain dangers, such as the extension of privileges. An example is a group counseling situation without a guard, which is considered a risk. Matthews suggests that all changes involve risk. However, risks can be minimized in the following way. Staff must be informed of the counseling program, as to its goals and objectives, the rules surrounding the group, and possible effects on the offenders. Also, counseling must be explained in terms of its relationship to other systems,

Use of Counseling in Correctional Institutions

the status levels of the counselors, and its effect on future change in the institution. Given this type understanding, staff can predict happenings and prepare for them in advance. The social control system within the institution can assist in this matter.

Matthews poses the question, "To treat or not to treat," and suggests that a choice must be made as to the type of counseling and the style of counseling most appropriate. He points out that not much difference exists between group counseling and individual counseling, explaining that the basic understanding of human nature is used in both types.

Almost all crimes are committed in groups except the repeating psychopath. Although some offenders commit a crime alone, their motivation is group oriented. Examples given were family group, girlfriend, neighborhood, and peer influences with motivation to either receive money to do something with the group or to achieve status with the group. This type of behavior is accepted in the lower class of society.

He concluded by citing the following objectives for a staff program in an institution:

1. Creating relatively open problem-solving atmosphere
2. Supplement traditional rules by authority based on knowledge and confidence
3. Locate decision-making process closer to inmate
4. Build trust among individuals
5. Develop reward system
6. Increase sense of ownership and identification with the organization and the system by involving staff in the problems
7. Work toward getting more participation at all levels of staff organization and among inmates to share objectives and goals

Use of Counseling in Correctional Institutions

Charles Matthews stated at the conclusion of his speech that the ultimate goal of counseling is to increase the individual's self control and self direction.

Critical Look at Counseling

Anthony Kuharich, M.A., M.S.
Commissioner
Indiana Department of Correction

Commissioner Anthony Kuharich commenced his presentation by advancing the position that since crime is in the community, the treatment of crime and the law offender should begin in the community. In developing this position, he spelled out the need to improve probation and parole services in the community. He concluded, therefore, that only a hard core of law offenders would be sentenced to prison. Consequently, planning for an adequate correctional program must be geared toward the sentenced group.

He also took the position that counseling per se is not a panacea for the resolvment of the prisoner's problems. However, counseling has a place in a penal institution and as a technique is important in the changing of attitudes.

Using counseling in the broad sense of giving advise, Kuharich observed that the offender receives counseling from the time he is apprehended by the police. Enumerating the many contacts the offender encounters, it is observed that he is counseled or given advise by the police, at the City Jail, by the bail bondsman, at the County Jail, by the Defense Attorney, by the Prosecuting Attorney, by the Court and by the Probation Officer or at the Penal Institution. The result being that the person is hostile and suspicious when he arrives at the institution.

From the time he arrives at the institution, the greatest effect on the offender comes from the correctional officer, and a great deal depends upon the officer's actions and the manner in which he handles the inmate and himself. Unfortunately, observation of penal staff indicates that they are

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more concerned in meeting the needs of the institution rather than in meeting the needs of the inmates. This is descriptively seen in the example of the penal industry representative on the classification team who requests a new inmate with an eleventh grade education to work for him in the auto factory, rather than exploring the young man's ability and need to finish high school.

For some time, counseling was considered a technique to be used only by the professionals. Today, we sense the need to meet the crisis of the offender immediately, at least with a sympathetic ear of the correctional officer who can refer the offender to the proper correctional staff person and see to it that the offender is seen. Kuharich suggests that correctional officers can be given some basic techniques in counseling in order to assist in lowering anxieties and to fill the time gap between crisis and availability of professional staff. In discussing the correctional officer acting as a counselor, he differentiated between problems he could handle and those problems of a more serious nature which could only be handled in a therapeutic relationship with a trained professional person.

Describing the penal institutional staff organization, he discussed the need for everyone in corrections to understand and accept the premise that treatment and custody are interrelated and belong together. He also suggests that correctional personnel on all levels should be brought together to participate in the institution's in-service training programs. Instead, in some prisons a "Berlin Wall" exists between custody and treatment. He emphasized that good custody is a part of treatment and is an important factor in maintaining authority in an institution.

