Learner Opinions in Establishing Education Objectives in a Corrections Curriculum.

Jack B. Parker
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IN A CORRECTIONS CURRICULUM

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IN

The Department of Extension Education

by

Jack B. Parker
B.A., Northeast Louisiana University, 1957
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This study represents an attempt to explore the correctional institution as an input to the development of a curriculum in corrections. One objective of the study was to provide knowledge of the correctional system through a study of the learners themselves and from the study of contemporary life. The second objective was to provide inputs to the development of educational objectives for the corrections curriculum.

From a survey of the literature and from interviews with correctional personnel, as well as the writer's personal knowledge, areas for investigation were selected. These included institutional rules, punishment, inmate relationships, personnel-inmate relationships, homosexuality in correctional institutions, inmate and staff training, conjugal visits, inmate self-concepts, and rehabilitative efforts.

These concepts were operationalized so that they could be tested statistically as differences of opinion between staff and inmates. A randomly selected sample of 308 respondents, including 156 inmates and 152 staff members, was drawn from four correctional institutions in Louisiana. These included the Louisiana State Penitentiary at Angola; the Louisiana State Correctional Institute for Women at St. Gabriel; the Juvenile Reception and Diagnostic Center, Baker, Louisiana; and Louisiana Training Institute - Baton Rouge.
Statistically significant differences between the opinions of staff and inmates were found regarding: (1) the participation of inmates in the formulation of rules, where inmates were more likely than staff to be of the opinion that inmates should have input; (2) the strictness of disciplinary measures resulting in better control, where staff members tended to be of the opinion that strict disciplinary measures were necessary; (3) the separation of homosexual inmates where staff was of the opinion that they should be separated and inmates were not; (4) the relevancy of present training to future employment, where inmates felt that present training is relevant while staff did not; (5) that conjugal visits were desirable, where staff felt that they were not and inmates felt that they were.

The Tyler paradigm of curriculum development was utilized to develop tentative educational objectives for a corrections curriculum based on the findings of this study. These include: (1) to acquaint the student with the broad range of theories of deviant behavior; (2) to acquaint the student with the gestalt of the correctional system; (3) to acquaint the student with the current treatment modalities in contemporary corrections; (4) to acquaint the student with basic management concepts and decision making models; and (5) to acquaint the student with learning theory, principles of curriculum development, adult education and supervision and staff development.
CHAPTER I

THE PROBLEM AND REVIEW OF THE LITERATURE

Purpose of the Study

The purpose of this study was to contribute to the development of a graduate curriculum in corrections using the Tyler model of curriculum development. The Louisiana State University School of Social Welfare is in the process of developing a Master's level program to train staff for treatment of inmates, supervision and training of paraprofessional staff, and the administration of correctional institutions for adults and juveniles. The author has sole responsibility for the development and implementation of this curriculum.

The first objective of this study was to serve the two-fold purpose of providing knowledge from a study of the learners themselves and from the study of contemporary life. It would logically follow that the second objective would be to provide input to the development of educational objectives for the corrections curriculum. Inasmuch as this is graduate education that will also train others to be educators in a specialized area, considerable significance will be attached to the outcomes of this study in developing educational objectives. Finally, a third objective was to ascertain opinions of inmates and correctional personnel toward rehabilitation efforts regarding treatment, punishment, rules, personnel and other factors in the correctional institution.
Certain traditional correctional concepts have been operationalized in such a manner as to provide information about the learner and contemporary life in correctional institutions through their opinions toward these concepts.

**Significance of the Study**

Throughout the Louisiana correctional system (indeed, throughout the nation), there is a serious need for additional personnel. There is an even more serious lack of highly trained personnel. The lack of professionally trained people in the correctional field is being aggravated by limited graduate training capability and by inadequate in-service training programs within the correctional institutions. Correctional training should be developed in academic institutions.\(^2\)

Louisiana has had a high rate in recidivism among released offenders. It was felt that this is caused in part by the lack of effective rehabilitation. In addition to personnel needs, there is an outstanding need to establish research functions in the state to study crime, criminals, drug abuse and rehabilitations and treatment techniques.\(^3\)

For the purposes of our corrections program, all of the colleges and universities in the State of Louisiana were viewed as a system of training capabilities. From this point of view, the author made a determination of what existed at each of the schools offering a program in corrections and also at the time of the study made an assessment of the overlaps and gaps in existing curricula.

Further investigation of the discipline has been accomplished by contacting subject matter specialists in corrections from over eighty
colleges and universities in the United States and Canada. Responses to an inquiry were excellent. Information learned from this effort included suggestions of appropriate concepts, course content, outlines and bibliographies. Very helpful suggestions have also been received regarding problematic areas of curriculum implementation.

As an additional effort in the study of the discipline, we have developed an advisory committee composed of persons practicing in the field of corrections, faculty members and students. The advisory committee has met on several occasions to deliberate the development of the curriculum and content in the corrections area. Finally, extensive personal interviews were held with corrections administrators around the state so as to have a realistic input from actual practice in correctional fields. It then seemed appropriate to turn our attention to studies of the learner and contemporary life. This study represents an effort to accomplish that task.

Dr. Tyler pointed out that in making studies outside the school it is necessary to divide life into various phases in order to have manageable areas. He also indicated that it is appropriate to "examine social groups to find out their practices, their problems, their concepts, ideas and values, to suggest objectives." This has been an attempt to accomplish a simultaneous study of the learner and contemporary life to develop objectives by an examination of the opinions of both inmates and correctional personnel. It is not possible to examine all opinions; therefore, the writer has assumed closure with the following concepts.
Dr. Tyler continued that "if an educational program is to be planned it is very necessary to have some conception of the goals that are being aimed at." He continued that educational objectives become "the criteria by which materials are selected, content is outlined, and instructional procedures are developed." Although objectives must be considered value judgments, investigations can be made that will provide useful knowledge in making these judgments. In making these investigations no single source of information is adequate to provide the gestalt of the knowledge necessary to make appropriate judgments.

Tyler indicated that "a study of the learners themselves would seek to identify needed changes in behavior patterns of the students which the educational institution would seek to produce." Of course, it is understood that in this sense behavior patterns mean education. It is anticipated that the immediate potential learner in the corrections program will be persons who are, by and large, presently employed in the delivery system of correctional services. Finding needs consists of determining the present status of students and comparing this status to acceptable norms in order to identify the gaps or needs. Norms in this study are well documented in the literature as shown.

Tyler continued that "it is difficult to study all aspects of life simultaneously or in a single investigation. Hence, it is generally desirable to analyze life into some major aspects and investigate each of these major aspects in turn." In the correctional field it appeared most fruitful to begin these studies in the setting where most diverse behavior could be expected, i.e., the correctional institution. In
this study, then, the learner is those persons who hold positions in correctional institutions that bring them into rehabilitative or therapeutic contact with the inmate.

To gain total understanding of the myriad problems, differences in opinions, individual differences, et cetera, of the correctional institution, it was also necessary to study the inmate in his proper perspective. By studying both the correctional personnel (learner) and the inmate, we are able to see the gestalt of the institution. This, then, becomes a study of contemporary life. In discussing studies of contemporary life Tyler points out that "in essence, job analysis is simply a method of analyzing the activities carried on by a worker in a particular field in order that a training program can be focused upon those critical activities performed by this worker."^8

Tyler continued:

Studies of transfer of training indicated that the student was much more likely to apply his learning when he recognized the similarity between the situations encountered in life and the situations in which learning took place. Furthermore, the student was more likely to perceive the similarity between the life situations and the learning situations when two conditions were met: (1) the life situations and the learning situations were obviously alike in many respects, and (2) the student was given practice in seeking illustrations in life outside of school for the application of things learned in school.^9

Inasmuch as this is education-oriented practice in correctional settings, it seemed imperative that a study of contemporary life be a part of the investigation to establish educational objectives. It is important that it be understood that by studying both the correctional personnel (learner) and the inmates, this becomes a study of the learner and contemporary life at the same time. In other words, both inputs are achieved by the same study.
Definition of Concepts

Correctional rules: Those prescribed rules governing all of the inmate activity that are apparent in all prisons.

Punishment: The disciplinary action taken toward an inmate on violation of an institutional rule.

Inmate relationships: The cliques and groups that grow out of interpersonal relations among inmates with its subsequent friendships.

Personnel-inmate relationships: Those relationships that grow out of close contact between personnel and inmates, particularly guards. These relationships have a high therapeutic value.

Homosexuality: The engaging in sexual activities with other inmates either by force (punks) or by desire (queens).

Inmate training: The vocational training given to an inmate as a part of the rehabilitative effort. This may or may not include assigned duties in the institution.

Staff training: The in-service training given to correctional (security) personnel in the institution to increase their skills.

Conjugal visits: The granting of private visits between wives and inmates in the institution.

Inmate self-concepts: The feelings that inmates have toward themselves after incarceration.

Rehabilitation therapeutic efforts: Those efforts designed to rehabilitate the inmate for return to society. Custody and control can be a therapeutic effort but is not usually thought of as such.
Survey of the Literature

Nearly two centuries ago John Howard cited the following description of the penal institutions of his day:

In a prison the check of the public eye is removed; and the power of the law is spent. There are few fears, there are no blushes. The lewd inflame the more modest; the audacious harden the timid. Every one fortifies himself as he can against his own remaining sensibility; endeavoring to practice on others the arts that are practiced on himself; and to gain the applause of his worse associates by imitating their manners. 10

Although the wording now seems quaint and outmoded, unfortunately in many instances prison life described by him has not changed too much. Imprisonment continues to be a painful experience for most prisoners. These pains are sometimes subtle--often not evident to the outsider--but they are always very real to the prisoner. The pains include the deprivation of liberty, goods and services, sex, autonomy, self-dignity and affectual contacts. In their place prisoners must accommodate different values, rules, discipline, punishment and either abstinence or homosexual liaison. 11 If we are to teach students to work and be effective in this setting, we must have first hand knowledge of the subtles and forces of the prison to develop appropriate objectives.

In more recent times, Ramsey Clark has pointed out that the history of penology is the saddest chapter of history. Most who go to prison turn to a life of crime, even if undecided when they entered. The irony of it all is that the correctional system offers the best opportunity for crime prevention, but it is the most neglected aspect of the criminal justice system. 12

F.B.I. reports show that eighty percent of all felonies are committed by repeaters and that four-fifths of all major crimes are committed by people already known to the criminal justice system.
Prisons have lower budgets than other departments concerned with crime on both federal, state, and local levels. Police, the F.B.I. and law enforcement in general receive more money every year while corrections budgets either remain the same or are cut.

Unfortunately, the purpose of penology was based on the ancient theory of vengeance—"an eye for an eye." Even in more recent times the prison is seen as a place where one may pay "penitence" for sin. This notion is not relevant to our modern-day penitentiary. Empty lives have no place for penitence. Those who pose the crime problem today would more likely have anger at society's sins than remorse for their own. The use of prison to punish or to pay penitence does little to help matters and does, in fact, cause more crime.

According to Clark, we do not practice any theory of penology in America. We do not do what we say we do. We use prisons to confine and separate those who commit crimes but we do not rehabilitate. ¹³

**Correctional Rules**

Every correctional institution has rules. Even those institutions that have permissive therapeutic communities have need for rules. Most institutions have very strict rules for inmates covering such areas as general behavior, shop rules, cell house, dining hall and school with subsequent punishments for breaking any of them. Most institutions have long listings of rules that would be beyond the scope of this study to reproduce. The following short listing is made, however, to acquaint the reader with the types of rules that exist:
Rule 1. Your first duty is strict obedience to all rules and regu‐
lations and all orders of the officer under whose charge you
may be placed.

Rule 2. You must not speak to, give or receive presents from visitors
except by permission of the Warden or Deputy. Gazing at
visitors or strangers passing through the penitentiary, or
at fellow inmates is strictly forbidden.

Rule 3. You must observe strict silence in cell houses, hospitals,
dining room, and while marching through the yard unless
otherwise designated.

Rule 71. Inmates who have a clear record for two months from the date
they are received will be given honor time. Said honor time
will reduce their time one-fourth. In case of misconduct,
they will lose the number of days honor time on each report
signified by the Warden, or they may be taken off honor time
for the remainder of the sentence. Men returned from escape
or violation of parole must go one year with a clear record
before they receive honor time.14

Inasmuch as rules make up such a large part of institutional life,
human responses to these rules are a necessary part of our study.

The high rate of recidivism in our correctional institutions indi‐
cates that the problem of inducing conforming behavior from persons
exposed to our punishment programs remains unsolved. It is difficult
to solve because of conflicting needs on the part of administrative per‐
sonnel and on the part of the non-conforming personality. "On the one
hand, the authority of society must be maintained and, on the other,
the permissive therapeutic atmosphere is necessary to effect spontaneous
and genuine personality changes."15 In the majority of institutions
psychological and social treatment ceases when rules are violated. That
discipline is necessary for the treatment process, however, is obvious.
The problem is in determining how much, how little, and how the best
discipline is achieved to accomplish optimum results.16
The analysis of prison disciplinary problems, then, is a highly significant project. The practical implications of such an analysis may threaten and question many practices that are customary and traditional in present institutions. The organization chart is a product of man's deliberate and rational effort to formulate a plan for achieving official goals. Rules are prescribed consciously and formally for the conduct of the prison's affairs. The "blueprint" organization was developed to enable the prison administration to achieve through efficiency of management the objectives determined by authority outside the prison.

However, one of the major defects of formal organization is that it is readily adaptable to a social system based on coercion. Custodians demand obedience to a body of rules intended to a "quiet" and "orderly" prison. From the sociological point of view, occupancy of a position in the formal organization is deemed sufficient to require obedience. This status system can increase social distance between staff and inmate.17

Punishment

Though the laws which deal with the prison system include ideas such that reformation should be a policy of penal administration, it is safe to say that less than five percent of the employees ever consider the reformatory aspect. The basis of the administrative structure is discipline. Prison discipline is traditional and rooted in political, social, psychological and historical conditions. One premise, now discarded, which legitimized the use of strict discipline
is that hard labor in prison sets a pattern which will continue after release. Another more natural inclination to use power and discipline is the ego boost a prison official might get by exerting his authority over a subordinate inmate. A third observation is that prison officials simply reflect the wishes of society. If Presidents, Attorney Generals and the average citizen want harsh discipline, the prison officials will do what is expected of them. All these reasons reflect personality and attitudes of individuals and society, but the overwhelming reason to exercise strict disciplinary methods is to prevent escape. The reason is self-serving because too many escapes mean prison scandal, loss of votes and too many lost votes mean lost jobs.¹⁸

Inmate-inmate Relationships

The value system of prisoners commonly takes the form of an explicit code, in which brief normative imperatives are held forth as guides for the behavior of the inmate in his relations with fellow prisoners and custodians. The maxims are usually asserted with great vehemence by the inmate population, and violations call forth a diversity of sanctions ranging from ostracism to physical violence.¹⁹

Values include such maxims as: "Don't interfere with inmates' interest," "Don't be nosy," "Don't exploit other inmates," "Don't whine," "Don't cop out," and others. Guards are "hacks" or "screws" and are to be treated with constant suspicion and distrust.²⁰

In the literature on the mores of inmates, there is no claim that these values are asserted with equal intensity by every member of a prison population. But observers of the prison are largely agreed that
the inmate code is outstanding both for the passion with which it is propounded and the almost universal allegiance verbally accorded it. In light of the inmate code or system of inmate norms, we can begin to understand the patterns of inmate behavior so frequently reported; for conformity to, or deviation from, the inmate code is the major basis for classifying and describing the social relations of prisoners.\textsuperscript{21}

McCorkle and Kron pointed out that the major problems with which inmate social system attempts to cope center about the theme of social rejection.\textsuperscript{22} The inmate social system may be viewed as providing a way of life which enables the inmates to avoid the devastating psychological effects of internalizing and converting social rejection into self rejection.

The inmate social system is most supportive and protective to those inmates who are most criminally acculturated.

The inmate social system, made up of various informal groups and leaders, is a functional dynamic system which basically attempts to prevent the internalizing of social rejection by allowing the inmate to reject society rather than himself.\textsuperscript{23} The common bind that all the different informal groups and members of each social class share is a distinctive culture of its own handed down from one generation of inmates to the next: The Prison Culture and the Prisoner's Code. Caldwell stated the prison culture the inmates all learn consists mainly of habit systems, prison customs and folkways, prisoners' attitudes toward free personnel and major social institutions on the outside, and some folklore about past prison riots, breaks, tales of inmate valor, fortitude or
criminal exploits. The Prisoners' code is a major part of prison culture. Theoretically all, regardless of group or class, must respect it if they are to survive or, at the least, prevent ostracization. The code determines the type and interaction of prisoners with guards and discourages unnecessary fraternization. Prisoners are taught never to squeal on other inmates or notify the authorities in any way about possible trouble or escapes. Finally, the code strongly disapproves of giving information to the administration about group activities, purposes or goals. Instead the code tells the new prisoner to cooperate and pay deference to the officials and rehabilitative personnel in order to secure an early release.

This process termed "prisonization" originated by Donald Clemmer is gradually forced onto the new prisoner until he thoroughly accepts it and develops a sense of loyalty to it. Clemmer also pointed out that the extent of prisonization depends on the individual's personality and background; however, if the sentence is long enough and there is a lack of contact with family or friends on the outside, optimum prisonization is more likely to occur.

The system itself is, of course, closed and rigidly hierarchical. The role of the inmate is strictly defined by his social class and while vertical mobility is possible, it is highly difficult. If anyone threatens his particular position, he must be challenged to preserve or redefine boundaries. This is allowed to a certain extent, as if it were a natural process. However, going beyond the code to the point of exploitation and interpersonal coercion is disapproved of by proponents.
of the code.\textsuperscript{27} The effectiveness and vigor of the code is verified by the fact that it does control conduct in many instances and most of the violations of it are done in secret. If it were not effective the prison population would be hopelessly disorganized and in open conflict most of the time. Yet this social system has its subgroups and "deviants" just as any other community. From all these different groups come the informer or "squealer." These men are despised, yet if the opportunity to improve one's self-interests through this means arises, almost every inmate will use it. The inmates live up to the code as much as they violate it, but their actions are probably no more inconsistent than those in a free society.\textsuperscript{28}

There are at least 11 informal groups that make up the structure of the prison population. Identified and defined from Caldwell's investigations in a selected number of men's prisons, they are:\textsuperscript{29}

1. The Politicians or "Big Shots." This group has achieved its distinction in the prison community by their criminal career or notorious crimes and their functions are to act as strategists in masterminding sabotage, strikes, riots, or breaks.

2. The "Right Guys." They strictly enforce the Prisoner's code and commit themselves to improving living conditions and general welfare and rights of the inmates.

3. The "Moonshiners." This group procures ingredients such as shaving lotion, listerine and rubbing alcohol to be converted to moonshine liquor and distribute it throughout the prison.

4. The Dope Peddlers. This small elite group has the monopoly on the drug traffic sold at enormous prices to fellow inmates.

5. The Larceny Boys. They steal personal belongings from inmates and sell to others.

6. The Gambling Syndicate. Here there is often a hierarchy of informal gambling groups with the Kingpin extolling a tax or levy from the stakes of each game played.
7. Leather Workers. These inmates spend all their leisure time making leather crafts which may be sold to the public.

8. The Religionists. Most prisons have these fanatical groups who emotionally quote or preach the scriptures, sing hallelujahs and believe that the "Spirit of the Lord" is eternally upon them.

9. The Homosexuals. Being a one-sex community it is very difficult not to be bribed, forced or threatened into this group.

10. Manufacturers of Weapons. Secret informal groups make and sell knives, black jacks, whips and the like to inmates.

11. The Spartans. This harmless group is mainly narcissistic; they strut around in the nude displaying their muscles and hair on their chest as evidence of their masculinity.

Caldwell continued, saying that these informal groups however loosely coordinated due to strict prison discipline do merge enough in the general population to form at least five major social classes as follows:

a.) The upper class, consisting primarily of politicians.

b.) The middle class, consisting of the "right guys."

c.) The lower class, consisting of the uneducated, unskilled, mentally retarded and abnormal sex offenders.

d.) The neophytes, who are principally young offenders.

e.) The stool pigeons who spy for the administration.

In some Southern prisons there may be a subdivision of white and black castes, each having its own distinctive class system.

In a study done by Schrag on inmate leadership he tentatively listed the main characteristics of the leaders as a group not differing in respect to age, occupation, educational attainment, ethnic background, marital status, or scores on an intelligence test. However, particular groups showed preference patterns for leaders of similar background, social or otherwise. For example, first-offenders chose
first-offenders, recidivists chose long-termers, white chose whites, blacks chose blacks, superior inmates chose the same, and dull inmates chose men of similar standing as their leader. Regardless of what class or background they represented, a significant number of the leaders were officially diagnosed as homosexual, psychoneurotic or psychopathic. Finally, these leaders significantly demonstrated a greater number of assaults, acts of violence, aggression and psychopathic behavior than the general population. They rule through fear and charisma. This then is the prison social structure into which a man is thrown.

The typical administration is a disciplined bureaucratic structure as defined by Weber and Etzioni which believes that exercise of power is necessary to keep workers doing their job. Other elements of this structure include assigning specific tasks and roles to subordinates as decided upon by tradition and the upper echelon. Of the five bases of power identified by Ivancevich and Donnelly which are reward, punishment, legitimate power, referent power, and expert power, the first three are especially the ones that the administration most heavily rely upon.

Few in-depth studies have been done on women's prisons which included discussion of both the administrative and inmate social system. In two such studies by Hayner and Harper it was found that the social structure of the female prison community differs from that of the male counterpart. Hayner found the least degree of social structure development in state schools for girls and Harper found a general lack of solidarity in the women's prison she studied. She identified two inmate factions locked in a competitive power struggle.
that allowed violators of the code, called "fringers" to operate with impunity by not joining either side. Ward and Kassebaum\textsuperscript{36} studying rules of women inmates found that there were virtually no "toughs" who try to use physical force to get their way. Instead the only prevalent role similar to the male prisoners were those who, in varying degrees, denied allegiance to the prisoner's code. Those who do not defy the code to an extreme are called "snitches." Other roles identified are the "square johns" who identify with the prison officials and the "regulars" who support the code.

These researchers also found that the women's inmate code was basically identical in theory to the men's code but much different in the significantly lesser degree to which the inmates, in general, adhere to it. The reason for this occurrence is that most of the women prisoners have had limited criminal or penal experience and thus are less "com-wise." With less specific prohibitions and virtually no threat of physical injury, the inmates can reveal information with less feeling of guilt or fear. The "regular" who represents the approved inmate rule model was not attributed the loyalty or respect that a "right guy" receives. At the same time less criticism was directed toward stool pidgeons and "square john" types. Since there was a wide variety of goods and personal belongings available to the inmates and because informing by fellow inmates was so prevalent, there was little merchandising. Likewise, politicians who attempted to organize found little response from the general population and since no inmates were working for any of the officers, erosion of authority by this means did not exist.
Although the women correctional officers are similar in socio-economic background to their male counter-part, their interaction with the inmates is different to some extent. Beyond the mutual disrespect and distrust, the officials "expect" the inmates to conform to prison rules and regulations because of the generalized popular cultural belief that women are more passive and show less initiative in openly defying authority, and most of the inmates do what is expected of them. In any social system, work plays a major role. Here there is no "made work" as in a men's prison, but rather an organized community whose administrative goal is economic self-sufficiency. The myriad number of small tasks that the women are expected to do makes the possibility of successful prison maintenance programs more attractive to administrators than treatment oriented programs.  

As the orders from the administration filter down to the officers whose role it is to carry them out, subtle resistance is encountered from the inmates. The usual charges of favoritism lead to frustration and discouragement when they do treat everyone the same and then are not backed up by their superiors. The attitudes and opinions of the inmates and staff are not lost on these officers who represent the free society. They, too, adapt in order to withstand these working conditions.

Less research has been done on women's prisons than in other areas of penology and seemingly related is the 50 percent recidivism rate that exists in the Alderson prison for women. The social system of state training schools can be thought of as replicas of adult prison administrations with one exception: the existence of staff professionals such as psychologists and social
workers and the resulting division of labor between them and the institution's non-professional staff. Because this more obviously sharp division exists, conflict is inevitable. Basic to these inner conflicts are the value orientations of each group. In the study by George Weber he found that the non-professional regarded the professionals as being theoretical and too far removed from the actual daily behavior and problems of the juveniles to know what was really happening. Being outnumbered by the juveniles in their charge, the cottage staff proceeded to establish a working equilibrium. An automatic system of rewards and punishments based on obedience or infraction of rules was the juvenile guide to institutional life. When a boy was "not adjusting" the cottage parents sent him to the counseling unit and with the number of boys "not adjusting" an overload was readily placed on the professional staff. After this was done it would be rare to find a cottage parent able or willing to take time off from necessary upkeep chores to talk to a member of the professional staff about the juveniles referred to them.41

The professionals, according to Weber, thought of the non-professionals as either simple-minded kind people or rigid disciplinarians incapable or unwilling to take suggestions concerning their work. But they too found excuses for not meeting with the non-professional staff members.43 Once the stage of open criticism and hostility was past, each side resigned itself to the situation and just went ahead and did the job their own way.44 Obviously, the treatment objectives were greatly impaired.

The juvenile social system can also be thought of as a replica of the adult prisons. There exists an inmate code and a social
pyramid. The code is identical to that found in adult prisons in dictating inmate interaction with the officials, taking their "medicine" like a man, and refusing to "squeal" on a fellow inmate. The leaders at the top are the most delinquent boys who have committed the most notorious crimes. They have to exert little force downward to be looked up to; those below willingly admire them. Acts of sexual perversion are commonplace and forced onto the younger boys until they become of age to be dominant. Under the strict disciplinary regimentation, anti-social attitudes against authority and society in general are often festered with protest and hatred below the surface covertly existing.\(^\text{45}\)

The juveniles in Weber's\(^\text{46}\) study very shrewdly evaluated the social situation and adapted to make the most of it. Their earlier exploitative and manipulative behavior was reinforced by playing one side against the other.

Not only did the juveniles lose, but the staff experienced feelings of lack of status, isolation and loss of morale.\(^\text{47}\)

**Personnel-Inmate Relationships**

The view that there exists two distinct social systems or cultures, one the inmates and the other the staff, permeates the literature. According to Lloyd E. Ohlin, "The chief characteristic of this prison social system is the caste-like division between those who rule and those who are ruled."\(^\text{48}\) Erving Goffman found this in his study of total institutions, including prisons, mental hospitals, monasteries, etc. He states that "...there is a basic split between a large class of individuals who live in and who have restricted contact with the world outside the walls, conveniently called inmates, and the small
class that supervises them, conveniently called staff, who often operate on an eight hour day and are socially integrated into the outside world.  

The character of the relationship between the administrative staff and inmates is essentially one of conflict. Each group tends to conceive of members of the other in narrow, hostile stereotypes. Staff view inmates frequently as bitter, secretive, and un-trustworthy. Inmates often view the staff as condescending, high-handed and mean. The members of the staff are more likely to feel superior and righteous while the inmates tend in some ways at least to feel weak, inferior, blamesworthy, and guilty.  

The social distance between these two strata is great. Social mobility is grossly restricted. Any interaction between the two is often prescribed, with the restrictions on contact presumably to help maintain the antagonistic stereotypes. In general "...two different social and cultural worlds develop tending to go along beside each other, with points of official contact but little mutual penetration."  

Although there is always some disagreement and differing of emphasis to the values of a system, observers agree that the inmate code is passionately propounded and almost universal alliance is verbally given it. The actual behavior of the prisoners ranges from full adherence to deviance of various types, but the inmate code presents many barriers for the development of any relationships between inmates and staff other than one based on hatred, fear, and/or distrust.  

There is obviously some contact between inmates and staff. The communication between inmates and staff takes place in three main ways: (1) by inmate pressure, (2) informal staff-inmate contacts,
and (3) by formal arrangements.54

Inmate pressure is viewed as the communication which is a by-product of the inmate culture. The inmate society develops a power hierarchy which constantly emphasizes a basic rule of the inmate code- "Never talk to a screw." By this emphasis and the use of isolation as a sanction, the most obvious recourse to power for the inmate, that of appeal to official sanctions by the inmate in his own interest, is taken away.55

In an authoritarian prison, inmate pressure operates to restrict inmate communication with staff to a few "politicians" or "front-office men." This never operates with perfect success, but it can be quite strong.56 Since information is not a free good, those inmates who have contact with "official sources" and the "grapevine" are quite powerful. The leaders are usually those inmates who have been in prison longer; and, therefore, they have had a chance to gain the influential positions through development of some trust on the part of the staff towards them.57 It is suggested that the effort to restrict inmate-staff communication, which often are intended to decrease the possibility of inmate corruption of staff, may increase the extent to which the more criminal prisoners can corrupt the rest of the inmate population. If the custodial interest is on maintaining the status quo, the inmate elite is helpful towards maintaining this because their own position is dependent upon no major changes in pattern of communication.58

The second way communication takes place between staff and inmates is in the informal relationships of the two groups.

In the traditional authoritarian institution, staff may stress
the maintenance of social distance between staff and inmates. Nevertheless, considerable communication on a personal level develops. 59

This communication arises often from a work situation where an inmate and staff member are in close contact with each other. This communication may counteract some of the influence of the inmate pressure. 60

Goffman states that however distant staff tries to stay from inmates they can become objects of fellow feeling and even affection. There is always "danger" an inmate will appear human; if what is felt to be hardships must be inflicted on an inmate, then sympathetic staff will suffer. "On the other hand, if inmates break rules, staff's conception of him as a human being may increase their sense that injury has been done to their moral world: expecting a "reasonable" response from a reasonable creature, staff may feel incensed, affronted, and challenged when the inmate does not conduct himself properly." 61

The involvement cycle of the staff person describes a possible course of staff's involvement with inmates. At first, the staff member is at a point of social distance from inmates. As the staff member finds no reason to refrain from developing a warm interest in an inmate, a relationship begins. This involvement, however, brings the staff member into a position to be hurt by what the inmate does and suffers, as well as into a position from which other staff members' distant stand from inmates is threatened. In response, he may feel "burned" and retreat from the relationships. Once removed, the dangers of inmate contact slowly cease; and the cycle can repeat itself. 62

Sykes identified three major sources of personal bonds that breakdown the authoritarian relationship between staff and inmates. These are ". . . friendships from long and regular intimate face-to-face
contacts, reciprocal favors, and inmate performance of administrative tasks for the staff.63

An example of reciprocal favors could be where an inmate is performing a duty outside the official frame of reference of the institution. If an inmate was doing gardening, baby sitting, or some other personal service for a staff member, the latter is almost forced to give some consideration to the inmate and may be unable to maintain the usual social distance.64

The third major way communication takes place is in formal arrangements that have been deliberately set up for conduction of communication between the two groups.65 These institutional practices express "...unity, solidarity, and joint commitment to the institution rather than difference between the two levels." There is a softening of the usual chain of command with participation often voluntary.66

Examples of these institutional practices are annual parties, "self-government," weekly magazines run by inmates, and intramural sports. Often in an activity such as an annual party, staff and inmate rules are less distinct.

The classification casework interview in which a staff member gets information from the inmate on which to base a report to guide other officials is another formal arrangement. The inmate may take the initiative in order to convey desires or get information or advice.67 This differs somewhat from the above examples in that there is less softening of the usual chain of command, but it is a formal arrangement for communication.

Now that the means of communication between staff and inmates has been examined, it may be important to see how various staff members differ in communication and how they affect the inmates.
The guard is one of the most essential staff members in a prison. These staff members are likely to be the long-term employees and hence the tradition carriers, while higher staff and even inmates may have higher rates of turnover. This group presents the demands of the prison to the inmates daily. The guard's position is precarious in that he shares to some extent the culture of the inmates home world. They may have similar or even lower social origins as the inmates they guard.68

The most natural channel of communication between inmates and staff would seem to start with the guard. But this communication can be blocked by both the inmate cultures' pressure and the staff pressure to maintain distance from the inmate.

The guard does, though, have difficulty maintaining distance. In one sense, the guard is dependent on the inmates performance, for he is going to be evaluated, in part, on the conduct of the men he controls. The guard, it is felt, must inevitably compromise with the inmate in order to maintain control and exercise constructive influence. Guards may even be corrupted through friendship, reciprocity, or default.69

The position of guard is not an easy one. The custodians have to handle any attempts at escape, and, therefore, must constantly be on the guard. The prison guard must also continually deal with inmate attempts to bait him, frame him, and otherwise get him in trouble.70

The guards may, at times, feel there is a contradiction in their position in that they must maintain obedience which may call for punishments and at the same time give an impression that humane treatment is being maintained.71 This type of contradiction of interest may pull the guard away or towards contact with the inmate.
The higher staff have less day to day contact with the inmates. They are less involved in direct control of the inmate and, therefore, may be freer of the conflicts of the guards.

The guards may deflect the hatred of the inmate from higher staff persons and, at the same time, make it possible for the higher staff to grant special favors to the inmate. The inmate contacts, as a rule, are few with the higher ups; and any leniency on the part of the higher ups may be too little to disrupt the general discipline.

The assistant warden's position may be unique in terms of a higher staff position if he is charged with discipline. Then he is not directly removed from the inmate on this basis.72

Treatment personnel in the prison may depart from the views of custodial authorities in that they may feel that an empathetic relationship and tolerance of failure is of value to help the inmate.73 When professional staff members defined themselves as the friend or helper of the inmate, they were automatically redefined by the values of the inmate social system as ones to be exploited. Any deviance from the assigned rule of "champion of inmates" especially in the direction of cooperation with measures of custodial care would be seen as betrayal.74

Communication and interaction with inmates for the treatment staff is generally limited to a small segment of the prison.

One study attempted to determine which staff were most liked or disliked by the inmates. Many of the results seemed influenced by the amount and type of contact the inmates had with different staff members.75

The custodial officer, or guard, was picked more often in terms of total selections of either most liked or most disliked of any group
of staff, but scored highly in most-liked category. From the fact that they were selected overall more in the two combined categories, it was felt they had the greatest impact on inmates.76

Wardens were selected as most liked, six times more often than they were selected as most disliked. On the other hand, the associate warden was disliked two times more often than liked.77 In terms of total selections the warden and the assistant warden did not rate nearly as high as the guards.

The category that was most liked more often than any other was the work supervisors. The reason for this groups' being selected more often as most liked was viewed as the type of contact that took place between the work supervisor and inmate. The work supervisor's dealings with the inmate were regular like the custodians but were more comprehensive and less ritualized.78

The prison caseworkers were selected less often than any other group as either most liked or most disliked, but they were more often given the latter distinction.

The work supervisor, also, rated highest as the major reformative influence by successful releases.79

In general, friendliness of manner and fariness of treatment were the most common reasons for preferring one officer to others.80

In looking at staff-inmate relationships, the different types of inmates and how each type responds to staff members and staff norms can be important in understanding the total picture. In general the involvement of inmates only with staff occurs rarely even among those inmates more open to staff norms.

Roles do exist among inmates and represent different ways of
adjusting to life in prison.

The "square John's" are those prisoners who have little or no systematic involvement in crimes. They actively participate in staff-sponsored treatment programs and have more than average contact with prison officials.\(^81\)

The "right guy's" have rather extensive careers in delinquency and crime. They do not become involved in staff-sponsored treatment programs and are relatively isolated from staff contacts.\(^82\)

Both right guy's and square John's are collective oriented, and, therefore, they tend to subordinate their own personal interest in favor of group goals. But the square John's identify with conventional norms while the right guy's are committed to illegitimate standards.\(^83\)

The politician tends to commit relatively sophisticated crimes which involve manipulating victims with skill and wit. This inmate becomes actively involved in staff-sponsored programs and has a wide range of contact both with officials and inmates.\(^84\)

Outlaws tend to commit crimes in which their victim is confronted with force. These inmates are isolated from both staff and inmate contacts primarily because of their preoccupation with violence and their generally disruptive behavior.\(^85\)

The politicians and outlaws are neutral with respect to group norms but differ in cognitive knowledge of legitimate and illegitimate standards. Both are self oriented, but the politician works within the norms for his own gain, while the outlaw is incapable of this.\(^86\)

Another study tested the amount of inmate conformity to staff norms during three periods: the period where the inmate was in prison only for a "short time," the period where he had only a "short time" to release, and the period where he was neither near release or entry.
The findings showed that there was a large percentage of inmates who were strongly opposed to staff norms during the last stage of their confinement than during the first. The study found a U-shaped distribution with fewer than half as many high-conformity respondents during the middle phase than during the early and later phase of imprisonment. Therefore, the inmates may be more receptive towards staff during early and latter phases of their imprisonment.

Homosexuality in Correctional Institutions

"The prison... is the major single-sex total institution in... society that has within its walls a population that is physically and, for the most part, psychologically, intact, and is at the same time, sexually experienced." There is, in our society, a deep association between institutional good order and the exclusion of heterosexual intercourse. This is reflected by the segregation of sexes in almost all of our residential institutions. Furthermore, this segregation by sex is supported by punishment philosophies of the general public in that the forced celibacy is part of the punishment for the crime. It has been nearly impossible to determine the actual extent of homosexuality in prisons. Part of this is due to the secrecy and guilt attached to the act. A greater factor, however, is the fear of punishment. Therefore, inmates might be very unwilling to participate truthfully in surveys conducted to determine the extent of homosexuality in prisons.