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He suggested that law offenders should be able to respect staff members and described the correctional officer as a counselor in "good living." Good counseling in this sense involves the following:

1. Being a good listener
2. Knowing about the person before your first interview
3. Showing respect for the offender as an individual
4. Giving honest and responsible answers
5. When giving a negative answer, be certain offender understands reason
6. Not looking just at the short comings of the offender, but meeting the emotional needs of love, security, new experiences and affection, and response and recognition
7. Avoiding ridicule of offender
8. Always try to be objective and to avoid becoming emotional when inmate does
9. Watching your words--employing careful choice of words and tone of voice
10. Instilling self confidence by appealing to pride and self respect

Kuharich suggests that correctional officers should be given case records of offenders under their supervision so as to be better able to understand and know this man. He should be consulting with the professional staff about the man's progress and reporting any changes in the person. He believes the correctional officer can be trained in this type of counseling role that will greatly help the offender and enhance the treatment program.

Kuharich states that a correctional system should not consist of a group of "satellite-type prisons," each running its own course without uniformity of pattern. There is a need for uniform procedures and regulations, and uniform hiring policies that stem from the central office. He suggests the posting of

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all staff vacancies in each prison so that all can apply. All effort should be made to break down the satellite structure in order to develop comprehensive state planning and uniformity of program. He emphasized the need for corrections to be a separate department on the state level and to be developed into a career service.

In conclusion, he enumerated the following minimum goals of a correctional institution:

1. Involving all correctional staff to help change the poor attitudes of the offender, and
2. Providing academic and realistic vocational training programs

The Emerging Prison

Alfred Schnur, Ph.D.
Department of Sociology
Bowling Green State University

Alfred Schnur reviewed the penal systems and judicial agencies of various European countries that he visited in 1963 in his discussion of the emerging prison. In general, he found that the European system of handling the law offender was different than the United States, that Europe appeared to look to the United States for guidance, and that the United States had more to export in reference to correctional methods than there was available to import from Europe. He commented favorably about the Commission on European Crime Problems of the Council of Europe and the development of pooling correctional manpower resources throughout Western Europe. Through this organization, correctional employees are sent to other countries on an exchange basis for observation and the exchange of ideas.

SWEDEN

A general observation of the Swedish system was that there was a wide gap between the existing penal programs and the country's public relation releases. A lack of classification, training, and treatment personnel existed in Swedish penal institutions, with the exception of one showplace type prison. For the most part, the prison personnel was custodial with an emphasis on work rather than treatment. Two reported innovations at one prison were the use of a food catering service and a prison industry contract for making prefabricated houses to export to Germany for sale.

Small institutions with a population of 20 to 30 inmates are prevalent

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in Sweden. Because many small institutions are scattered about the country and sometimes are located in remote regions, recruitment of professional personnel is almost impossible. There is no government financed or sponsored correctional research. The only related large scale research concerns public drunkenness and drinking problems, which are prominent among the socio-health-criminal problems of the country. This research is financed by the Brewers of Stockholm. One interesting statistic is that an equal number of inebriated men and women are arrested by police in Stockholm.

Maximum security facilities are not given the importance in Sweden that this type prison is given by penologists in the United States. The Swedes view the need for maximum security as minimal and feel the preponderance found in the United States constitutes an infringement on the individual rights of the law offender. It is also a Scandinavian penal concept that the convicted law offender serves his sentence in the country of his birth or citizenship, regardless of the venue of the crime. Dr. Schnur reported the research undertaken by the Nordic Association of Criminologists, a private organization of all the Scandinavian countries, concerning the effect of incarceration on prisoners and what eventually happens to prisoners in their respective countries for comparative purposes.