The average estimate of the number of male inmates who have some homosexual contact in prison is between thirty and forty-five percent.
The incidence of homosexuality in women's prisons is much higher. Kassebaum and Ward cited the incidence to be fifty percent and stated this to be a very conservative estimate. However, Giallombardo found that about eighty percent of female inmates indulge in homosexuality. In a recent article, a psychiatrist commented, "In institutions for female offenders, a homosexual orientation is so common that no attempt can be made to separate those individuals from the seemingly heterosexual group."

A recent study in the California Corrections System examined the opinions of eight hundred seventy-one male inmates as to the extent of homosexuality in prison. Twenty-one percent were of the opinion that one-half of all prisoners have homosexual experiences while in prison. Twenty-five percent felt the incidence was three out of ten.

Contrary to popular public opinion, the inmates who are most active in abnormal sexual behavior in prison, are not those generally committed for sexual offenses. Their presence, however, is an influence, and will be discussed later. The inmate who practiced homosexuality prior to his incarceration has only a minor impact on encouraging homosexuality in prison. The "true" homosexuals, especially if they evident feminine traits, are so closely watched, that they have little opportunity to engage in homosexual activities. Corey states that homosexuality in prison is likely to be more frustrating for true homosexuals than for situational homosexuals, as true homosexuality seems more of a flight from something rather than a search for something. The true homosexual may be in a rather precarious position while in prison. Sykes found that true homosexuals
were only too apt to be victimized or raped by aggressive prisoners who have turned to homosexuality while in prison. 

Interesting studies have been done regarding the influence of age, sex, race, and length in incarceration as variables influencing prison homosexuality. Laffin found, in his study of political prisoners in Europe, that younger men missed their wives more physically than in any other way, while older men needed companionship. This suggests that younger men are more apt to participate in homosexual activities than older men. This is supported by the fact that the sexual peak for males is reached somewhere around age eighteen. Daniel Glaser supported the conclusion in his findings that inmates institutionalized at an early age, with little opportunity for heterosexual experience on the outside, would seem most likely to become involved in prison homosexuality. Glaser further concluded that a young prisoner might encounter more serious pressures to engage in homosexuality if placed in a juvenile institution than he would encounter in a mixed age population, provided all other variables were held constant.

Length of sentence was found by Kensey to be an important variable in that the majority of men having short-term confinements do not accept homosexual contacts. This finding supported Block's earlier conclusion in this variable. Huffman concluded that the inmate with a long-term sentence may become confused about his sexual role and thus participate in homosexual activities.

Kassebaum, Ward, and Wilner found that issues pertaining to race and homosexual behavior constituted the primary focus of conflict and tension in prison. Huffman found homosexual attraction to be
greater between races than between members of the same race. Huffman also found differences between black and white homosexual behavior in that blacks were freer to engage in such activities without evidencing as many intrapsychic conflicts.

The impact of the prison experience is a crucial determinant in prison homosexuality. The inmate is faced with loss of ego-support by virtue of his separation from meaningful relationships. In fact, the greatest vulnerability to homosexuality seems to come at the beginning of a sentence when the psychological impact is the greatest. Thus, inmates resort to homosexuality in order to satisfy their needs for meaningful emotional relationships that have some durability. Furthermore, imprisonment, with its lack of normal sexual outlets, tends to bring out latent tendencies towards sexual deviations which may result in panic states for the inmate concerned. Once overt, subsequent repression or sublimation of these tendencies is difficult. Regression to lower grades of sexual expression is frequently observed in groups of men deprived of heterosexual opportunities, and in prison, such expression seems to become a tension-releasing necessity, as well as a subconscious defiance of authority.

Some male prisoners are found to suffer a profound psychological crisis when supports for their masculine identity were removed. This is most often seen with males whose primary source of masculine validation had been sex. Therefore, homosexual activities are a source of continued validation of masculinity. With this group, homosexual panic states and falling into passive homosexual roles are likely to result.

The structure within the prison gives rise to other factors which
influence prison homosexuality. The degree of custody is one important factor. In maximum security prisons and in prisons with very low orders of custody, homosexuality is likely to be greater. In the maximum security prison, the high degree of anxiety, the depth of isolation, and the great extent of deprivation contribute to a higher incidence of homosexuality. The atmosphere is one in which everyone seems more bored, more callous, more rigid, and more afraid.\textsuperscript{112} On the other hand, in prisons with lowest orders of custody, very high rates of homosexuality may develop.\textsuperscript{113}

The more stable the inmate social system, the more likely it will deter homosexuality. In the inmate social system, emphasis is placed on the maintenance of self as defined by the value system of prisoners. Dignity, composure, the ability to "take it," and "hand it out" when necessary are the traits affirmed by the inmate code. They are also those traits that are commonly defined as masculine by the inmate population. As a consequence, the prisoner finds himself in a situation where he can recapture his male role, not in terms of its sexual aspects, but in terms of behavior that is accepted as a good indication of virility.\textsuperscript{114}

The prisoner's access to mass media serve to keep alive the prisoner's sexual desires.\textsuperscript{115} Much of the media referred to here consists of what might be considered sexually arousing or even pornography by popular opinion. Another major sexual stimulant in prisons is the topic of sex frequently discussed among inmates. As mentioned previously, sex offenders are not the main participants in prison homosexuality. However, six percent of the total prison population is comprised of sex offenders of all types. Their presence is an important influence
on prison homosexuality as they are the occasion for much talk among inmates thus focusing conversation on sexually stimulating topics. Furthermore, the same end is accomplished through gossip regarding particularly scandalous sexual behavior that has occurred in the prison's history. These stories are passed on from one year to the next in the nature of a tradition and these legends, too, charge the atmosphere with sexual stimuli.\textsuperscript{116}

This examination of causative factors of homosexuality in prison has pointed out the complexity of the problem and the difficulty of controlling homosexuality in prison. Then, we are faced with determining whether or not homosexuality in prison is a real problem or not.

Homosexuality in prison is a very different phenomena than homosexual experience in the outside community. In the prison context, homosexuality is partly a parody of heterosexuality. The crucial variable is that these situational homosexuals conceive of themselves as only heterosexual and wish others to see them as such. This applies to both male and female inmates.\textsuperscript{117} When prison release takes place, these inmates will return to heterosexual activities.

Homosexual rape has always been a sensational reason for the repression of homosexuality in prisons. However, homosexual rapes are a rare exception. In general, prison homosexual relationships are not developed through force in either male or female prisons.\textsuperscript{118}

The presence of homosexuality in prison is seen as a problem largely because society sees it as such. The practice of homosexuality offends the sensitivities, or rather, prejudices of the public, staff, and inmates who do not engage in such experiences. The reason for their disgust or fear may be due to unfounded prejudices, latent
homosexual tendencies in themselves, or it may be due to the fact that they are mature and emotionally stable persons who cannot understand why a person would need such an experience.

Inmate and Staff Training

Correctional planners are greatly concerned by the fact that many of today's offenders are young, unschooled, and without significant work experiences. Furthermore, many come from the urban slums, and a large number are members of minority groups that suffer economic and social deprivation.

If offenders have been employed at all, they are likely to have had low-level jobs and irregular work histories. An analysis of census information made by the U. S. Department of Labor revealed that only fourteen percent of institutionalized adult offenders in 1960 had previously held white-collar jobs. Nearly one-third of the offenders had been unskilled laborers.

Especially important is the history of failure in the job market after leaving correctional institutions. One study revealed that during the first month after release from prison, only about one-fourth of the offenders were able to obtain anything approaching full-time employment; and by the end of three months, the figure went up only to forty percent. Even those who were employed were likely to be employed only in low-status blue-collar work.

The same study made evident two other vital facts. First, post-release success was highly related to employment of released offenders; that is, a significant proportion of those who were returned to the correctional system as repeaters had had difficulty in getting and holding jobs. Second, attempts to provide employment training in
prison were largely ineffective. Less than twenty percent of even those who were successful on parole were using the prison training for related jobs after their release.

There is growing evidence that employment and appropriate training for relevant job opportunities are significant variables in the prediction of correctional outcomes. Neither of these factors, however, has received enough attention from corrections to date. Both require funds and manpower considerably beyond those presently being allotted to perform rehabilitative tasks.

However diverse the offender population and however complex the etiology of criminal and delinquent behavior, a number of dimensions of correctional programming seems obvious. One imperative is to improve greatly the employment, educational, and training opportunities available to offenders. With more of the correctional process moving into the community, ways must be sought to link offenders with ongoing education and employment there.\textsuperscript{121}

According to the Joint Commission, "on the whole, the present state of correctional staff development programs must be regarded as primitive."\textsuperscript{122} There has been a lack of interest and financial support for well developed staff training programs. In its national survey they found that only seven percent of all administrators, nine percent of all supervisors, ten percent of functional specialists, and fourteen percent of institutional line workers were currently involved in an in-service training program. This also held true for vocational teachers, counselors, classification officers, psychologists, and social workers.

The pattern in adult and juvenile correctional institutions was
considered worse. They found that forty percent of the adult institutions had no training personnel at all. Forty-nine percent of the juvenile institutions reported having no training personnel.

Since both agency-based and academically sponsored training programs have very few training materials specifically related to corrections, "the development of relevant training techniques and materials is as crucial as the development of trainers to conduct the programs."

Conjugal Visits

Unlike some other countries, most inmates in the United States do not enjoy the privilege of so-called conjugal visits. His visits with his wife or girl friend are limited to the strict rules of visitation where he is usually allowed to see her through a plate glass window and talk to her by telephone. He is literally forced into involuntary celibacy. The one exception to the forbidding of the conjugal visit in the United States is the Mississippi State Penitentiary where it is a part of the general visitation and leave program which has been in operation since 1944.

Criticisms of the conjugal visit include the notion that such visits would be incompatible with existing mores, since the visits seem to emphasize only the physical satisfactions of sex. Additional objections are that conjugal visits offer no benefit to single inmates and that wives may become pregnant creating further problems. The attitude of both prison staff and inmates at Parchman (Mississippi State Penitentiary) is favorable, however, pointing out its boost of morale, reducing homosexuality and preserving marriages.
Until recently there has been very little interest in the study of sexual adjustment in prisons. It was not until 1937 that the term "homosexuality" first appeared in the Index of the Proceedings of the American Prison Association, now The American Correctional Association.  

Inmate Self-Concepts

Self-esteem, self-concept, and self-image are terms which describe a person's feeling about himself. These terms refer to an individual's sense of self-satisfaction or dissatisfaction. They represent the person's image of himself and his perception of his abilities and limitations to function in his social environment. Self-esteem consists of the individual's feelings of worth, physically, socially, and psychologically.

Allport stated that when the individual depreciates himself, his ability to function is limited. The person who is convinced of being unworthy and ineffective will behave accordingly. His outlook on life will be positive if he is able to see his environment as friendly. If persons in his environment respond to him in an indifferent, hostile manner, the individual will feel the environment has little need to value him as a person and will respond to that environment with indifference and hostility.

An individual's self-esteem is considered one of the most basic and crucial components of his personality, not only in his relationship to himself, but in his relationship to other people and to the world at large. Virginia Satir maintained that "the crucial factor in what happens both inside and between people is the picture of individual worth that each person carries around with him." Schwartz and
Burkhardt go so far as to say that the ineffectiveness of correctional casework "hinges upon a failure to understand the developmental dynamics of self-concepts."\textsuperscript{130}

The genesis of poor self-esteem can be traced to deprivations experienced during infancy and childhood. The absence of love manifestations such as caressing and parental attention, as well as unmet biological needs, endangers the infant's growth and security. A sense of trust and well being can develop only when basic needs are taken care of in appropriate and consistent ways. For a child to develop a sense of self-reliance and adequacy, or autonomy, he must be permitted to explore physical and social boundaries, yet learn to accept and tolerate restrictions where necessary.\textsuperscript{131}

Studies in the psychology of institutionalization have shown that the inmate is affected by not only the way in which he perceives himself, but by the way in which he perceives his institutionalization.\textsuperscript{132} To be a criminal is not, strictly speaking, merely to have committed a crime--it is a social branding, which serves to confirm a sense of personal failure.

The process of being officially labeled--delinquent, offender, criminal--is a painful, degrading experience. Menninger refers to the labeling process as a crime of society, which forces the "criminal" through a dehumanizing experience.\textsuperscript{133} For some individuals, the labeling process, societal rejections, and the fear of further punishment is enough to deter further wrong doing. Others, however, may receive satisfactions in which the result is operant reinforcement of their deviant behavior. There can also be the emergence of "secondary deviance." That is, "the individual uses his deviant
behavior or a role based on this as a means of adjustment to the problems resulting from societal reactions to his deviance.\textsuperscript{134}

Labeling, or social typing, functions as a form of social control and social change. An individual labeled as offender has been branded as "bad" and is socially rejected. The deviant may try to fulfill this prophesy and internalize the label of "bad" as a central aspect of his self-concept and ego identity.\textsuperscript{135}

Bazelon maintained that society has cast the offender in the role of a scapegoat--society's scapegoat. Society demands that "the bad" must be punished, that prisoners are less than human, and the dehumanizing process of imprisonment is appropriate. It is further suggested that the experimental clinics, budgets to attract competent staff, and other essentials of rehabilitation are blocked by society's retributive urge to punish, irrespective of effect. Any system of rehabilitation "applies to and within a society, it does not substitute for one. And these systems cannot be much better than the society in which they exist. On the other hand, they should not be worse."\textsuperscript{136}

This legal and social process of labeling singles out the individual as being distinct and different.\textsuperscript{137} Freedman and Doob, through a series of experiments, concluded that feelings of deviance per se influenced behavior. The subjects were "normal" in that they were not in any sociological sense deviant. Yet, having produced a controlled feeling of deviance in the subjects, they assumed the role of sociological deviants. Interestingly enough, the non-deviant subjects treated them as sociological deviants. The results suggest that most persons will act like deviants if they are made to feel distinct and different.\textsuperscript{138} This is, of course, compatible with role theory and the acting out of
Role expectations held by an individual are the product of social groups--culture, customs of immediate family, and exposure to other groups and customs. All of these social groups strongly influence perception toward the self as well as toward others. The essential thing about a role is that it cannot be performed alone. It is never a one-man performance.

Role Theory attempts to show the interaction between the individual and his environment by linking psychological, social, and cultural phenomena. Culture is an organization of learned behaviors and the products of behavior which are shared and transmitted. That is, the ordered actions of persons, who are always members of a society. Societies are structured into positions or statuses. Actions of persons, then, are organized around these positions and comprise the roles. In broad perspective, contemporary role theory regards human conduct as the product of the interaction of self and role.

The therapeutic rehabilitation process should equip the inmate with "more positive self-concepts, more viable personal and social identities" and the ability to see himself "not as a deviant personality, but as a person who committed deviant acts yet can be a socially valued member of significant social groups." Bearing the legal and social stigma of apprehension, prosecution, adjudication, etc., the individual confirms his sense of alienation and distrust. The alienated are marked by feelings of individual powerlessness, meaninglessness, normlessness, cultural estrangement, self-estrangement, and social isolation. In addition to termination of the individual's freedom through confinement, the limitations imposed
on communication with family and friends are further restricted to specific times, specific conditions. For the inmate, this is rejection and degradation which he feels alienates him from the community. Serving as a constant threat to the individual's self-conception, this curb on communication results in the fracturing of every influence favorable to the cultivation of emotional reciprocity.

To deny an inmate ownership of personal effects is in essence to deny expression of individuality, thereby demeaning his self-image. Although basic material necessities are provided, the inmates define deprivation of amenities as a painful loss. In addition, the issuance of prison clothing is viewed as a punishment and a deliberate attack on the inmate's self-image. The individual's self-concept with reference to clothing is particularly acute for the female inmate.

A woman's appearance can be, to her, either a source of pride or a source of humiliation. Around 1950, clothing for women prisoners in Britain was "non-institutionalized." The psychological effects of the improvement on clumsy and ugly garments formerly used were quite noticeable. Ugliness and discomfort can only injure the self-respect which is essential to the rehabilitation of men and women in prison.

Life in an institution, with its rigid, repressive atmosphere, inevitably leads to the loss of autonomy and responsibility. Bureaucratic impositions of regimented regulations threaten the inmate's depreciatory image. Any institution, with a frame of reference such as this, cannot be efficacious in the rehabilitation of inmates.

Rehabilitative Therapeutic Efforts

Rehabilitation is a process aimed at moving the prisoner along a series of stages ranging from overt conflict with legal norms to
assimilation within the ranks of the law-abiding population. Barnes describes the fundamental principles of treatment as follows:

1. "The offender is to be convinced that a hostile human environment is not solely responsible for his difficulties. He can be brought to the realization that his own motives and patterns of perception have influenced his experiences with others.

2. The frequency and intensity of his frustrating experiences should be lowered sufficiently to enable him to bring them within his capacity for control.

3. His attention should be diverted away from futile efforts to change his environment drastically and toward the undertaking of changes within himself.

4. The inmate should be provided with experiences which will enable him to test his new modes of perceiving his environment and relating himself to the persons making up this environment.¹⁵⁰

Recidivism is a means to examine the effectiveness of treatment or punishment. No assumptions regarding the effectiveness of punishment as distinct from treatment can be supported by existing evidence. Punishment may be defined as what is done to an offender with the partial purpose of influencing others (general-prevention). Treatment is defined as that which tends to reduce the probability of recidivism. Under this classification, everything except the death penalty may qualify as treatment.¹⁵¹

Bailey, in a study of one-hundred correctional outcomes, felt that most or all correctional treatments are increasing rather than decreasing the probability of recidivism. He could not reject the hypothesis that all or most correctional treatment programs are harmful and concluded that the best treatment may be a placebo (do as little as possible). Two other studies done in Great Britain supported this conclusion and suggested the possibility of interaction between treatment and security may militate against the rehabilitation of the
offender.\footnote{152}

Elliot Studt felt that offenders do deserve dignity and to behave as responsible members of a community, and that under conditions that support the expression of these desires in behavior, most offenders reveal some capacity to act accordingly. It follows that people who have had the opportunity to act as responsible community members in prison should be better able to meet the expectations of a free community upon release. At least this type of prison life will do minimal damage to the inmates' readiness to behave responsibly. The process of arrest, conviction, imprisonment is a life crisis. This requires help in adjustment through various therapies. This is best accomplished under conditions that require each person to act in reality at the best of his social capacity. All persons, including inmates, make effective use of help only as they act on their immediate reality. The inmates must be involved in the work of preparing themselves for living in the free community or it does not get done.\footnote{153}

One often hears the public speak of the inmate population as if it is a homogeneous group composed of carbon copies. Perhaps the primary advantage of individual treatment is the fact that this treatment modality allows for differences in the needs of the inmates. Roma McNickle made the point that cultural differences do play a vital role in treatment considerations and this cannot be ignored despite a perhaps fully integrated institution itself.

Over the years the average Negro has had good reason to distrust the law and its representatives at the local level in face-to-face relationships. The practitioner will find his skills blunted and useless in the rehabilitation process if his view is that of the custodian and guardian of white supremacy appointed to hold and punish the Negro for his offense against society.\footnote{154}
Even if the practitioner is not so condescending in his views, he will have difficulty reaching out to the members of different races or cultures if he does not have some understanding of their value system and the possible role it has played in the criminal behavior.

Dr. Joseph Satten stressed the differences of juvenile offenders and feels that some innovations must be developed to deal with the disturbed adolescent that ends up in the correctional institution. "Juveniles differ markedly in their mental composition, need for help, and ability to be rehabilitated." According to a follow-up study by the Menninger Foundation on boys sent to the Kansas Industrial School

(1) One-third of the boys are not too mentally confused, and this group responds very well to treatment. (2) Two-thirds of the boys are very mixed-up, and they respond to treatment in a dramatically less successful manner. (3) The one-third of the boys who are not too disturbed should remain in the community, while the two-thirds who are seriously disturbed should be institutionalized.

Dr. Satten saw a movement underway to construct mental treatment centers but stated that this would not be enough. More psychiatrists need to become interested in the mental health needs of juveniles. Unfortunately, few are willing to leave a lucrative practice to help indigent juveniles.

It seems the majority of institutions are focused more on the present--how to keep the inmates busy and somewhat content. "Correctional services have the double task of helping the offender live within the service system's restrictions and preparing him for return to the community, free of restraints."
Leighton Dudley was concerned primarily with the offender ages 18 to 24, as he felt that they were in a deeper rebellion than the juvenile yet were still young enough to achieve basic personality changes. Mr. Dudley presented "basic program considerations." He feels all staff members should have some real involvement in treatment responsibilities. Classification should be a team approach, and the author places a great deal of emphasis on innovation and breaking from traditional, mechanical testing. "The basic task is to provide meaningful relationships with a few staff members at first, and later with other staff members and inmates." If the inmate is able to accomplish some task early in the incarceration period, his motivation and self-esteem will be greatly enhanced. The author maintains that physical custody can often be diminished and certainly before release, the inmate needs an opportunity for experiences as free as possible from physical custody.

Kelgord and Norris reported the findings of the California Correctional System Study as well as their recommendations for an ideal, yet attainable, system of corrections. The authors felt the primary goal for all of corrections should be the protection of society. Other recommendations included support of the theme to divert from institutions and to minimize length of confinement.

The major reasons for this theme are the inherently negative effects of such facilities, the growing body of evidence that the great bulk of offenders do just as well under intensive supervision without confinement or with minimal confinement, and the much greater cost of institutionalization.

A growing trend in the treatment of inmates is the use of group treatment. In 1931, J. L. Moreno used the term "group therapy" in advocating the use of sociometric grouping of prisoners. Group treatment
became popular during World War II as an answer to the large number of 
individuals needing some form of treatment as compared to the small 
number of trained personnel.

In a survey conducted in 1950 of 312 penal and correctional 
institutions, 39 responding institutions reported having a 'group 
therapy' program . . . . However, the same survey revealed that 
correctional institutions apparently responsive to the universal 
tendency to be fashionable had merely redesignated social and 
other types of group activities as group therapy.160

Certainly much "group therapy" in the institutions today is still not 
therapy but rather activity, but this is decreasing.

The use of the small group in the treatment of juvenile delin­
quents has been spreading since 1950. The theory is based primarily 
on Donald Cressey's principles. "Essentially, he believed that the 
offender's behavior is a reflection of what his group sanctions and 
results from his interaction with groups that subscribe to deviant 
values."161 It follows that a very effective method of producing 
change within the individual is through changing the individual's group 
relations or by his joining a non-criminal group. A new reference 
group is established that rewards conformity rather than deviancy.

Group therapy is now being used in many correctional institutions, 
not as the sole treatment modality, but in conjunction with a variety 
of programs. One realistic benefit of group therapy is that a group 
of inmates are brought together, usually under only one staff member. 
There is little group work in correctional settings that could be con­
sidered psychotherapy groups, but nevertheless, the groups seem to be 
meeting a real need. The aim is toward some achievement of insight and 
behavior control. "The method usually is discussion, guided to some
extent by a skilled adult leader, who allows great freedom of expression but does not permit the discussion to become diffused or desultory."162

The Highfields' experiment was aimed toward providing intensive short-term group therapy. It was begun in 1950 at Highfields, New Jersey. This is a small residential setting limited to twenty boys aged sixteen and seventeen. There is some argument as to the validity of its success rate as the residents are chosen on the basis that they are highly suitable for this short-term experience; and if their adjustment is not satisfactory, they are usually transferred to the state reformatory.

The core of the treatment philosophy revolves around the Guided Group Interaction. Discussion groups of ten boys are held five nights a week with the director of Highfields being the group leader.

In the free discussion, the boys not only bring out their problems and gain an understanding of the motivations for their misbehavior, but are welded into a primary group. Boys learn that others have the same problems which they have; they feel the impact of the group's approval or disapproval.163

During the last ten years, the principles of operant conditioning and behavioral modification have been introduced into correctional settings. Schwitzgebel described a technique used to promote dependable and prompt attendance to the interview by the delinquent. A reinforcement, usually money, was used during the introductory phase of treatment. "In addition to administrative, ethical, and financial considerations in selecting reinforcers, it is generally held that the reinforcing activity should not be directly incompatible with the goal
behavior." For example, regular attendance at school should not be rewarded by dismissing the individual from a class.

Although the use of money as a reinforcer was attacked as bribery, the author maintained there is a useful distinction and the use of money offers something of real value and acceptance in the delinquent peer culture. An informal corollary to this is the frequent offering of cigarettes to the inmate while he is with his counselor. This may be the only time he is allowed to smoke, and almost certainly, the only time he is offered free cigarettes.

"A behavioral approach to treatment requires that we deal with clear, explicitly, and observable aspects of behavior which lend themselves to objective study and evaluation." This methodology is based on the basic concept that human behavior is shaped to a great extent by learning. Less attention should be placed on past learning experiences in working with the offender. Instead, the concern in behavioral approaches is with the specified variables that may influence behavior. "A behavioral approach to the treatment of offenders would view the goal as involving cessation of antisocial activities, and the bringing about of more constructive personal and social functioning."

Dr. Shah reported on several experiments in the use of Behavior Modification with offenders that appeared highly successful. An institutional setting can aid in this type of treatment as the institution supports the highly controlled, structured setting needed.

Programmed instruction offers the individualization needed by most offenders. Programmed instruction was used with inmates at the
In addition to the obvious achievements in the educational and vocational areas, many other changes have also been noted. There has been approximately a 45 percent reduction in disciplinary actions since the project got underway, the inmates in the program see themselves as "students" and tend to behave as such, and a variety of related social and attitudinal changes have also been observed.  

A very recent trend in treatment is in Transactional Analysis. A primary goal in treatment of any individual or group of individuals is to establish straightforward social transactions free of games. Eric Berne, who is given credit for establishing the fundamental principles of Transactional Analysis, believed that a feeling of "I'm okey; you're okey" provides this straightforward atmosphere.

During our early years, our ability to make realistic evaluations and judgments is quite limited. We take in messages just as we perceive them. Many inmates seem to continuously be trying to prove that indeed the parental messages that they picked up are right: "I'm not okey, you're okey." By the nature of correctional institutions, staff are seen by the inmates as authority figures. If the inmate recorded feelings of "I'm no good" from the "Parent," careful attention needs to be made so that messages from the staff will not be perceived as reinforcing these parental messages. Unfortunately, the institutionalized inmate is freed from much responsibility and encouraged to relate as child to parent.

As we mature, our Adult functions more and more effectively, despite the commands and blockings of our parents and despite the anxieties they have aroused in the small child. The Adult can be described as a sort of computer that processes reality data.
In correctional settings, as well as in other therapeutic milieu, treatment must strive to emancipate the Adult to improve the capacity for reality testing. The inmate must be helped and encouraged to relate on an Adult-to-Adult level.

Roy Gerard described a treatment setting in which several different treatment modalities were used to meet the specific needs of the inmates. The new Robert F. Kennedy Youth Center in Morgantown, West Virginia, is a minimum custody facility. "The accent is on the individual, his needs and his potential . . . . The Center's programs are open-ended; a youth can begin at his own level of capability and go as far as his determination will take him."169

The correctional approach used is the differential treatment. Treatment programs vary according to the boys' behavioral characteristics, maturity level, and psychological orientation. Behavior modification techniques are also employed. Positive behavior is reinforced through use of external rewards. The reinforcement devices used are the class level system and token economy. The class level system involved achieving progressively higher goals set by the cottage committee and moving through the class levels.

The application of a token economy system is relatively new in the field of corrections.

Under the token economy, students earn points (1 point equals 1 cent) as they meet goals set in each program area (school, work, cottage life). The students use the points to "buy" a wide variety of goods and services available at the institution.170
FOOTNOTES

CHAPTER I


3 Ibid.

4 Tyler, op. cit., p. 21.

5 Ibid., p. 3.

6 Ibid., p. 6.

7 Ibid., p. 9.

8 Ibid., p. 17.

9 Ibid., pp. 17-18.


12 Ibid.

13 Ibid.


16 Ibid.


20 Ibid.

21 Ibid., pp. 14-19.


23 Ibid.


25 Clemmer, op. cit.


29 Caldwell, op. cit., pp. 80-81.


52 Ibid.
53 Ibid., p. 78.
55 Ibid.
58 Glaser, op. cit., p. 122.
59 Ibid.
60 Ibid., p. 121.
62 Ibid., p. 74.
64 Goffman, "On the Characteristics of Total Institutions: Staff-Inmate Relations," op. cit., p. 83.
65 Glaser, op. cit., p. 124.
67 Glaser, op. cit.


71 Ibid., p. 81.

72 Ibid., pp. 98-104.


76 Ibid.

77 Ibid.

78 Ibid.

79 Ibid.

80 Ibid.


82 Ibid.

83 Ibid.

84 Ibid.

85 Ibid.

86 Ibid.


Ibid., p. 31.


Vedder, op. cit., p. 17.


Ibid., p. 158.

Huffman, op. cit., p. 181.

Kassebaum, op. cit., p. 139.

Vedder, op. cit., p. 21.

Huffman, op. cit., p. 180.

Johnson, op. cit., p. 220.

Ibid., p. 226.
110 Ibid., p. 24.
112 Buffum, op. cit., p. 7.
115 Sykes, op. cit., p. 71.
116 Clemmer, op. cit., pp. 251-256.
118 Ibid., p. 227.
120 Ibid.
121 Ibid., pp. 58-59.
122 Ibid., p. 51.
123 Ibid., p. 52.
125 Ibid.


135 Ibid., p. 61.


150 Elmer Hubert Johnson, op. cit., pp. 596-597.


152 Ibid., p. 38.


156 Ibid.


163 Ibid., p. 338.


166 Ibid., p. 30.

167 Ibid., p. 35.


170 Ibid., p. 41.
CHAPTER II

GENERAL EDUCATION FRAMEWORK AND METHODOLOGY

General Educational Framework

The general educational framework of this study was based entirely on Dr. Tyler's notions of studies of the learners themselves and studies of contemporary life in curriculum building. The Tyler paradigm was developed in a number of ways to illustrate the systematic methodology he utilized in the process of curriculum building. It seemed appropriate, however, to reproduce the model at the outset to emphasize those elements of the process germaine to the present study. In so doing, the author used basically the modal distributed by Dr. Lynn L. Pesson with slight modifications for the purpose of emphasis.

FIGURE I

Sources
the Discipline
THE LEARNER
CONTEMPORARY LIFE

Screens
philosophical
tentative objectives
psychological

The Tyler Paradigm of Curriculum Development

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Dr. Tyler's theoretical conceptualizations were presented in part in Chapter I; however, further elaboration should help to bring the educational framework of this study into clearer focus. He pointed out that a study of needs would involve identifying those needs that are not met and an analysis of the role education can play in helping meet these needs. He continued, "this may often suggest educational objectives in the sense of indicating certain knowledge, attitudes, skills and the like, the development of which would help to meet these needs more effectively."\(^1\)

In this study the term "need" is accepted to mean the gap between what is and what should be. According to Tyler, there have been a large number of investigations accomplished in the past several years to determine needs of students. These studies are necessary to provide a basis for the selection of objectives which should be given consideration in the curriculum. These types of studies might properly include studies of knowledge and ideas, attitudes, and interest. Dr. Tyler pointed out that almost all the methods of social investigation are appropriate to studying learners' needs and specifically points up the value of the interview in getting at learned values, attitudes, interests and philosophy of life.\(^2\)

In terms of educational objectives, Tyler stated there is no single formula for inferring educational objectives from data about students. In general, the procedure involves studying the data to see implications, comparing the data with norms in the field and from that, obtaining suggestions about possible needs that a school program could meet.\(^3\)
The effort to derive objectives from studies of contemporary life has grown out of the difficulty of accomplishing all that is expected of schools and the rapid increase in knowledge.

Taba stated:

Historically the American people have assumed that education has the power to reduce poverty and distress, to prevent child delinquency and crime, and to promote the well-being of the individual, the intelligent use of suffrage, and the welfare and stability of the state—even today education is considered an antidote against evils in the minds of men and an ally in achieving all good causes.

These high expectations and native faith in the power of education are mixed blessings. They have given American education vigor by insisting that it respond to social ideologies and needs. They have also been responsible for causing education to respond to changing moods of the public and to trends and fads in education—more than has sometimes been beneficial for the development of education.

In discussing the commonly-used arguments for analyzing contemporary life for educational objectives, Tyler pointed out that life is so complex and is continually changing to the point that some analysis is necessary to keep our curricula relevant. It is important to make reference again to Tyler's notion of transfer of learning as discussed in Chapter I. The similarity between life situations and learning situations as previously discussed has special relevance for the curriculum under consideration due to the fact that much of the training of students in the correctional field will be conducted in these real life situations. Also, these are the real life situations to which they will be returning after graduation.
While some criticisms have been voiced regarding the derivation of objectives solely from studies of contemporary life, it is pointed out that this criticism is eliminated by the use of this approach in concert with other approaches. This is precisely what this study attempted to accomplish. The approaches used in making studies of contemporary life are essentially those that were discussed earlier in making studies of the learner which lends credence to the selection of this approach. It is also important to re-emphasize Tyler's point that these studies bring out the problems, concepts, and dominant values to suggest educational objectives. This is another important point in the development of this curriculum, about which more will be said later.

Many books and articles have been written regarding the development of educational objectives. It was beyond the scope of this general educational framework to present an exhaustive survey of these works. It did seem appropriate, however, to tie the level of educational objectives about which we are concerned to our educational framework. Krathwohl pointed out that "objectives at several levels of generality and specificity are needed to facilitate the process of curriculum building and instructional development." Objectives need to be analyzed at the level of specificity upon which they are to be used. At the first level are the general statements most helpful in the development of programs and for discerning the types of courses and areas to be covered, and for the general goals toward which a program might be aimed.

At a second and more concrete level, behavioral objectives help to analyze broad goals into more specific ones. "These behaviorally stated
objectives are helpful in specifying the goals of an instructional unit, a course, or a sequence of courses." Finally, a third level is needed to create instructional materials. This kind of detailed analysis brings into focus the objectives of specific lesson plans, sequence in these plans, and the achievement rate needed in this sequence.

Krathwohl continued:

First of all, curriculum construction requires a process of moving through descending abstractions from very general and global statements of desirable behaviors for a program to intermediate level statements that indicate the blocks from which the program will be constructed, and finally to quite detailed statements which spell out the sub-goals, their relation to one another, and the level of achievement which results in the successful attainment of the intermediate-level behavioral descriptions. All levels of specification of objectives are needed to guide the planning of the educational process. Only as each level is completed can the next be begun. The first level guides the development of the second, the second guides the third.

Levels of objectives are also important because not all behaviors can be specified with great accuracy and all behaviors cannot be included or even known. Gagne termed those objectives dealing with perfect accuracy as "mastery" objectives and those dealing with circumscribed behavior as "transfer" objectives. Obviously, all situations the student will encounter cannot be predicted, but we can have a known sample. "Nearly all our complex ability and skill objectives are transfer objectives. Their specification will be inexact and confined to a known sample of relevant and typical kinds of behavior." Transfer objectives are the most prevalent in the broad range of education.

One final notion of levels of educational objectives needs mention. This was developed by Benjamin Bloom in the *Taxonomy of Educational
**Objectives.** The taxonomy is divided into three domains: the cognitive, the affective and the psychomotor. The cognitive domain deals with objectives having to do with thinking, knowing, and problem solving. The affective domain deals with objectives dealing with attitudes, values, interest, appreciation and social-emotional adjustment. The psychomotor domain covers objectives dealing with manual and motor skills.¹¹

Turning back to the present study, it can now be said that the concern here is with the first level of educational objectives. Subsequent studies must be accomplished before the second behavioral level objectives can be considered. Certainly, the third level of creating instructional materials is sometime in the future after further investigation and experience with the curriculum. Nor will any attempt be made at application of the Bloom taxonomy to the findings. While these tasks are necessary and will be accomplished at a later time, they are beyond this initial effort and could result only after considerable stretching of the data beyond meaningfulness and credibility. This does not preclude the usefulness of these concepts for this study, however, in that the general educational framework lays the schematic for the longitudinal consideration of the curriculum. Special sensitivity is given to the findings that will later be appropriate to this classification.

In completing the educational framework, some attention needs to be given to the area of concepts and values in the curriculum. The products of this educational effort will be entering a profession where the problems and situations are never static, but are constantly changing.
and presenting new challenges. According to Tyler, "concepts, skills and values can be used as a framework for the educational program as indicating behavior patterns that can be acquired that are not bound to the particular situation." He makes the very cogent point that professional people need to be educated, not trained.

The idea of concept learning lends itself most appropriately to the educational effort under study. For concept learning we need to have a clear understanding of the change in behavior we are trying to bring about and that this kind of behavior is going to be important to the actions of our graduates. Dr. Tyler advocated a conscious effort to help the professional person build concepts and understand concepts that are useful in guiding his own thinking about his actions.

In terms of the correctional professional, there is a need for conceptual frameworks that will allow him to analyze given situations and to take constructive actions. Very often these conceptual frameworks are arrived at without consciously thinking about them and they are inadequate. These concepts must be a part of the educational effort to insure their accuracy and relevancy. These concepts should not be time bound and significant only for the moment. Dr. Tyler explained his thinking by stating,

\[
you\ need\ to\ have\ in\ mind\ something\ that\ the\ student\ can\ learn\ that\ will\ become\ a\ tool\ for\ his\ thinking\ and\ understanding,\ that\ is,\ something\ he\ can\ carry\ beyond\ the\ time\ he\ is\ in\ graduate\ school\ which\ will\ help\ to\ guide\ him\ in\ a\ job\ which\ is\ going\ to\ be\ changing\ right\ along.\]

The incorporation of concepts into one's thinking and his ability to operationalize these concepts are a lengthy process. Therefore, it
behooves one to limit the number of concepts that can be realistically understood and used. It would logically follow that, this being the case, these concepts should be carefully selected to enhance the learners' thinking, planning and action.16 This study made an effort to illuminate and isolate concepts that may have import toward the development of a conceptual framework for correctional professionals.