Sweden provides a court for the young, which serves both the juvenile delinquent and the youthful offender. The Swedish philosophy that everyone has a right to his day in court also applies to the juvenile. Before trial, it is required that the names of the parents of the accused be read

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aloud three times in the halls of the court, but the parents rarely appear. The trial is presided over by several judges, one legally trained and the others, called lay judges, elected by each of the major political parties.

The office of Ombudsman was explained as a court of last resort, which makes recommendations to the Crown when petitioned to investigate a reported court injustice or an injustice by private citizen. Since any citizen can inspect public records, police and correctional agencies refrain from keeping complete records because of the fear of being taken to the Ombudsman.

The eighteenth century practice of the observation squad was re-instituted in Stockholm. The Police Nationalized Observation Squad is comprised of plain clothesmen, who utilize the most modern equipment in their work, such as color photography. Through continuous observation, they are able to cover areas and report who was where at a certain time and thus are more efficient in solving crimes and apprehending criminals.

After a law offender is found guilty and sentenced to prison in Sweden and with only a few exceptions, he is given time to put his personal and business matters in order, and he is asked to promise to enter prison by himself. Only a few fail to report and these individuals are brought to prison under escort. While confined, he has the right to a private, open space. This practice prevents inmates from gathering in groups because each inmate is sealed off from the others.

NETHERLANDS

The community-based correctional service of probation is considered

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in wider usage than the prison. The prison population of the Netherlands is reported at about 2,000 and the number of persons on probation is reported to be 18,000. The penal system has no future plans to build because of the decreasing rate in crime and recidivism.

In the Netherlands probation supervision is handled by private, religious agencies subsidized and licensed by the government. The probationer is supervised by a parole agent representing his religion, or if atheistic, is supervised by a "free" probation officer.

Correctional research in this country is government financed and conducted by the Law Schools and as a result, there is too much reflection of the legal aspect and not enough evaluation of correctional programs. The only exception is Bianchi, a sociologically oriented lawyer, who teaches at the Free University in Amsterdam and who is engaged in empirical research. Dr. Schnur explained that most European research in this field is associated with law schools and consequently is a legalistic approach to the problem rather than a behavioral approach. The exceptions, in addition to Bianchi, are found in Germany and Belgium where empirical, behavioral research is in progress.

BELGIUM

Dr. Schnur presented a most favorable impression of Belgium's correctional system with its up to date, modern ideas. A special building is available for the training of correctional personnel and for conferences. The building combines housing, dining rooms, recreation and conference rooms. One wing is designated for research and staff development. Meetings are held throughout the year by the Minister of Justice for the purpose of

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involving representatives of parole, probation and institutions in conferences, thereby, encouraging an integrated system.

The two languages which predominate in Belgium are French and Flemish. It is required by law that both groups must have equal but separate facilities and that a law offender must be tried in a court using his native language. The institutions are old, but in much better condition than in other European countries such as Sweden. Experimentation in trade training exists for those law offenders who could not qualify with guilds or crafts. This program was successful in one prison and a wing of that prison was opened to the public for trade training.

An interesting concept employed in Belgium's penal system is that a prisoner has the right to escape and the state has the right to return the escaped prisoner, but without physical injury. Future plans include constructing one central prison compound to which all prisoners would be sentenced, rather than to a number of small scattered prisons. The plan calls for separate units for prisoners selected by a classification system and kept apart from the other units. This physical setting enables the system to recruit the best personnel at a greater economy.

GERMANY

This country is described as being extremely security conscious. He found that minimum security prisons are equipped with internal security, such as a television monitor system, a personal eye program with peep holes in the ceilings, rapid closing gates, and the closing off of sections of the institutions with movable steel walls.

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Germany developed an intensive pre-service training program which requires correctional personnel on all levels to pass an examination for employment and yearly evidence of development in the individual's career choice. There are no time barriers or seniority rights in the correctional system to interfere with promotions. An employee is permitted to take promotional examinations at any time.

Prison-made goods are exported to the United States. For example, prisons have contracts with American firms to make tape recorders for sale in the States. Halfway houses are also provided for those released offenders who cannot find employment, and prison work release programs are considered successful and old in Germany.