Skills are also important to the educational effort under study. Indeed, the rehabilitation of the offender is inextricably intertwined with the skills one develops in the rehabilitation process. These skills also need not be time bound but are also sufficiently general to have special significance to the practice element of a curriculum for correctional professionals.

Although values are somewhat more difficult to isolate, they are, nonetheless, as significant to the needs of correctional professionals as concepts and skills. In speaking of professionals, Tyler made the following comments which are especially germane to the correctional professional:

The human being is so flexible that he can develop a taste for, a liking for, a valuing of a tremendous range of things and this is, of course, both a source of strength and of weakness. It's his strength if he can utilize this in order to build up great satisfactions from such things as beauty, social justice, the respecting of the dignity of other human beings, and so on. It is a weakness when he develops great satisfaction in things or activities which hamper his life, such as drugs, in selfish display, in brutality.17

In the education of professionals, they can be helped to discover the satisfactions to be had in values that lead to professional dedication.

Such values as objectivity, flexibility, the worth of every individual and others are obviously important to any profession. Values are
learned and students must have an opportunity to discover new values and the curriculum should allow for this. This effort also attempted to ascertain those values that are evident from the data that would be helpful to the correctional professional.

The preceding lays the general educational framework for the study and attempts to place it in its proper perspective on the continuum of curriculum development. No attempt is made to generalize beyond the data or to anticipate objectives, concepts, skills and values that cannot be supported. In general, then, the framework for this study might be depicted diagrammatically and simplistically as follows:

![FIGURE II]

**FIGURE II**

learner Toward

and basis for educational

contemporary life objectives

basis for concepts,

skill and values

Educational Framework

**Hypotheses**

This was an exploratory study in its broadest sense. The purpose was to increase our familiarity with the interpersonal relationships within correctional institutions and to provide us with greater understanding of the problems of correctional control and rehabilitation.

From a survey of the literature and from our personal knowledge and from interviews with correctional personnel, we delineated problematical areas for investigation. The purpose, in the long run, was to gain knowledge about these problem areas that will be incorporated in our developing
curriculum in corrections. It was not possible to research all of these problems in correctional institutions in one study. More subtle types of problems will remain the topic of later investigations. Through the above-named techniques we had to assume closure, for the purposes of this study, with an investigation of the following: correctional (institutional) rules, punishment, inmate relationships, personnel-inmate relationships, homosexuality in correctional institutions, inmate and staff training, conjugal visits, inmate self-concepts and rehabilitative therapeutic efforts.

With the above qualifications delineated the following hypotheses were developed: Since the study deals with four separate institutions, the term "institution population" was used. In reality, we are talking about a comparison of inmates and staff within each institution.

1. Ho: There are no significant differences in the opinions of the institution populations regarding the reasonableness of institution rules.

2. Ho: There are no significant differences in the opinions of the institution populations regarding the participation of inmates in the formulation of rules.

3. Ho: There are no significant differences in the opinions of the institution populations regarding the strictness of disciplinary measures resulting in better control.

4. Ho: There are no significant differences in the opinions of the institution populations regarding the use of physical punishment.

5. Ho: There are no significant differences in the opinions of the
institution populations regarding the encouragement of inmate friendships.

6. Ho: There are no significant differences in the opinions of the institution populations regarding the category of institution personnel easiest to get along with.

7. Ho: There are no significant differences in the opinions of the institution populations regarding the separation of homosexual inmates.

8. Ho: There are no significant differences in the opinions of the institution populations regarding the differential treatment of homosexuals.

9. Ho: There are no significant differences in the opinions of the institution populations regarding inmate choice of vocational training.

10. Ho: There are no significant differences in the opinions of the institution populations regarding the appropriateness of training for employment after release.

11. Ho: There are no significant differences in the opinions of the institution populations regarding the training of guards in counseling techniques.

12. Ho: There are no significant differences in the opinions of the institution populations regarding the conjugal visit.

13. Ho: There are no significant differences in the opinions of the institution populations regarding the good qualities of inmates.

14. Ho: There is no significant differences in the opinions of the institution populations regarding the inmate involvement in his treatment efforts.
Research Instrument

The instrument used in this study was an interview schedule developed through the aforementioned survey of the literature, personal knowledge and interviews with correctional personnel. The schedule was pre-tested at the East Baton Rouge Parish Family Court and the East Baton Rouge Parish Prison. The agencies served as a prototype of the kinds of institutions in which the interviews were conducted. The pre-test indicated that the items were appropriate with some changing of the sequence of the questions. The wording of some of the questions was changed to accommodate the vocabulary of the respondents and to coach them in the common language of the respondents. Items that were particularly vague and ambiguous were eliminated, as were items that seemed superfluous.

It was decided to use the opinion survey as opposed to developing an attitude scale for two reasons. First, an attitude scale would require developing a number of items to discern one attitude. For my purposes, this would require a schedule that would be unwieldy in terms of its length and would be inappropriate to the interviewing resources. Second, the purpose of the study was to gain gross knowledge as an input for curriculum development and not to discern inmate-staff attitudes as such. (See Appendix A.)

Data Source

The sample was taken from the staff and inmate population of (1) the Louisiana State Penitentiary at Angola, Louisiana; (2) the Louisiana State Penitentiary for Women at St. Gabriel, Louisiana; (3) the Juvenile
Reception and Diagnostic Center at Baker, Louisiana; and (4) the Louisiana Training Institution at Baker, Louisiana. Officials of the Louisiana State Department of Corrections gave their approval for the conduction of this study, as did the Wardens and Superintendents of the respective institutions.

**Sampling Techniques**

The sampling technique used was random sampling. Daily census listings were assigned numbers in arithmetic order. These numbers were then placed in a container and drawn separately, thereby assuring each number an equal probability of being selected.

Generating the sample size, however, was problematical. Samples were drawn from four different institutions, each with a different census. The average daily census fluctuates from day to day, and in some cases all inmates and personnel are not available for interview.

Therefore, each institution was sampled according to its population on the day the sample was drawn. The actual size of the sample depended on the number of inmates and staff available for interview. The procedural task was not to attain a representative sample of each institution but to obtain a sample that would provide insights into the feelings of both staff and inmates at the institutions.

**Method of Data Collection**

The schedule was administered to the selected sample at each institution according to a prearranged schedule. The schedule was read to each respondent, making sure that the question was clearly understood.
before the interviewer made his response on the pre-coded instrument.

Interviewers were divided into two groups. Female interviewers administered the schedule at St. Gabriel and the Reception and Diagnostic Center. Male interviewers administered the schedule at Angola. Both groups collaborated to accomplish the interviews at L.T.I.

Analysis of the Data

The statistical analysis in this investigation is straightforward. Data generated by the schedule is nominal and ordinal. Differences were analyzed by the use of the nonparametric statistical test chi square (X²). On rejection of the null hypothesis, measurements of association were computed by the contingency coefficient (c). The null hypothesis were rejected at the .05 level of significance.

Measure of correlation between categories of subjects and ranked data were accomplished by use of the Kendall Rank Correlation Coefficient (t).

Limitation of the Study

The most serious limitation of this study was the selection of variables. Perhaps other factors might be immediately important to an understanding of the correctional field. Also, differences in opinions determined to exist in this study could not be generalized to national populations. The intent of the study was exploratory, however. As an exploratory study, it points up need for further study.
CHAPTER II


3 Ibid., p. 14.


5 Tyler, op. cit.


7 Ibid.

8 Ibid.

9 Ibid.

10 Ibid., p. 85.


12 Talk given by Dr. Ralph W. Tyler, Director, Center for the Advanced Study in the Behavioral Sciences, at Extension Curriculum Development Conference, Washington, D. C., December 8-12, 1963.

13 Ibid.

14 Ibid.

16 Ibid.
17 Ibid., p. 9.
CHAPTER III

THE SETTINGS AND POPULATIONS

I. The Intent

In the selection of the correctional institutions from which the sample populations were drawn, it was hoped to obtain populations that represent different aspects of the correctional system. To accomplish this, four separate correctional institutions were selected. One of these, the Louisiana State Penitentiary at Angola, represents the oldest and the largest of Louisiana's correctional institutions. The second, the Louisiana Correctional Institute for Women, represents the only such institution for adult females in the state. In the juvenile area, the Louisiana Training Institute at Baton Rouge was selected due to the fact that it serves as a prototype of the other juvenile correctional institutions in the state. Finally, the fourth institution selected was the Louisiana Reception and Diagnostic Center where all juveniles adjudicated delinquent and committed to the system are sent for diagnosis and classification.

The intent of this study was to select populations that provide insights into the gestalt of the learning needs of the correctional system. There was no attempt to survey the entire correctional delivery system, nor was it thought that this was necessary. The author understands that there are certain unique differences in any institution.
However, for the purposes of this study, these were thought to be negligible. Another reason for the selection of the above-named populations was the physical and financial resources available to the study. While offering some restrictions to the outcomes of this study, these limitations were considered not to be severe and that the best populations to represent an overview of the correctional system had been selected.

II. The Settings

The Louisiana State Penitentiary at Angola

The interested reader will find an excellent accounting of the development of the Louisiana correctional system in general, and specifically, the Louisiana State Penitentiary, in Mark T. Carleton's *Politics and Punishment*.¹ The development of the State Penitentiary (Angola) has been characterized by the most flagrant of political and financial maneuvering and by the seemingly complete lack of humane treatment of inmates. It has only been in the past twenty odd years that Angola has made strides toward humane treatment and rehabilitative efforts.

Construction of Louisiana's first "official" state penitentiary was completed in Baton Rouge in 1835.² Until that time, prisoners had been housed in the old New Orleans jail. Following this, the history of the penal system is primarily the history of the lessee method of financing. Essentially, this was a method of leasing the prisoners to private enterprise for their labor in exchange for being relieved of the financial burden of caring for the inmates. While many inhumane acts were committed toward the inmates and there was no thought of
education or rehabilitation, the relieving of the financial burden of the state seemed to take precedence for many years:

While prison reform made headway elsewhere in the nation during the latter nineteenth century, in the South no comparable progress would be evident for decades to come. Private contractors, eager to obtain cheap labor for a variety of projects ranging from levee and railroad construction to plantation work, found southern legislatures equally eager to accommodate them. By 1870 most arrangements had been made. For more than a generation in some states the convict lease system would remain the dominant features of southern penology.³

The present site of the State Penitentiary was purchased around 1900 at Angola, Louisiana, from the man who, prior to his death, had been the principal lessor of the inmates.

The years that have followed have not been a history of outstanding penology, for Angola has had its share of difficulties. Such measures as floggings, overwork, control by political appointees, lack of recreation, rehabilitation, decent housing and edible food led thirty-seven convicts at Angola in 1951 to slash their heel tendons in protest. In that year, Colliers magazine described Angola as "America's Worst Prison."⁴

Other problems, such as inmate guards and lack of adequate financial support, have not made the problems of developing a rehabilitation program any easier. The vocational programs have been primarily agricultural in nature and designed to support the needs of the institution and to turn a profit. In recent years the first significant efforts toward rehabilitation efforts seem to be taking shape. Professional penologists and rehabilitation professionals are beginning to take an interest in the correctional system as a whole that is hoped will be sustained.
Today, Angola is a vast complex of some 18,000 acres with most of the inmates being housed in what is known as "new prison." The old "camp system" has been greatly curtailed. Two "extracurricula" activities at Angola are the blood plasma program and the Angola rodeo. Cutter Laboratories operates a plasma operation at the prison. During the last reporting year (1971-72), approximately nine hundred inmates participated in the program, generating some 33,967 liters of plasma. The laboratory pays $5.75 for each 800 cc's of plasma collected. Of this amount, $4.75 is deposited to the inmates' account and $1.00 is credited to the Inmate Welfare Fund.

Plans for the annual rodeo at Angola are made by a committee of employees and one of inmates. Features of this event are inmate participation as contestants and spectators, professional entertainment, and inmate organizations operating concession stands.

The education program at Angola is continuing to grow. The Academic report for 1971-72 shows that 157 certificates were awarded in their school program including 4 G.E.D.'s. Of special encouragement is the number and types of vocational educational programs now being offered at Angola. These include body and fender repair, small appliance repair, diesel mechanics, auto mechanics, welding, carpentry, food service, meat cutting and refrigeration. This is certainly a great difference from the purely agricultural programs of the past. Of some concern, however, is the total of 196 enrollees at the highest month in March, 1973, when the average daily census is listed as 3,390. This must mean that a large number of inmates are not participating in these programs.
As previously stated, Angola had an average daily count of 3,396 in 1971-72, with a personnel authorization of 508, or a ratio of 6.67 to one. The total yearly expenditure was $6,021,045. Admissions included 1,554 first admissions, 256 re-admissions, 54 return from escapes, and 141 transferred in. Exits included 1,135 discharges, 631 paroles, 62 escapes, 17 deaths, and 449 transfer outs. Deaths included 11 homocides, 3 accidental, 6 natural causes, and 1 suicide.  

**Louisiana Correctional Institute for Women**

Louisiana Correctional Institute for Women was established by Legislative Act 367, Regular Session 1970. Prior to Act 367, this facility was known as Louisiana State Penitentiary at St. Gabriel. The facility, located about fifteen miles south of Baton Rouge, at St. Gabriel, Louisiana, is maintained for women convicted of felonies and sentenced to imprisonment.

A garment factory employs 50 to 56 inmates, with 3 supervisors. Adult education classes are held each Monday and Thursday. Average attendance is 15 students per session. Subjects include English, Mathematics, Reading, Spelling, Health and Social Studies. During the 1971-72 session, 6 women were awarded the G.E.D. diploma.

Vocational training consists primarily of clothing service. There were 34 inmates enrolled in the program last year. The annual report revealed that of a survey of 10 released graduates of the program last year, 5 are pursuing careers in clothing and related fields; 2 are beauticians; 1 is enrolled in business school; 1 is employed as a
waitress; and 1 is employed as a domestic. Also during this time, 15 women participated in the work-release program. Six of these were enrolled in school, and 9 were working in businesses in Baton Rouge, Louisiana.

Admissions during this period revealed that of the 70 inmates, 5 had between one and five years of schooling; 18 had between six and eight years of schooling, 34 had between nine and eleven years; 7 were high school graduates, and 6 had some college. None were classified as illiterate. The majority were classified as being from unskilled occupations, with the next largest groups being semi-skilled or general service employees.

Thirty-one of the women were married; 16 were single; 5 were divorced; 10 were widowed and 8 were separated. Medical and behavioral records revealed that 2 were classified as mentally retarded; 2 had evidence of mental illness; and 11 had some personality disorder. Further, 9 were alcoholic, 20 were drug law violators, 3 were known homosexuals, 1 was suicidal, 10 were assaultive, 2 had sex law violations, and 4 had an escape record.

Fifty-one were first admission; 11 were readmissions; 3 were transfers; and 5 were returned from escape status. Exit data revealed 40 discharges, 48 paroles, and 4 escapes. The average daily population was 108, with a personnel authorization of 35. This generates a ratio of 3.08 inmates to 1 staff person.

The following Department of Corrections statistics gives a further breakdown on admissions and crimes committed of adults.
TABLE A*

NUMBER OF ADMISSIONS BY SEX

<table>
<thead>
<tr>
<th>Admissions</th>
<th>Male</th>
<th>Female</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Admissions</td>
<td>956</td>
<td>56</td>
<td>1,013</td>
<td>58.3</td>
</tr>
<tr>
<td>Second Admissions</td>
<td>394</td>
<td>15</td>
<td>409</td>
<td>23.5</td>
</tr>
<tr>
<td>Third Admissions</td>
<td>167</td>
<td>5</td>
<td>172</td>
<td>9.9</td>
</tr>
<tr>
<td>Fourth Admissions</td>
<td>71</td>
<td>2</td>
<td>73</td>
<td>4.2</td>
</tr>
<tr>
<td>Fifth Admissions</td>
<td>36</td>
<td>1</td>
<td>37</td>
<td>2.1</td>
</tr>
<tr>
<td>Six or More</td>
<td>31</td>
<td>1</td>
<td>31</td>
<td>1.7</td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td><strong>1,655</strong></td>
<td><strong>79</strong></td>
<td><strong>1,734</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

*The designations A and B are used to designate Department of Corrections tables. Additional information may be seen in the Thirtieth Annual Report of the Louisiana State Department of Corrections*

TABLE B

TYPES OF CRIMES COMMITTED BY ADULTS

<table>
<thead>
<tr>
<th>Crime Committed</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homicide</td>
<td>182</td>
<td>10.4</td>
</tr>
<tr>
<td>Assault and Battery</td>
<td>30</td>
<td>1.7</td>
</tr>
<tr>
<td>Sex Crimes</td>
<td>76</td>
<td>4.3</td>
</tr>
<tr>
<td>Burglary</td>
<td>490</td>
<td>28.2</td>
</tr>
<tr>
<td>Robbery</td>
<td>228</td>
<td>13.1</td>
</tr>
<tr>
<td>Theft</td>
<td>179</td>
<td>10.3</td>
</tr>
<tr>
<td>Forgery and Fraud</td>
<td>80</td>
<td>4.6</td>
</tr>
<tr>
<td>Narcotics</td>
<td>148</td>
<td>8.5</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>263</td>
<td>15.1</td>
</tr>
<tr>
<td>Unknown</td>
<td>58</td>
<td>3.3</td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td><strong>1,734</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>
Juvenile Reception and Diagnostic Center

The Juvenile Reception and Diagnostic Center was created by Act 353 of the Regular Session of the 1970 Legislature. Prior to Act 353, all juveniles were committed directly to a specific training institution. Subsequent to a two-week trial period during which the Center processed children committed to the Louisiana Training Institute, Baton Rouge, the Center began regular activities on October 19, 1970. Among the significant elements of Act 353 were provisions that commitment of a juvenile to the care of the Department of Corrections is not punitive, but is a step in the total treatment process; that examinations of all juveniles committed to the Department of Corrections be made in the Juvenile Reception and Diagnostic Center; that such juveniles be assigned to the several juvenile institutions; and that the order of commitment shall not state that the child is delinquent or dependent, but shall merely state that the child has been adjudged to be a proper person for commitment.

The Juvenile Reception and Diagnostic Center is located on the same grounds as the Louisiana Training Institute, Baton Rouge, approximately two miles west of Baker, Louisiana. It is housed in six permanent-type brick structures. The normal capacity is 75 boys and 32 girls.

The Center staff consists of 76 full-time employees and various other part-time contractual employees. Voluntary assistance is provided by both professionals and non-professionals. The custodial staff consists of 24 Correctional Officers and 36 Cottage Parents. The
clinical staff consists of 3 Clinical Social Workers, 4 Institutional Counselors, 1 Guidance Counselor, 3 school teachers, and 1 Psychological Assistant. Contractual employees are 4 Clinical Psychologists, 1 Psychiatrist, and 2 Social Workers.