The German Criminal Office is the counterpart of the Federal Bureau of Investigation in the United States. This agency conducts international seminars in criminology, training programs not restricted to law assistance personnel, behavioral research and offers research assistance throughout the country. Presently under study is the murders committed since the end of World War II, the victims of murders, the associates of the victims, the convicted murderers and their prison profile at this time. It is reported that this agency is engaged in research in all aspects of criminal justice.

SWITZERLAND

A well integrated correctional system exists in Switzerland. Criminologists were found to be University Presidents. The Swiss developed training programs for all levels of correctional personnel. There are more medical schools involved in criminological studies in Switzerland than

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law schools. Language is considered a problem since French, German, Italian and Romance languages are spoken. It is hoped in the future that a law offender will serve his time in a Swiss canton in which his native tongue is spoken.

Interestingly, the Swiss eliminated "treatment by the time clock" and employ the indeterminate sentence. If prisoners are diagnosed as unfit to reenter society, they are not released from prisons.

FRANCE

An innovation in the French penal system is the prison classification committee which includes the criminal court judge, who in effect protects the civil rights of the individual. A reversal of the present investigation as we know it is used in French courts. All available information is introduced to the court after a person is charged with a crime. This policy is employed because it is felt that the judges need to know everything in order to make an adequate decision.

In general, Dr. Schnur advised that there is much interest in experimentation in corrections in Europe. He referred to Donald Flemmer's book about merging the role of the custodial officer and the role of the treatment personnel and how to abort the schism that exists.

During the discussion period the group discussed the need for an independent correction department in state government; the success in other states of employing a state department of probation and parole, thereby eliminating county probation departments and court control; the need for improved public relations in corrections; and the need for job analysis for all levels of correctional personnel.

Inmate Society: A Look at a Subculture

Vernon Fox, Ph.D.
Head, Department of Criminology and Corrections
Florida State University

Dr. Vernon Fox discussed the inmate society as a subculture and suggested that to know and to understand this subculture, we must know the people who make up this group. To adequately know the inmate subculture, the individual personality should be identified, and the society and culture he lives in must be understood.

The anthropologist advises that we are not born human but born homo sapiens. We belong to a species with the potential for becoming human. When we learn to internalize values, to communicate with symbols, and to work with ideas, then we become "human beings." He commented that where a person is referred to as not being humane, we are talking about values.

He explained that testing¹ revealed that white males tend to demonstrate sociopathic patterns in prisons; white females tend to show neurotic patterns; Negro males tend to demonstrate schizophrenic-paranoid patterns; and Negro females tend to demonstrate normal patterns in prison, possibly because her cultural role outside is similar to her prison role. This type of study and the understanding of these patterns assist the institutional personnel to identify the inmate subculture and to cope with inmate problems.

Significant information with comparative interest is found in the following table. Comparison is made of the average intelligence quotient,

¹Minnesota Multiple Personality Inventory test given at the Florida State Prison at Raiford, Florida.

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the average completed grade and the average tested grade achievement of the inmate and private citizen.

	<u>Average Intelligence Quotient</u>	<u>Average Grade Completed</u>	<u>Average Tested Grade Achievement</u>
Private Citizen	93	10.8	9
Prison Inmate	93	8	5.5

This table shows that the average IQ inside and outside prison is the same--93. The average school grade completed is higher for the private citizen (10.8 school grades) than the school grade claimed completed by the prisoner (8). The tested average grade achievement is also higher for the citizen (9) than for the prisoner (5.5). These last two comparisons are possibly related to the number of school drop-outs among individuals who break the law. Other reasons which account for this discrepancy include cultural deprivation, failure to assimilate, feelings of rejection, and alienation from the culture; all of which result in the development of healthy defences that assist the individual to cope with personal inadequacies.

The correctional client developed slower, is a school drop-out, and tests below expectations before reaching 10 years of age. He is culturally deprived according to the norms of our culture and is described by the psychologist as being emotionally immature. Although the inmate measures the same as the average citizen in native capacity, there are differences which are due to stimuli to which they react and things they learn, such

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as culture.