The Juvenile Drug Research and Treatment Unit is housed in a dormitory at the Center. The goal of the Drug Unit is to develop a drug treatment methodology for juveniles in the Department of Corrections.

Prior to the operation of the Juvenile Reception and Diagnostic Center, children committed to the Department of Corrections were assigned on a geographical basis to the various institutions according to sex. The initial objective of the Center was to provide medical, psychological, psychiatric, and educational testing to children committed to the Department. A high degree of expertise was developed in the testing area by all disciplines as a result of the experience gained by actual performance in a correctional setting. In addition to internal programs of the Department, the professional staff at the Center initiates or effects referrals to other departments and institutions when it is determined that the primary problem is not in the correctional area.

Long-term goals of the Center are to maintain efficiency in providing testing services for the various educational and vocational programs existing within the Louisiana Training Institute system. In addition, the Center is to continue to utilize the best current practices in indoctrinating and orientating children newly assigned to the system. The Center should provide the State Department of Corrections with the necessary control facility to facilitate the development of specialized
programs throughout the Department. In the future, duplications in academic, vocational, or treatment programs should be largely eliminated. The controlling purpose of all testing and counseling at the Center is to provide material useful to those of the System in rehabilitative efforts. Personnel at all levels at the Center are firmly dedicated to a rehabilitative philosophy.

All students remain approximately two and one-half weeks at the Center. Indoctrination groups are held with the students beginning the day they arrive. Short-term crisis intervention therapy is available for each student, given by the Clinical Social Workers and Counselors. Regular counseling sessions are provided on an individual and group basis.

The total number of students admitted during 1971-72 was 190. Of these, 141 were male and 49 were female. General classification breakdowns on these students were as follows:

<table>
<thead>
<tr>
<th>Diagnosis</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mental retardation</td>
<td>53</td>
</tr>
<tr>
<td>Psychosis not attributed to physical condition</td>
<td>21</td>
</tr>
<tr>
<td>Psychoneurosis</td>
<td>19</td>
</tr>
<tr>
<td>Personality disorders</td>
<td>43</td>
</tr>
<tr>
<td>Behavior disorders</td>
<td>20</td>
</tr>
<tr>
<td>Transient situational disorders</td>
<td>22</td>
</tr>
<tr>
<td>No psychiatric disorder</td>
<td>9</td>
</tr>
<tr>
<td>Organic brain syndrome</td>
<td>4</td>
</tr>
<tr>
<td>Diagnosis deferred</td>
<td>11</td>
</tr>
</tbody>
</table>

The mean I.Q. was 71, with the mean mental age being 10.9 years.

Louisiana Training Institute - Baton Rouge

L.T.I., Baton Rouge, has a long history in the correctional system of Louisiana. The first legislature of Huey Long's administration passed an act "to provide for the creation, maintenance, and government
of a State Industrial School for colored male youths of the age of seventeen years and under.\(^9\) However, this act failed to appropriate any funds, and it was some time before the Institute became an actuality. The Institute, originally known as the State Industrial School for Colored Youth, was later fully integrated racially and renamed Louisiana Training Institute - Baton Rouge.

L.T.I., Baton Rouge, has a strong emphasis on formal education and has a fully accredited school on the grounds. The school has an athletic program, band director, twenty-one teachers, and four vocational teachers. The Institute has strong vocational programs in business occupations, nurse's aids, upholstery, and furniture refinishing and auto repair. The Institution also has a large farm program.

The average daily census at L.T.I. - Baton Rouge during 1971-72 was 541. The authorized personnel was 230, which generates a personnel-student ratio of 1.86. The actual population as of June 30, 1972, was 479 males and 54 females.
FOOTNOTES

CHAPTER III


2 Ibid., p. 8.

3 Ibid., p. 14.

4 Ibid., p. 136.

5 State of Louisiana, Department of Corrections, Thirtieth Annual Report, 1971-72.

6 Ibid.

7 Ibid.

8 Ibid.

9 Carleton, op. cit., p. 123.
The Concept of Attitude

A number of definitions of attitude exist. W. I. Thomas suggested that an attitude is a process of individual consciousness which determines real or possible activity of the individual in the social world. Maclver also saw attitudes as states of consciousness within a person with respect to objects. Seemingly, two relatively mutually exclusive processes based on different kinds of experience can be identified in the formation of attitudes. The first process involves the identification of an object through primary experiences and the integration of this object, together with the experiences involved in identifying it, into the personality as a single concept. The second process involves the identification of an object through secondary vicarious experiences and integration of this object.

Primary experiences refer to those types of encounters in which the individual is personally involved with the psychological object. Secondary experiences refer to those types of encounters in which the individual is not personally involved with the psychological object but experiences such an encounter by indirect or vicarious means such as other persons, or publications.
For our purpose, however, an attitude or opinion may be defined as a relatively stable system of feeling and/or behavior displayed by a person toward a particular object or set of objects. The writer chose to use the term "opinion" as opposed to the term "attitude," so that there would be no doubt or confusion regarding the choice of not using the various scaling techniques of the so-called attitude scale methods.

To be useful the concept must be anchored by reference to some particular object or set of objects and must show direction. Since there is a tendency to organize behavior around feelings, it should be expected that a positive feeling toward an object would lead to the embracing of that object while a negative feeling would lead to rejection of that object. Translated to correctional concepts, the implication is that the uncovering of these feelings should lead to greater real understanding of the correctional system itself and toward the long range construction of a more responsible system.

Opinions Regarding Reasonableness of Rules

It was documented in the survey of the literature that all institutions have rules and that these rules make up the scheduling of the day-to-day activities of the entire institution. They also have considerable input into the social structure of the institution. It was felt that inasmuch as these rules are so important to the functions of both inmate and staff, that insight into the feelings regarding the rules was an important aspect of an understanding of institutions. Knowledge gleaned regarding differential opinions about rules should
have import for the development of a curriculum in corrections. In this regard, the following hypothesis was established:

\[ H_0^1: \text{There is no significant difference in the opinions of staff and inmates regarding the reasonableness of institutional rules.} \]

Information for the testing of the hypothesis was gathered by asking staff and inmates to agree, disagree, or express no opinion to the statement that "most of the rules here are reasonable and understandable."

**Total Respondents.** Of 153 inmates responding to the statement, 63 percent agreed, 35 percent disagreed, and 2 percent had no opinion. Of the 152 staff members responding to the statement, 72 percent agreed, 20 percent disagreed, and 8 percent had no opinion. The Chi Square test was not significant at the .05 level of confidence; therefore, the null hypothesis \((H_0^1)\) was not rejected.

As shown in Table I, 68 percent of the 305 total respondents agreed that rules were reasonable, while 27 percent disagree and 5 percent expressed no opinion.

**Angola Respondents.** A significant statistical difference in the opinions of staff and inmates was shown at the Louisiana State Penitentiary at Angola. While 56 percent of the inmates agreed, 44 percent disagreed. At the same time, 77 percent of the staff agreed, while only 16 percent disagreed and 7 percent expressed no opinion.

This was not too surprising considering how rules affect the daily lives of inmates much more than staff. Rules were used as an
TABLE I
INMATE-STAFF OPINIONS REGARDING THE REASONABLENESS OF RULES
AT FOUR CORRECTIONAL INSTITUTIONS IN LOUISIANA, 1973

<table>
<thead>
<tr>
<th>Agree or Disagree</th>
<th>Inmates</th>
<th>Staff</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total N = 153</td>
<td>N = 152</td>
<td>N = 305</td>
<td></td>
</tr>
<tr>
<td>Agree</td>
<td>63</td>
<td>72</td>
<td>68</td>
</tr>
<tr>
<td>Disagree</td>
<td>35</td>
<td>20</td>
<td>27</td>
</tr>
<tr>
<td>No Opinion</td>
<td>2</td>
<td>8</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>$X^2 = 6.498$</td>
<td>p &gt; .05</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Louisiana State Penitentiary - Angola N = 53 N = 44 N = 96
| Agree | 56     | 77    | 66    |
| Disagree | 44     | 16    | 31    |
| No Opinion | 0      | 7     | 3     |
| Total   | 100    | 100   | 100   |
| $X^2 = 7.74$ | p < .01 |

Louisiana State Correctional Institute for Women N = 32 N = 17 N = 49
| Agree | 47     | 65    | 53    |
| Disagree | 50     | 35    | 45    |
| No Opinion | 3      | 0     | 2     |
| Total   | 100    | 100   | 100   |
| $X^2 = 1.178$ | p > .05 |

Juvenile Reception and Diagnostic Center N = 25 N = 32 N = 57
| Agree | 72     | 66    | 68    |
| Disagree | 24     | 28    | 47    |
| No Opinion | 4      | 6     | 5     |
| Total   | 100    | 100   | 100   |
| $X^2 = 0.1662$ | p > .05 |

Louisiana Training Institute Baton Rouge N = 44 N = 59 N = 103
| Agree | 77     | 75    | 76    |
| Disagree | 18     | 15    | 17    |
| No Opinion | 5      | 10    | 7     |
| Total   | 100    | 100   | 100   |
| $X^2 = 0.0681$ | p > .05 |
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element of control and were purposeful to the proper functioning of the institution. Because of the wide differences in opinions regarding the understanding of the rules, however, it would seem logical that some efforts should be made to orient the inmate to the need and meaningfulness of rules, thereby enhancing the total functioning of the institution.

**Louisiana Correctional Institute for Women Respondents.** The Chi Square statistic was not significant at the .05 level of confidence. Although the differences in opinion regarding the reasonableness of institutional rules is not statistically significant, there still seems to be a trend for staff to agree that the rules are reasonable and for inmates to disagree. Forty-seven percent of the inmates agreed, while 65 percent of the staff agreed. A majority of 50 percent of the inmates disagreed, while only 35 percent of the staff disagreed.

**Juvenile Reception and Diagnostic Center Respondents.** The Chi Square test was not significant at the .05 level of confidence. Seventy-two percent of the sampled inmates were of the opinion that the rules were reasonable and understandable. It should be pointed out that the Reception and Diagnostic Center is the point of entry into the juvenile correctional system. Many of the young people are first admissions and have not had time to fully formulate their opinions. This is not to suggest, however, that they may receive better orientation to the rules than at other institutions. Twenty-four percent of the inmates disagreed that rules were reasonable, and 4 percent had no opinion. Sixty-
six percent of the sampled staff agreed that the rules were reasonable, while 28 percent disagreed and 6 percent had no opinion.

**L.T.I. - Baton Rouge Respondents.** The Chi Square test was not significant at the .05 level of confidence. The tendency of inmates in juvenile institutions to agree with rules noted at the Reception and Diagnostic Center seemed to continue at L.T.I. - Baton Rouge, where 77 percent of the inmates agreed and only 18 percent disagreed. Seventy-five percent of the staff agreed and only 15 percent disagreed. Five percent of the inmates and 10 percent of the staff expressed no opinion.

This finding would have strong implications for a curriculum to train persons to work in correctional institutions. The entire area of management and administration of correctional institutions should be strengthened through exploration of the possibility of better orientation of inmates to an understanding of the rationale for institution rules.

**Opinions Regarding Participation in Rules Formulation**

In view of the fact that rules are so important to the institution but have a greater personal impact on inmates, the question arises concerning the possible role of inmates in the formulation of rules. In fact, should they be allowed to have any participation at all? To gain insight into this area of concern, the following hypothesis was developed:

\[ H_0: \text{There is no significant difference in the opinions of staff and inmates regarding the participation of inmates in the formulation of rules.} \]
Data for testing of this hypothesis was obtained by asking staff and inmates to agree, disagree, or express no opinion to the statement, "Inmates should have a say in the formulation of rules."

**Total Respondents.** Of the 154 inmates responding, 72 percent agreed with the statement, while 25 percent disagreed and 3 percent had no opinion. Of the 150 staff members responding, 55 percent agreed, while 33 percent disagreed and 12 percent had no opinion. Of the total respondents, 64 percent agreed, 29 percent disagreed, and 7 percent had no opinion. The Chi Square test was significant at less than the .05 level of confidence, and the null hypothesis ($H_0$) was rejected. It was concluded that there is a significant difference in the opinions of staff and inmates regarding inmate participation in the formulation of rules, and that staff tended to disagree more than inmates that inmates should be allowed participation.

**Angola Respondents.** At Angola the Chi Square test was significant at less than the .05 level of confidence. The obtained C value of .31, while not necessarily strong, does indicate a stronger relationship than shown for the reasonableness of rules.

Table II indicates that more staff disagree with the participation of inmates in rule formulation than do inmates. Again, this is not surprising. The pragmatic view of prison management and inmate cultures leads us to an understanding of the greater reluctance on the part of staff to include inmates in the decision-making process. While this is understandable, it is not necessarily correct. A greater number
<table>
<thead>
<tr>
<th>TABLE II</th>
</tr>
</thead>
<tbody>
<tr>
<td>INMATE-STAFF OPINIONS REGARDING THE PARTICIPATION OF INMATES IN RULES FORMULATION AT FOUR CORRECTIONAL INSTITUTIONS IN LOUISIANA, 1973</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Agree or Disagree by Institution</th>
<th>Percent by Role</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Inmates</td>
</tr>
<tr>
<td>Total</td>
<td>N = 154</td>
</tr>
<tr>
<td>Agree</td>
<td>72</td>
</tr>
<tr>
<td>Disagree</td>
<td>25</td>
</tr>
<tr>
<td>No Opinion</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
</tr>
</tbody>
</table>

\[ \chi^2 = 4.045 \quad p < .05 \quad c = .12 \]

<table>
<thead>
<tr>
<th>Louisiana State Penitentiary - Angola</th>
<th>N = 52</th>
<th>N = 44</th>
<th>N = 96</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>87</td>
<td>52</td>
<td>71</td>
</tr>
<tr>
<td>Disagree</td>
<td>12</td>
<td>34</td>
<td>22</td>
</tr>
<tr>
<td>No Opinion</td>
<td>1</td>
<td>14</td>
<td>7</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

\[ \chi^2 = 9.27 \quad p < .01 \quad c = .31 \]

<table>
<thead>
<tr>
<th>Louisiana State Correctional Institute for Women</th>
<th>N = 32</th>
<th>N = 17</th>
<th>N = 49</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>78</td>
<td>59</td>
<td>72</td>
</tr>
<tr>
<td>Disagree</td>
<td>19</td>
<td>35</td>
<td>24</td>
</tr>
<tr>
<td>No Opinion</td>
<td>3</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

\[ \chi^2 = 1.828 \quad p > .05 \]

<table>
<thead>
<tr>
<th>Juvenile Reception and Diagnostic Center</th>
<th>N = 25</th>
<th>N = 32</th>
<th>N = 57</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>56</td>
<td>63</td>
<td>60</td>
</tr>
<tr>
<td>Disagree</td>
<td>44</td>
<td>37</td>
<td>40</td>
</tr>
<tr>
<td>No Opinion</td>
<td>0</td>
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<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
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<td>100</td>
</tr>
</tbody>
</table>

\[ \chi^2 = .2464 \quad p > .05 \]

<table>
<thead>
<tr>
<th>Louisiana Training Institute Baton Rouge</th>
<th>N = 44</th>
<th>N = 59</th>
<th>N = 103</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>60</td>
<td>53</td>
<td>56</td>
</tr>
<tr>
<td>Disagree</td>
<td>36</td>
<td>28</td>
<td>31</td>
</tr>
<tr>
<td>No Opinion</td>
<td>4</td>
<td>19</td>
<td>13</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

\[ \chi^2 = .0568 \quad p > .05 \]
of staff agreed that there should be inmate participation than disagreed. While the difference is not large (18 percent), this is encouraging and should have significance for a correctional curriculum as this trend continues throughout the exploration of the other institutions. The development of mechanisms for inmate participation should be a fruitful area of educational concern.

**St. Gabriel Respondents.** At the Correctional Institute for Women the Chi Square test was not significant at the .05 level of confidence. In Table II, it is noted that 35 percent of the staff and only 19 percent of the inmates felt that inmates should not participate in the formulation of rules. The two institutions for adults were surprisingly similar in their responses.

**Diagnostic Center Respondents.** Of the 57 respondents at the Reception and Diagnostic Center, 60 percent agreed with the participation of inmates, while 40 percent did not. The Chi Square test was not significant at the .05 level of confidence. It is interesting to note in Table II that a larger percentage of sampled inmates disagreed with inmate participation in the formulation of rules than the sampled staff. This would suggest at least two possibilities; that their newness to the correctional system would preclude their forming opinions as yet, and that younger people are more accepting of the strict regimes of institutional living.

**L.T.I. Respondents.** Sixty percent of the inmates agreed with the participation of inmates, while only 53 percent of the staff agreed.
While the difference was not great, there was still an indication that staff and inmates in the juvenile institutions were closer to agreement than in adult institutions.

In all institutions the percentage of agreement that inmates should participate in the formulation of rules was higher than disagreement. Where the need for control is greater in the institutions for adults, the staff appeared to be more reluctant for inmate participation. There was a much greater tendency for juveniles to disagree with their participation in rules formulation than their adult counterparts.

**Opinions Regarding Disciplinary Measures**

Rules are the cornerstones of control with the institution. The primary functions of correctional institutions are security and rehabilitation. For many years the majority of correctional systems have been more concerned with security than rehabilitation, although there is a definite trend toward the primacy of rehabilitation. Control within the institution consists in large part of the above-discussed rules and the sanctions imposed for deviating from the rules. To discern the amount of feeling toward disciplinary measures and their input into control of the institution, the following hypothesis was established:

HO3: There is no significant difference in the opinions of staff and inmates regarding the strictness of disciplinary measures resulting in better control.

Data was gathered by asking inmates and staff to agree, disagree, or express no opinion to the statement, "Strict disciplinary measures will result in more control."
Total Respondents. Sixty percent of the respondents agreed with the statement, while 31 percent disagreed and .9 percent had no opinion. The Chi Square test was significant at the .01 level of confidence. Therefore, the null hypothesis ($H_0$) was rejected, and it was concluded that there was a significant difference in the opinions of staff and inmates regarding disciplinary measures. Staff tends to agree that strict disciplinary measures will result in more control, while inmates do not agree as strongly. Overall, however, inmates did agree by 14 percent with the statement. Staff agreement was by 43 percent. The obtained C value of .16 did not suggest a strong relationship.

Angola Respondents. The Chi Square test is significant at less than the .05 level of significance. Again, the obtained C value of .29 did not suggest a particularly strong relationship.

Apparently, there were rather strong opinions by the staff that strict disciplinary measures are necessary for control, with inmates being closely divided in their opinions. This is one of the realities of the system under study and needs to be given consideration in the development of a corrections curriculum. Obviously, the data cannot refute staff opinions regarding the need for strictness. It does, however, suggest the possibility of conflict of values between administrative and clinical goals.