In the prison certain persons within the inmate group and the correctional staff are described as "heavy weights." When they come together in the same culture, one with a uniform and one with a number, conflict occurs creating a lack of understanding and causing frustration, all contributing to the inmate culture. To complicate this scene further, the correctional staff is divided. Custody and administration is concerned about the safety and security of the building and retain the "don't rock the boat" attitude. Meanwhile, the treatment staff is concerned about finding out "where these snarls are," why the deprivation, what happened back there, and what the institution can do to help. They take the pressure off the inmate somewhat and want to be permissive. The inmates like treatment's approach and, although treatment does not mean to do this, both they and the inmates overtly are against custody. However, custody's and treatment's purpose is the same.

Fox refers to this interplay as human behavior suggesting that only the prison farm is different. He advises that the only difference between a prison subculture and any other subculture is the setting. He concludes that the nature of the institution will determine the direction this human behavior with the deprived inmate will take. He concludes that the problem in prison is to recognize that the prison is beginning to develop a subculture with humans. Unless we develop understanding that has room for modifications of human behavior on the basis of cases not results, we will continue to regress in our efforts to reform.

During the discussion period consideration was given the future of

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corrections and Fox offered the opinion that there is not a need for more maximum security institutions since only about five percent of the prison population needs maximum security. On the local level, he felt the need to beef-up the jail, and to use this setting as a residential training center, where probation personnel can counsel and frequent family visitation is easily available.

Suggested reading is Violence Behind Bars by Vernon Fox, New York, 1956.

Continual Education for Correctional Officer

Vernon Fox, Ph.D.
Head, Department of Criminology and Corrections
Florida State University

A program of continuing education for the correctional officer is both important to the individual and essential to the advancement of the penal system. Dr. Fox emphasized the need for continuing education by explaining that in a prison's structured society, inmates develop a dependency on the structure and become institutionalized. This is also true with the correctional personnel. Through a program of continuing education, the staff is given the ability to see the total objectives of the penal system, rather than only the individual penal procedures. One important objective is the inculcation of internalized controls among offenders, so as to reduce their dependency on the external controls.

Dr. Fox advised that Florida State University and the Florida Correctional Department collaborated in a recent educational pursuit. He taught a series of college credit courses at the Florida Prison at Raiford. The size of the classes ranged from 30 to 60 persons including correctional personnel from officers to wardens. The purpose of this approach is to present a total picture of the penal program to persons representing different levels of correctional staff, thus providing a basic understanding of the general objectives of the penal system.

Fox presented a historical view of programs for handling offenders of the law, pointing out that prison is a relatively new invention. In years past, the man with the biggest sword was right and in the Feudal system offenders worked out their penalties. With the advent of gun powder from China and the invention of the steam boat, serfs were freed from the soil

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and cities were developed. Offenders were transported to colonies and exiled. England transported prisoners to the American colonies from 1685 to 1776 and to Australia from 1776 to 1856. Spain transported offenders to North Africa, Portugal to South Africa, Russia to Siberia and France to Devil's Island. Fox described the prisoners transported to New York, Massachusetts, Pennsylvania, Virginia, and the Carolinas as "cut throats" and dangerous criminals. However, Georgia generally received debtors. An estimated total of 125,000 English prisoners were transported during a ninety year period.

The first prison structure in America was built in 1773 in Connecticut over a copper mine. In 1774 the first prison riot occurred. There was no separation of prisoners. Both sexes and prisoners of all ages were housed together.

In 1790 the Quakers established the modern penitentiary system in Philadelphia. In the Walnut Street Prison male and female offenders were separated and work was introduced. Two religious concepts were practiced:

- 1) Solitary confinement so that prisoners would not get contaminated, with each prisoner receiving a Bible and regular visits from the chaplain; and
- 2) Hard labor in order to expose the prisoner to the dignity of work.

Classification was introduced in Belgium in 1908 and adopted in the United States in 1928.

The treatment-custody dichotomy is a relatively new approach in the penal system. Fox contends correctional personnel are actually in the field of mental hygiene, using the term in a broad sense. In all aspects of social welfare, the theory and practice of social control operates and,

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therefore, we find both treatment and custody are using the same objectives in the business of changing people's attitudes.

Internal controls are related to the development of personality. In explaining this development, Fox discussed the following significant factors:

1. Family is most important factor in the development of the personality
2. Peer group is almost as important as the family
3. School has a tendency to influence the development of the personality, but not a significant factor
4. Church is not a significant factor, but does reinforce the work of the family

The strength of the family determines if the peer group will dictate the personality development. The man who commits crime is an individual influenced more by the peer group because of a weak family influence.

In the family group influence, the mother is especially important during the first five years of the individual's life. During those years the mother nurtures the individual's capacity to relate, which is very important to his ability to form relationships later. The toilet training period is a crucial stage in the development of the personality because it is the first instance of imposition of social control on the individual. The manner in which this is handled influences the person's introduction to social control for the future.

The father integrates the value system given the child by the mother into the power structure of the community. Both parents are important but at different times and in different functions. Following the first five years in which the mother is the important influence, both parents

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are of equal importance for the next five years, and the father is most important during the years from 10 to 15. The absence of the mother does not have as much effect on delinquency as does the absence of the father. The conflict with authority is a major problem in delinquent behavior. Since the father represents authority in the home, the absence of the father is a significant factor in studies of delinquent and non-delinquent youths. The role of the prison is recapitulating the functions of the mother and the father in the family. For example, the social worker and the psychologist substitute for the function of the mother and the custody officer portrays the father figure. Therefore, all correctional personnel need to work together in order to be an effective influence. He concluded that continuing education for all correctional personnel is important in order to define and understand the roles of the various institution-based correctional personnel.

Fox points out that sociopathic personalities stem from infancy and do not learn the capacity to relate to other persons. Trying to help this type offender in a prison setting is a very difficult task. He suggests that the Russian technique of interceptive intervention (brain washing) could possibly help these individuals change their behavior, but this technique must be studied.

Discussing the development of the human personality further, Fox explained the following stages which lead to maturation in our heterosexual society:

1. Infatuation
2. Narcissism

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3. Romantic love
4. Long-term love (marriage)

He points out that the law offender was slow in the maturation process. They sometimes remain in the narcissistic stage. When they are sentenced to prison, they are placed in a one-sex setting and some problems arise because of this at this particular period in the offender's personality development.

Fox stated that with the change in society must come changes in the correctional setting. We must understand society and its cultural expectations, so that we can better help law offenders re-establish themselves in this changing society. And this can best be accomplished with a continual educational program for penal staff on all levels.

Violent Offender

Joseph Albini
Wayne State University

Dr. Albini began his presentation with a brief history of the study of criminal types. Included under this topic was Lombroso's physical characteristics (protruding jaw, receding hairline, and large nose) and William Sheldon's body types (endomorph, mesomorph, and ectomorph).

Crime was defined as legally prescribed acts whose primary objective is the deliberate use of force to inflict injury on persons or objects. It was pointed out that America always had a violent culture. We have even had better days of crime (1920's).

The middle class dislikes violence and talks its way out of problems whereas the lower class utilizes fighting which is part of their way of life. Violence is accepted in the lower class and rejected in the middle class as a form of behavior. Also, children experience different patterns in child-rearing practices in the two classes. The lower class child learns to endure pain quietly, while the middle class child is comforted. The lower class child may be forced to fight, whereas the middle class child is complimented if he avoids a fight.

He discussed violence as a subculture and as normal behavior in some cultures, citing lower class groups and also indicating that violence is not specific to any one minority group because of their minority status. In some instances violence was a proof of masculinity. References were made to "Hell's Angels," the group's ability and joy in fighting, and the particularly low status awarded to the female members. He mentioned a small town in Italy in which it is customary for the Godfather to present his Godson with a rifle at his Baptism.