Table III indicates that only 49 percent of the inmates agreed with the statement, while 72 percent of the staff agreed. This represented a difference of 23 percent. More interesting was the finding that 43 percent of the inmates disagreed, while only 16 percent of staff disagreed. This was a difference of 27 percent.
TABLE III

INMATE-STAFF OPINIONS REGARDING STRICT DISCIPLINARY MEASURES
ACHIEVING MORE CONTROL AT FOUR CORRECTIONAL
INSTITUTIONS IN LOUISIANA, 1973

<table>
<thead>
<tr>
<th>Agree or Disagree</th>
<th>Inmates</th>
<th>Staff</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>by Institution</td>
<td>N = 152</td>
<td>N = 151</td>
<td>N = 303</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agree</td>
<td>52</td>
<td>68</td>
<td>60</td>
</tr>
<tr>
<td>Disagree</td>
<td>38</td>
<td>25</td>
<td>31</td>
</tr>
<tr>
<td>No Opinion</td>
<td>10</td>
<td>7</td>
<td>9</td>
</tr>
<tr>
<td>Total</td>
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<td>100</td>
<td>100</td>
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</table>

\[ X^2 = 6.877 \quad p < .01 \quad c = .16 \]

Louisiana State Penitentiary - Angola

<table>
<thead>
<tr>
<th>Agree or Disagree</th>
<th>Inmates</th>
<th>Staff</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>N = 51</td>
<td>N = 43</td>
<td>N = 94</td>
<td></td>
</tr>
<tr>
<td>Agree</td>
<td>49</td>
<td>72</td>
<td>60</td>
</tr>
<tr>
<td>Disagree</td>
<td>43</td>
<td>16</td>
<td>31</td>
</tr>
<tr>
<td>No Opinion</td>
<td>8</td>
<td>12</td>
<td>9</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
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</table>

\[ X^2 = 7.53 \quad p < .01 \quad c = .29 \]

Louisiana State Correctional Institute for Women

<table>
<thead>
<tr>
<th>Agree or Disagree</th>
<th>Inmates</th>
<th>Staff</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>N = 32</td>
<td>N = 17</td>
<td>N = 49</td>
<td></td>
</tr>
<tr>
<td>Agree</td>
<td>44</td>
<td>71</td>
<td>53</td>
</tr>
<tr>
<td>Disagree</td>
<td>50</td>
<td>29</td>
<td>43</td>
</tr>
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<td>0</td>
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</table>

\[ X^2 = 1.638 \quad p > .05 \]

Juvenile Reception and Diagnostic Center

<table>
<thead>
<tr>
<th>Agree or Disagree</th>
<th>Inmates</th>
<th>Staff</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>N = 25</td>
<td>N = 32</td>
<td>N = 57</td>
<td></td>
</tr>
<tr>
<td>Agree</td>
<td>64</td>
<td>47</td>
<td>54</td>
</tr>
<tr>
<td>Disagree</td>
<td>20</td>
<td>47</td>
<td>35</td>
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<td>16</td>
<td>6</td>
<td>11</td>
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</table>

\[ X^2 = 2.540 \quad p > .05 \]

Louisiana Training Institute Baton Rouge

<table>
<thead>
<tr>
<th>Agree or Disagree</th>
<th>Inmates</th>
<th>Staff</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>n = 44</td>
<td>n = 59</td>
<td>n = 103</td>
<td></td>
</tr>
<tr>
<td>Agree</td>
<td>55</td>
<td>76</td>
<td>67</td>
</tr>
<tr>
<td>Disagree</td>
<td>32</td>
<td>19</td>
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</tr>
<tr>
<td>No Opinion</td>
<td>13</td>
<td>5</td>
<td>9</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

\[ X^2 = 3.430 \quad p > .05 \]
St. Gabriel Respondents. The Chi Square test was not significant at the .05 level of confidence. Again, even though the difference in opinion is not statistically significant, there still remains a trend for inmates to disagree that strictness of disciplinary measures results in more control, and for staff to agree. Only 44 percent of the inmates agreed that strict disciplinary measures are necessary for control, while 50 percent disagreed. On the other hand, 71 percent of the staff agreed, while only 29 percent disagreed. The writer suspects that had the number of respondents been larger, statistical significance would have occurred. The data were obvious, however, that considerable differences of opinion did occur.

Diagnostic Center Respondents. An interesting trend began to develop at the Diagnostic Center. A greater number of inmates, 64 percent, than staff, 47 percent, were of the opinion that strict disciplinary measures were necessary. This was in direct contrast to the two institutions for adults. The Center has a large number of professional staff than the other institutions which could have caused this difference. Since the inmates are only at the Center for three to four weeks, the need for strict disciplinary measures may not be as great. Staff opinions were equally distributed on the matter.

L.T.I. Respondents. Fifty-five percent of the inmates agreed, while 76 percent of the staff agreed. No trend can be suggested for juvenile institutions, and it must be concluded that the findings at the Diagnostic Center were peculiar only to the Center. Sixty-seven percent of all respondents at L.T.I. agreed, while only 24 percent disagreed.
In general, there was the suggestion that the longer-term custody institutions were more concerned with strict disciplinary measures for purposes of control than the short-term diagnostic institution. Security is of primary importance to any correctional institution and appeared to be important to both inmates and staff, with even the inmates apparently agreeing that there was a need for control.

Opinions Regarding Physical Punishment

If strict disciplinary measures are necessary, how strict should they be? Do disciplinary measures include the use of physical punishment that has had a long history in correctional institutions? The need for an understanding of these and similar questions lead to the development of the following hypothesis:

\[ H_{04} \colon \text{There is no significant difference in the opinions of staff and inmates regarding the use of physical punishment.} \]

To gather data to test this hypothesis, inmates and staff were asked to agree, disagree, or express no opinion to the statement, "Physical punishment of an inmate is sometimes necessary."

Total Respondents. Of the 304 inmates and staff responding to the statement, 55 percent agree, 39 percent disagreed, and 6 percent had no opinion. The Chi Square test was not significant at the .05 level of confidence, and the null hypothesis could not be rejected. It was interesting to note in Table IV that a larger percentage of inmates than staff agreed with the statement and that a larger percentage of staff than inmates disagreed with the statement. This seemed to indicate a movement away from the more harsh and punitive disciplinary measures
## TABLE IV
INMATE-STAFF OPINIONS REGARDING THE NECESSITY OF PHYSICAL PUNISHMENT AT FOUR CORRECTIONAL INSTITUTIONS IN LOUISIANA, 1973

<table>
<thead>
<tr>
<th>Agree or Disagree by Institution</th>
<th>Inmates</th>
<th>Staff</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total N = 152</td>
<td>152</td>
<td>152</td>
<td>304</td>
</tr>
<tr>
<td>Agree</td>
<td>61</td>
<td>50</td>
<td>55</td>
</tr>
<tr>
<td>Disagree</td>
<td>36</td>
<td>42</td>
<td>39</td>
</tr>
<tr>
<td>No Opinion</td>
<td>3</td>
<td>8</td>
<td>6</td>
</tr>
<tr>
<td>Total</td>
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<td>100</td>
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</tr>
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\[ X^2 = 2.035 \quad p > .05 \]

<table>
<thead>
<tr>
<th>Louisiana State Penitentiary - Angola N = 95</th>
</tr>
</thead>
<tbody>
<tr>
<td>N = 51</td>
</tr>
<tr>
<td>Agree</td>
</tr>
<tr>
<td>Disagree</td>
</tr>
<tr>
<td>No Opinion</td>
</tr>
<tr>
<td>Total</td>
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\[ X^2 = .6280 \quad p > .05 \]

<table>
<thead>
<tr>
<th>Louisiana State Correctional Institute for Women N = 49</th>
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</thead>
<tbody>
<tr>
<td>N = 32</td>
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<tr>
<td>Agree</td>
</tr>
<tr>
<td>Disagree</td>
</tr>
<tr>
<td>No Opinion</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

\[ X^2 = .0469 \quad p > .05 \]

<table>
<thead>
<tr>
<th>Juvenile Reception and Diagnostic Center N = 57</th>
</tr>
</thead>
<tbody>
<tr>
<td>N = 25</td>
</tr>
<tr>
<td>Agree</td>
</tr>
<tr>
<td>Disagree</td>
</tr>
<tr>
<td>No Opinion</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

\[ X^2 = 3.182 \quad p > .05 \]

<table>
<thead>
<tr>
<th>Louisiana Training Institute Baton Rouge N = 103</th>
</tr>
</thead>
<tbody>
<tr>
<td>N = 44</td>
</tr>
<tr>
<td>Agree</td>
</tr>
<tr>
<td>Disagree</td>
</tr>
<tr>
<td>No Opinion</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

\[ X^2 = 2.257 \quad p > .05 \]
of the past. The reasons for this could be both the incorporation of more humane and rehabilitative measures and the greater concern for personal rights imposed by the courts.

**Angola Respondents.** Again at Angola a larger number of inmates agreed with the statement than staff. This was considered a significant finding because of the long history of floggings and isolation found in the history of Angola. Just slightly over half of the staff expressing an opinion on the matter agreed with the necessity of physical punishment. An explanation of why inmates agreed so strongly with the statement could be a part of a number of variables and should be the aim of further investigation. Over 55 percent of the Angola respondents agreed, 41 percent disagreed, and 4 percent expressed no opinion.

**St. Gabriel Respondents.** This was the only institution where the staff favored physical punishment over the percentage of inmates and then by only 1 percent. Twenty-eight percent of the inmates agreed with the statement, while 29 percent of the staff agreed. However, a larger percentage of staff disagreed with the statement than inmates, possibly because 9 percent of the inmates chose not to express an opinion. Overall, only 29 percent of the respondents at St. Gabriel agreed with the statement, while 65 percent disagreed, a difference of 36 percent.

**Diagnostic Center Respondents.** The Chi Square test was just slightly below the statistically significant level. Sixty-four percent of the inmates agreed with the statement, while 50 percent of the staff disagreed. In fact, only 41 percent of the staff agreed that physical
punishment was necessary, while 9 percent expressed no opinion. Overall, however, 51 percent of all respondents agreed and 40 percent disagreed. From the psychoanalytic point of view, it would appear that inmates felt a need to be punished; but of course no such inference can be made from the data.

**L.T.I. Respondents.** Again, the Chi Square test was only slightly below being statistically significant. The trend continued that a larger percentage of inmates than staff agreed with the necessity of physical punishment. Eighty-two percent of the inmates agreed with the statement, while only 18 percent disagreed—a difference of 64 percent. Sixty-three percent of the staff agreed and 29 percent disagreed, which was the highest percentage difference in favor of the necessity of physical punishment than any other institutions. In general, although at all of the institutions except St. Gabriel there was agreement with the statement, this was due largely to inmate agreement. This finding was somewhat mystifying and would clearly suggest further research. It had been assumed by the writer that any differences of opinion in this matter would have been in the opposite direction. Speculation would suggest that this finding might be due to inmate low self-esteem, institutionalization, guilt feelings, inmate culture and a host of other variables. These could not be inferred from exploratory data, however.

**Opinions Regarding Inmate Friendships**

Much has been written about the inmate culture and inmate-inmate relationships. Many forms of treatment modalities presently being used
in the correctional field call for peer reinforcement and for the sharing of thoughts and feelings with other inmates. Suppose, however, that the inmate culture or prison management techniques do not encourage close contacts between inmates. Logically, this would considerably dampen the prospects for successful outcomes of these treatment efforts. To gain insight into these possibilities, the following hypothesis was developed:

\[ H_05: \text{There is no significant difference in the opinions of staff and inmates regarding the encouragement of inmate friendships.} \]

To test this hypothesis inmates and staff were asked to agree, disagree, or express no opinion to the statement, "Inmates should be encouraged to form friendships with other inmates."

**Total Respondents.** Of the 149 inmates responding, 84 percent agreed with the statement, 15 percent disagreed and only 1 percent had no opinion. Of 155 staff responding, 85 percent agreed, 10 percent disagreed, and 5 percent had no opinion. The Chi Square test was not significant at the .05 level of confidence, and the null hypothesis \( H_05 \) was not rejected. It was determined that there was no difference of opinions in staff and inmates in that inmate friendships should be encouraged.

**Institution Respondents.** There was no significant difference of opinion in any of the sampled institutions. All of the institutions were strongly in agreement that inmate friendships should be encouraged. It was concluded that treatment efforts requiring close peer contact
TABLE V
INMATE-STAFF OPINIONS REGARDING ENCOURAGEMENT TO FORM INMATE FRIENDSHIPS AT FOUR CORRECTIONAL INSTITUTIONS IN LOUISIANA, 1973

<table>
<thead>
<tr>
<th>Agree or Disagree by Institution</th>
<th>Inmates</th>
<th>Staff</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>N = 149</td>
<td>N = 155</td>
<td>N = 304</td>
</tr>
<tr>
<td>Agree</td>
<td>84</td>
<td>85</td>
<td>84</td>
</tr>
<tr>
<td>Disagree</td>
<td>15</td>
<td>10</td>
<td>13</td>
</tr>
<tr>
<td>No Opinion</td>
<td>1</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>100</td>
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</tr>
</tbody>
</table>

\[
X^2 = 1.088 \quad p > .05
\]

Louisiana State Penitentiary - Angola

<table>
<thead>
<tr>
<th>Agree or Disagree</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>N = 95</td>
</tr>
<tr>
<td>Agree</td>
<td>N = 51</td>
</tr>
<tr>
<td>Disagree</td>
<td>N = 44</td>
</tr>
<tr>
<td>No Opinion</td>
<td>N = 95</td>
</tr>
</tbody>
</table>

\[
X^2 = .5850 \quad p > .05
\]

Louisiana State Correctional Institute for Women

<table>
<thead>
<tr>
<th>Agree or Disagree</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>N = 48</td>
</tr>
<tr>
<td>Agree</td>
<td>N = 31</td>
</tr>
<tr>
<td>Disagree</td>
<td>N = 17</td>
</tr>
<tr>
<td>No Opinion</td>
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\[
X^2 = 1.821 \quad p > .05
\]

Juvenile Reception and Diagnostic Center

<table>
<thead>
<tr>
<th>Agree or Disagree</th>
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<tbody>
<tr>
<td>Total</td>
<td>N = 55</td>
</tr>
<tr>
<td>Agree</td>
<td>N = 23</td>
</tr>
<tr>
<td>Disagree</td>
<td>N = 32</td>
</tr>
<tr>
<td>No Opinion</td>
<td>N = 55</td>
</tr>
</tbody>
</table>

\[
X^2 = 1.664 \quad p > .05
\]

Louisiana Training Institute Baton Rouge

<table>
<thead>
<tr>
<th>Agree or Disagree</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>N = 106</td>
</tr>
<tr>
<td>Agree</td>
<td>N = 44</td>
</tr>
<tr>
<td>Disagree</td>
<td>N = 62</td>
</tr>
<tr>
<td>No Opinion</td>
<td>N = 106</td>
</tr>
</tbody>
</table>

\[
X^2 = .0075 \quad p > .05
\]
and peer support could be included in a corrections curriculum without fear of their being inappropriate because of inmate-inmate antagonism.

Opinions Regarding Personnel Easiest to Get Along With

Continuing the discussion of treatment modalities, the trend is toward the use of the entire staff in therapeutic rehabilitative efforts. The notions of therapeutic communities and milieu therapy require that a differential approach to selection of therapists be necessary. It is important to consider the possible positions that might be included in therapeutic efforts and how these might differ between staff and inmates. As a beginning in this effort, the following hypothesis was set forth:

$H_0$6: There is no correlation between staff and inmates in the selection of personnel easiest to get along with.

To obtain data for the testing of this hypothesis, the staff and inmates were asked the question, "Of the following groups, which do you feel is the easiest to get along with?"

It was necessary that it be known which of the groups would be most acceptable to both staff and inmates for two reasons: insight was needed to determine possible disciplines to train other staff and to begin therapeutic efforts with inmates. It should be clearly understood that the concepts of therapeutic community and milieu therapy require the participation of all persons involved with the inmates and not just those trained in more traditional therapy techniques such as social workers and psychologists.
Total Respondents. The level of measurement was the Kendall Rank Correlation Coefficient. A value of .81 was obtained, which was significant at less than the .05 level of confidence. The null hypothesis ($H_0$) was rejected, and it was concluded that there is a correlation between staff and inmates in the selection of personnel groups easiest to get along with.

Table VI indicates social workers were ranked first by both staff and inmates, with work detail supervisors, cottage parents, and the Warden or Superintendent following in sequence. Staff ranked teachers fifth, while inmates ranked them sixth. Guards were ranked sixth by staff and seventh by inmates. Finally, classification officers were ranked seventh by staff and fifth by inmates.

The thrust of this investigation was not to determine the popularity of groups of personnel, but to determine those most likely to need retraining for entry into the therapeutic community. Guards have the largest amount of contact with the inmate and should be in a position to help the inmate in his rehabilitative effort. However, the ranking by both staff and inmates would seem to make their immediate inclusion in therapeutic efforts problematical. The implications for a corrections curriculum seems to be for developing methods of assisting correctional workers to train guard to become more therapeutic in their activities and to help inmates becomes more understanding and accepting of these efforts by guards. This would seemingly hold true for classification officers. The data indicated that work detail supervisors and cottage parents should more easily make the transition to the therapeutic community.
<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th>Angola</th>
<th>St. Gabriel</th>
<th>Reception and Diagnostic Center</th>
<th>L.T.I. Baton Rouge</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Staff</td>
<td>Inmates</td>
<td>Staff</td>
<td>Inmates</td>
<td>Staff</td>
</tr>
<tr>
<td>Guards</td>
<td>6</td>
<td>7</td>
<td>2</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Work Detail Supervisor</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Teachers</td>
<td>5</td>
<td>6</td>
<td>3</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Cottage Parents</td>
<td>3</td>
<td>3</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Social Worker</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Classification Officer</td>
<td>7</td>
<td>5</td>
<td>2</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Warden or Superintendent</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>1</td>
</tr>
</tbody>
</table>

Kendall Rank Correlation Coefficient

- Guards: $r = 0.81, p < 0.05$
- Work Detail Supervisor: $r = 0.26, p > 0.05$
- Teachers: $r = 0.70, p < 0.05$
- Cottage Parents: $r = 0.87, p < 0.05$
- Social Worker: $r = 0.71, p < 0.05$
Angola Respondents. The value of .26 obtained for the Kendall tau was not significant at the .05 level of confidence.

Table VI indicates that inmates tend to select personnel with the largest immediate authority over them last, while staff tends to select them higher. The Warden was selected last by both the staff and inmates. However, the Warden position is the farthest removed from the majority of staff and inmates in their daily activities. There appears to be an indication that classification officers could be utilized to a greater extent in rehabilitative efforts. Inasmuch as work detail supervisors and guards have daily direct contact with inmates, there appears to be a need for greater training efforts with these two categories to improve their capabilities in the rehabilitative effort. The cottage parent position is germane primarily to juvenile institutions and is not important to the findings at adult institutions.