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Reference was also made to the organized crime groups such as the Purple Gang operating in Detroit in the late twenties and thirties and responsible for the Collinwood Massacre. Following this, violence was tolerated in the community, the men responsible found prestige, and the members of Murder, Inc., who looked at violence from an objective point of view, organized a well planned, professional crime operation. In syndicated crime situations the "cold killer" is admired.

The reasons given for using violence are:

1. Punishment (parents and close relatives)
2. Retribution or revenge
3. Control
4. Prestige and position
5. Release of tension

The three F's for surviving in an atmosphere where violence prevails are be first, be fast, and be final.

The subculture produces an environment in which violence occurs and also produces a way out. The five techniques for avoiding a fight are faking out, pretense, verbal battle, passing the insult on to another person, and diversion.

Violence is not always due to mental illness, but can be an accepted part of a subculture. The following is a classification of criminals.

1. Psychotic offender--mentally ill with no contact with reality
2. Neurotic offender--incapable of solving everyday problems--examples would be aggravated assault, sadistic and masochistic relationships of married persons
3. Violent assaulter--appears to have normal values but likes to hurt people, such as rapist--needs different treatment than neurotic offender

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4. Political-Social offender--trying to effect change in environment through use of violence and fear because the law does not provide them with the rights fast enough--violence formerly aimed at the union movement and by civil rights movement
5. Juvenile or Adult gang
6. Specialist--hired killer
7. Syndicated--killer muscle men or torpedoes who make a science of killing--this work is not to be enjoyed and needs to be efficient

Therefore, it is concluded that there are different types of violent offenders and the types differ as to the background of the offender and the causation of crime and criminal pattern. Because of this, each violent offender must be treated differently.

The subcultures within the inmate society are the "in" group and the "out" group. The prisons can follow either a continuous pattern in which the means serve to achieve the end or a discontinuous pattern in which the means do not help fulfill the end desired.

The different types of therapy for the violent offender are:

1. Individual depth therapy--good for neurotic and psychotic who require psychoanalysis--this treatment has no effect on gang or syndicate members with whom violence is a way of life
2. Group therapy--individual either is placed in the group so that all members of the group can help him, or is placed in the group for group treatment
3. Milieu therapy--refers to an institutional placement and the attempt to restructure prison community so that everyone who has authority over the prisoner understands his problem and cooperates with other staff members in a uniformed attempt to change his behavior
4. Environmental change--refers to parole placement plans and a more accepting and understanding environment

Suggested books on the subject are:

1. Tyler, Gus, Organized Crime in America, The University of Michigan Press, Ann Arbor, 1962
2. de Rivers, J. Paul, Crime and the Sexual Psychopath, Charles C. Thomas Publisher, Springfield, Illinois, 1958.

Role of Correction Officer in Treatment Process

Joseph Balogh, Ph.D.
Chairman, Department of Sociology
Bowling Green State University

Joseph Balogh described the institutional atmosphere as highly impersonal and authoritative. Conditions in structured living includes mass handling of inmates, humiliation because of subservience, and a considerable amount of social distance and alienation. With this atmosphere in mind, the role of the correctional officer was reviewed and Dr. Balogh spoke of the many obligations the officer must perform. He must always maintain a constructive relationship with his immediate supervisor, his fellow employees, the public, and the inmate.

He outlined needed changes to improve the prison atmosphere and to help the correctional officer function more adequately in his work. Generally, he suggested that there was a need to professionalize correctional work, to upgrade personnel academically and intellectually, to increase salaries, and to make better use of institutions. In particular, the development of the following conditions were suggested: To develop extended research and program evaluation; to develop more constructive decision-making policies; to share decision-making with the correctional officer; to develop better organizational planning with staff, which involves more and better qualified staff.

Balogh saw faults in the system related to the attitudes of the correctional hierarchy and based on the apathy of the public. Ohio operates its prisons in rural settings and with a rural philosophy; and needs to adopt an urban philosophy placing its newer institutions nearer urban communities, where university staff can be better utilized

Role of Correction Officer in Treatment Process

and transportation lines are more direct.

He questioned whether the services of the correctional officer are being utilized enough, explaining that historically emphasis has been placed on the professional staff and as a result some states in the union are facing difficulties. He suggests that the correctional officer should be educated and prepared for his job. He should be instructed in the constructive handling of daily contacts with prisoners. In too many institutions the officer's contact is handled in a haphazard fashion. In the United States, this job category has a low status. However, in Europe even though the salary is less for the correctional officer, the status is high. He felt Europe and some South American countries have done a better job of selling the importance of the correctional worker to the public.

To strengthen the Ohio correctional system, Dr. Balogh suggests the separation of the Division of Correction from the Department of Mental Hygiene and Correction. He advised that this proposal has never been accepted by the Ohio State Legislators and consequently, the issue has not been given any legislative consideration. He also proposes that correctional appointments be removed from politics and that these positions take on a career status.

The lecturer offers the following suggestions as needed to prepare a correctional officer for his job in the penal setting: Understanding classification procedures; understanding more than custodial aspects of the job; knowledge of recreation, hobby work, library and religious activities; understanding of guidance processes and pre-parole programs; and

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instruction about central record keeping. Balogh proposes that the correctional officer should be given background information about those inmates he supervises, so that he is better able to know them and to handle problems that occur.

He discussed the essential and vital information that should be given the correctional officer. To enable the officer to properly execute his responsibilities, he suggested that he should be familiar with the following elements: Authority, delegation of responsibilities, discharging certain responsibilities, blame and "passing the buck," and recognizing the limitations of the institutional process. Also, the personal attributes of the correctional officer were discussed relative to his relationship with the treatment phase of corrections. Balogh advanced the theory that the officer should possess objectivity in order to understand and handle the inmate and his problems; he should be aware of his own attitudes towards the law offender; he should possess personal ability in administering discipline; and he should possess a calm personality necessary to maintain status and respect.

Dr. Balogh placed emphasis on the institution's training program for the correctional officer. Such a program should include education about inmate regulations, privileges and activities, and an introduction to officials and offices of the institution. He added the need to incorporate education about the law offender and the reasons he breaks the law, the inmate's reaction and adjustment to prison, inmate social relations and sex patterns, the classification process, and schooling facilities for the inmate. Recommending that correctional officers not

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be considered separate entities but a part of the "whole" institution, Dr. Balogh suggested that he be familiarized with the institutional policies, like discipline control and rudimentary techniques of counseling.

Suggested higher education curriculum for correctional personnel is as follows:

1. Administration of the correctional institution--functions of institution
2. Guidance and counseling
3. Mental hygiene
4. Human relations
5. Public relations
6. Criminology and penology
7. Social research
8. Family
9. Introduction to psychology and sociology
10. Probation and parole
11. General psychology
12. Abnormal psychology
13. Social psychology

Itemized are just a few courses that could be utilized by the correctional officer and courses that are offered in state and private schools of higher education in Ohio.

In conclusion, Dr. Balogh offered the following points for consideration. Responsibilities of correctional officer are:

1. To be a teacher and a counselor, making a proper evaluation of the law offender's capabilities

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2. To learn more about the purpose of isolation and segregation practices
3. To recognize his dual function
 - a. to serve as a work supervisor
 - b. to serve as a custody supervisor
4. To recognize the need to supervise inmate's recreational periods
5. To seek more information regarding disciplinary problems
 - a. to be better able to interpret the purpose of discipline
 - b. to be better able to interpret the authority for punishment
 - c. to be better able to write reports on inmates and their complaints
6. To act as a peace officer
7. To understand individual's legal rights, court procedures, testimony, etc.
8. To emphasize rules and procedures that relate to the use of restraint equipment

During the discussion period, in answer to an inquiry about the universities' present involvement in training and educating correctional personnel, Balogh advised that Bowling Green State University has four Sociology graduate students serving summer internships at various state correctional institutions.

END