St. Gabriel Respondents. The Warden is selected in the first and position respectively by staff and inmates. In the way of possible explanation, the facility at St. Gabriel is much smaller than Angola thereby allowing a much closer relationship between the Warden and the staff and inmates. The Kendall tau value of .70 is significant at less than the .05 level of confidence.

It was interesting to note that inmates ranked guards in the third position, while they were ranked in last position with classification officers by the staff. It was assumed that guards could be used more effectively than the staff might feel that they could. Work detail supervisors were ranked second and first, respectively, by staff and
inmates and should be able to become effective in the rehabilitative process. Social workers and teachers were ranked third and fourth by both staff and inmates. In reality, contact with these two categories was minimal.

**Diagnostic Center Respondents.** Cottage parents have the greatest amount of contact with inmates in juvenile institutions and were ranked first by both staff and inmates. These persons could be a valuable resource in the therapeutic community and were being used as such at the Center. Social workers were ranked second by staff and inmates. The staff ranked guards and teachers third and fourth, while inmates ranked them fourth and third, respectively. Problem areas appeared to be with work detail supervisors and classification personnel.

**L.T.I. Respondents.** As with the Diagnostic Center, respondents at L.T.I. - Baton Rouge ranked the social worker and cottage parents easiest to get along with. The greatest difference of opinion between staff and inmates was with the teacher category. Staff ranked them fifth, while inmates ranked them third. This difference was not considered far enough apart to be of any significance. It should be pointed out that the last ranking of guards by both staff and inmates is not significant, because there are no positions as such at L.T.I.

In general, care must be taken not to infer too much from this set of data. As previously stated, the purpose of including this category was only to gain insight into possible future training of staff for therapeutic purposes and not to imply areas of conflict within
institutions. Individual differences in administrative structures between the institutions would preclude any meaningful comparisons.

Opinions Regarding the Separation of Homosexuals

Homosexual activities are present in most any correctional institution as has been discussed in the literature. It is important that students be aware of this and that the meaning of this to staff and inmates be understood. In an effort to gain greater insight into this pervasive problem, the following hypothesis was posed:

HO_7: There is no significant difference in the opinions of staff and inmates regarding the separation of homosexual inmates.

To test this hypothesis, data were gathered by asking staff to agree, disagree, or express no opinion to the statement, "Inmate homosexuals should be separated from other inmates." Various substitute descriptive terms were used when necessary.

Total Respondents. The Chi Square test was significant at less than the .05 level of confidence; therefore, the null hypothesis (HO_7) was rejected and it was concluded there was a statistically significant difference between staff and inmate opinions regarding the separation of homosexual inmates.

Table VII indicates that 34 percent of the inmates disagree that homosexuals should be separated, while only 19 percent of the staff disagreed. The logic of this finding is straightforward. Since many inmates participate voluntarily and involuntarily in homosexual activities, they would not want to see the separation of homosexuals from the general population. Homosexual activities present many problems to
the staff in terms of disorder, the breaking of rules, and even homicide. The separation of homosexuals would seemingly alleviate some of these problems. In reality, however, homosexual activities are difficult to discover and it is not likely that other than the most overt homosexual would be separated. Since much of the homosexual activity is forced, it is doubtful that separation of known homosexuals would have a significant impact on the above-mentioned problems.

Overall, 70 percent of the respondents agreed with the statement, 27 percent disagreed, and 3 percent expressed no opinion. A greater percentage of staff (79 percent) agreed that homosexual inmates should be separated than inmates (62 percent).

**Angola Respondents.** While 93 percent of the staff agreed with the statement, 59 percent of the inmates agreed. More important, however, was that 32 percent of the inmates disagreed, while only 7 percent of the staff disagreed. Nine percent of the inmates were reluctant to express opinions, while all of the staff were willing to express their opinions.

**St. Gabriel Respondents.** The difference of opinion is quite evident in Table VII. Eighty-two percent of the sampled staff felt that homosexual inmates should be separated, while 53 percent of the inmates felt that they should not. The implications for adult correctional institutions were clear, and it would appear that homosexuality presents problems in the female institution as well as the male institution, as substantiated by the literature. Unlike the other institutions, a larger percentage of inmates disagreed with the statement than agreed.
Diagnostic Center Respondents. The Chi Square test was not significant at the Diagnostic Center. Seventy-eight percent of the staff and 63 percent of the inmates agreed that homosexuals should be separated. As new admissions to the correctional system, these juveniles possibly brought their opinions from the free community and had not yet formed new ones.

L.T.I. Respondents. The Chi Square test was not significant at L.T.I. A larger percentage of inmates (75 percent) than staff (68 percent) agreed that homosexuals should be separated. The percentage of disagree was essentially the same for inmates and staff.

Generally, it seemed logical to assume that homosexuality does not present the problems in juvenile institutions as it does in adult institutions. The Chi Square test indicated a significant difference in both adult institutions and was not significant in both juvenile institutions.

The indications for curriculum building lies primarily in the knowledge that these differences do exist. It is not likely that any changes in these differences will occur. The learning of the psychodynamics of homosexuality and understanding of the subsequent problems for the correctional institution would seem to be indicated.

Opinions Regarding Equal Treatment of Homosexuals

Since homosexuality does present a problem of such magnitude as suggested by the literature, was there a tendency for the staff to give unequal or unfair treatment to the homosexual? Of more importance, was the question of the feeling toward the treatment given the homosexual?
TABLE VII
INMATE-STAFF OPINIONS REGARDING THE SEPARATION OF HOMOSEXUALS FROM OTHER INMATES AT FOUR CORRECTIONAL INSTITUTIONS IN LOUISIANA, 1973

<table>
<thead>
<tr>
<th>Agree or Disagree</th>
<th>Percent by Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>by Institution</td>
<td>Inmates</td>
</tr>
<tr>
<td>-------------------</td>
<td>---------</td>
</tr>
<tr>
<td>Total</td>
<td>N = 156</td>
</tr>
<tr>
<td>Agree</td>
<td>62</td>
</tr>
<tr>
<td>Disagree</td>
<td>34</td>
</tr>
<tr>
<td>No Opinion</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
</tr>
<tr>
<td>$X^2 = 9.691$</td>
<td>$p &lt; .01$</td>
</tr>
<tr>
<td>-------------------</td>
<td>---------</td>
</tr>
<tr>
<td>Louisiana State Penitentiary - Angola</td>
<td>N = 56</td>
</tr>
<tr>
<td>Agree</td>
<td>59</td>
</tr>
<tr>
<td>Disagree</td>
<td>32</td>
</tr>
<tr>
<td>No Opinion</td>
<td>9</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
</tr>
<tr>
<td>$X^2 = 9.601$</td>
<td>$p &lt; .01$</td>
</tr>
<tr>
<td>-------------------</td>
<td>---------</td>
</tr>
<tr>
<td>Louisiana State Correctional Institute for Women</td>
<td>N = 32</td>
</tr>
<tr>
<td>Agree</td>
<td>47</td>
</tr>
<tr>
<td>Disagree</td>
<td>53</td>
</tr>
<tr>
<td>No Opinion</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
</tr>
<tr>
<td>$X^2 = 4.409$</td>
<td>$p &lt; .05$</td>
</tr>
<tr>
<td>-------------------</td>
<td>---------</td>
</tr>
<tr>
<td>Juvenile Reception and Diagnostic Center</td>
<td>N = 24</td>
</tr>
<tr>
<td>Agree</td>
<td>63</td>
</tr>
<tr>
<td>Disagree</td>
<td>29</td>
</tr>
<tr>
<td>No Opinion</td>
<td>8</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
</tr>
<tr>
<td>$X^2 = 1.079$</td>
<td>$p &gt; .05$</td>
</tr>
<tr>
<td>-------------------</td>
<td>---------</td>
</tr>
<tr>
<td>Louisiana Training Institute Baton Rouge</td>
<td>N = 44</td>
</tr>
<tr>
<td>Agree</td>
<td>75</td>
</tr>
<tr>
<td>Disagree</td>
<td>25</td>
</tr>
<tr>
<td>No Opinion</td>
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</tr>
<tr>
<td>Total</td>
<td>100</td>
</tr>
<tr>
<td>$X^2 = 2.885$</td>
<td>$p &gt; .05$</td>
</tr>
</tbody>
</table>
In an effort to better understand this possibility, the following hypothesis was developed:

\( H_{08} \): There is no significant difference in the opinions of staff and inmates regarding the differential treatment of homosexuals.

To gather data to test this hypothesis, the staff and inmates were asked to agree, disagree, or express no opinion on the statement, "The homosexual should be treated the same by the staff."

**Total Respondents.** Of 152 inmates responding to the statement, 82 percent agreed and 18 percent disagreed. Of 151 staff responding to the statement, 83 percent agreed and 15 percent disagreed. The Chi Square test was not significant at the .05 level of confidence, and the null hypothesis \( H_{08} \) was accepted.

**Other Institutions Respondents.** The Chi Square test was not significant at Angola, St. Gabriel, or the Diagnostic Center. The findings at these three institutions were essentially not too different from each other. At Angola and St. Gabriel, however, it was interesting to note that a larger percentage of inmates than staff felt that homosexual inmates should receive equal treatment.

**L.T.I. Respondents.** The Chi Square test was significant at less than the .05 level at L.T.I. While only 12 percent of the sampled staff disagreed that the homosexual inmate should receive equal treatment, 34 percent of the sampled inmates disagreed.

The implications for a corrections curriculum lies in the general knowledge of the homosexual problem in the adult institutions and that
TABLE VIII

INMATE-STAFF OPINIONS REGARDING EQUAL TREATMENT OF HOMOSEXUALS
BY STAFF AT FOUR CORRECTIONAL INSTITUTIONS IN
LOUISIANA, 1973

<table>
<thead>
<tr>
<th>Agree or Disagree by Institution</th>
<th>Inmates</th>
<th>Staff</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total</strong></td>
<td>152</td>
<td>151</td>
<td>303</td>
</tr>
<tr>
<td>Agree</td>
<td>82</td>
<td>83</td>
<td>83</td>
</tr>
<tr>
<td>Disagree</td>
<td>18</td>
<td>15</td>
<td>16</td>
</tr>
<tr>
<td>No Opinion</td>
<td>0</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

\[ X^2 = .6828 \quad p > .05 \]

Louisiana State Penitentiary - Angola

<table>
<thead>
<tr>
<th>Agree</th>
<th>Disagree</th>
<th>No Opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td>90</td>
<td>10</td>
<td>0</td>
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<tr>
<td>75</td>
<td>18</td>
<td>7</td>
</tr>
<tr>
<td>83</td>
<td>14</td>
<td>3</td>
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</table>

\[ X^2 = 1.451 \quad p > .05 \]

Louisiana State Correctional Institute for Women

<table>
<thead>
<tr>
<th>Agree</th>
<th>Disagree</th>
<th>No Opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td>91</td>
<td>9</td>
<td>0</td>
</tr>
<tr>
<td>88</td>
<td>12</td>
<td>0</td>
</tr>
<tr>
<td>90</td>
<td>10</td>
<td>0</td>
</tr>
</tbody>
</table>

\[ X^2 = .0541 \quad p > .05 \]

Juvenile Reception and Diagnostic Center

<table>
<thead>
<tr>
<th>Agree</th>
<th>Disagree</th>
<th>No Opinion</th>
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</thead>
<tbody>
<tr>
<td>80</td>
<td>20</td>
<td>0</td>
</tr>
<tr>
<td>84</td>
<td>16</td>
<td>0</td>
</tr>
<tr>
<td>82</td>
<td>18</td>
<td>0</td>
</tr>
</tbody>
</table>

\[ X^2 = .0064 \]

Louisiana Training Institute Baton Rouge

<table>
<thead>
<tr>
<th>Agree</th>
<th>Disagree</th>
<th>No Opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td>66</td>
<td>34</td>
<td>0</td>
</tr>
<tr>
<td>88</td>
<td>12</td>
<td>0</td>
</tr>
<tr>
<td>78</td>
<td>22</td>
<td>0</td>
</tr>
</tbody>
</table>

\[ X^2 = 7.173 \quad p < .01 \quad c = .26 \]
negative feelings toward the homosexual does not seemingly result in unequal treatment. It could be assumed, therefore, that special programs for the homosexual need not be a part of the curriculum.

Opinions Regarding Inmate Choice in Vocational Training

Unfortunately, there are a limited number of vocational training programs that can be offered by correctional institutions due to the limitations of finances and resources. The history of penal systems would tend to indicate that where there have been vocational programs, the inmate has had little latitude in selecting personal choices. This trend has not endured during recent years, however. Since vocational training has a large role in the rehabilitative effort for inmates, it is important that he be interested in the program in which he is enrolled and that he have some part in the selection process. To gain general knowledge of this process, the following hypothesis was developed:

\[ H_{09}: \text{There is no significant difference in the opinions of staff and inmates regarding inmate choice in vocational training.} \]

To obtain data for testing of this hypothesis, staff and inmates were requested to agree, disagree, or express no opinion to the statement, "The inmate should have a choice in deciding in what type of vocational training he will participate."

**Total Respondents.** The Chi Square test was not significant at the .05 level of confidence; therefore, the null hypothesis (\( H_{09} \)) was accepted. Almost perfect agreement was found between staff and inmates that inmates should have a choice in vocational training. Only 6 percent of both staff and inmates disagreed with the statement.
The Institutions. A high percentage of agreement was found in all four institutions between staff and inmates that inmates should have a choice in vocational training. Only at St. Gabriel was any noticeable difference noted. At that institution, 24 percent of the staff disagreed with the statement, while only 3 percent of the inmates disagreed. Although this finding was not statistically significant, it was worthy of the suggestion of possible further study.

With the exception of St. Gabriel, Table IX indicates almost perfect agreement between staff and inmates that inmates should have a choice in the selection of vocational training. Implications for a corrections curriculum are the understanding of students of the benefits of vocational training in the rehabilitative process and the assistance given to the inmates in making choices. The findings at these institutions would indicate a positive atmosphere for this process.

Opinions Regarding the Relevancy of Training to Future Employment

Many times inmates have been placed in training programs that have no relevancy to their future employment on release from the institution. A classic example of this is the training of New Orleans urbanities in agricultural techniques. Although work in agriculture is important to supply food stuffs to the institutions, it is doubtful that its benefit to the city dwelling inmate goes beyond mere constructive use of time. In an effort to discern the opinions of staff and inmates regarding present-day relevancy of training, the following hypothesis was established:
TABLE IX
INMATE-STAFF OPINIONS REGARDING INMATE CHOICE IN VOCATIONAL TRAINING AT FOUR CORRECTIONAL INSTITUTIONS IN LOUISIANA, 1973

<table>
<thead>
<tr>
<th>Agree or Disagree by Institution</th>
<th>Inmates</th>
<th>Staff</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total</strong></td>
<td>152</td>
<td>152</td>
<td>304</td>
</tr>
<tr>
<td>Agree</td>
<td>93</td>
<td>94</td>
<td>94</td>
</tr>
<tr>
<td>Disagree</td>
<td>6</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>No Opinion</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

\[ X^2 = .0002 \quad p > .05 \]

Louisiana State Penitentiary - Angola
| Agree | 98 | 98 | 98 |
| Disagree | 2 | 2 | 2 |
| No Opinion | 0 | 0 | 0 |
| **Total** | 100 | 100 | 100 |

\[ X^2 = 10.351 \quad p < .05 \]

Louisiana State Correctional Institute for Women
| Agree | 94 | 76 | 88 |
| Disagree | 3 | 24 | 10 |
| No Opinion | 3 | 0 | 2 |
| **Total** | 100 | 100 | 100 |

\[ X^2 = 2.918 \quad p > .05 \]

Juvenile Reception and Diagnostic Center
| Agree | 88 | 93 | 91 |
| Disagree | 12 | 7 | 9 |
| No Opinion | 0 | 0 | 0 |
| **Total** | 100 | 100 | 100 |

\[ X^2 = .0458 \quad p > .05 \]

Louisiana Training Institute Baton Rouge
| Agree | 91 | 97 | 94 |
| Disagree | 9 | 3 | 6 |
| No Opinion | 0 | 0 | 0 |
| **Total** | 100 | 100 | 100 |

\[ X^2 = .7414 \quad p > .05 \]
There is no significant difference in the opinions of staff and inmates regarding the appropriateness of training for employment after release.

To obtain data for testing of this hypothesis, staff and inmates were asked to agree, disagree, or express no opinion to the statement, "The inmate's present training prepares him for employment after release."

Total Respondents. Of 150 inmates responding to the statement, 47 percent agreed and 43 percent disagreed, while 10 percent had no opinion. Of 153 staff responding, only 31 percent agreed and 58 percent disagreed, while 11 percent had no opinion. The Chi Square test was significant at less than the .05 level of confidence. Therefore, the null hypothesis \( \text{HO}_1 \) was rejected, and it was concluded that a larger percentage of inmates than staff are of the opinion that their training prepares them for employment on release from the institution.

Adult Respondents. A larger percentage of staff at Angola and St. Gabriel (42 percent and 35 percent, respectively) were of the opinion that present training prepares inmates for future employment than inmates. Inmates' responses in agreement were 35 percent and 31 percent, respectively. Overall, however, both staff and inmates disagreed with the statement. Sixty-one percent of the inmates and 44 percent of the staff at Angola disagreed. At St. Gabriel, 69 percent of the inmates and 65 percent of the staff disagreed.

Juvenile Respondents. A larger percentage of staff at the Diagnostic Center and L.T.I. disagreed with the statement than inmates. At the Diagnostic Center only 22 percent of the inmates disagreed, while 72
percent of the staff disagreed. Table X indicates that 57 percent of the staff disagreed, while only 16 percent of the inmates disagreed. There appeared to be greater belief by juvenile inmates than adult inmates that their training would prepare them for future employment.

Overall, however, the staff at all four institutions were of the opinion that the training inmates receive does not properly prepare them for employment. This finding was also substantiated in the survey of the literature. Many correctional experts feel that this lack of meaningful training is responsible for the high rate of recidivism found in the correctional system. Steady employment has been found to have a high correlation with an ex-inmate's being able to remain out of prison in other studies.

The development of meaningful educational and training programs would seemingly be important for correctional students to learn to establish. The procedures for discerning need and the elements of curriculum construction for these programs should be fruitful areas for consideration for the corrections curriculum.

Opinions Regarding the Training of Guards in Counseling Techniques

As previously mentioned, guards or security officers have daily close contact with the inmates. The structure of institutions, by and large, is such that the guard controls most of the activities of inmates. The Federal Bureau of Prisons and other progressive correctional systems have utilized guards to a large extent in therapeutic efforts. There have been reports of a high degree of success in prisons where security staff have been brought into the treatment process. To test the
TABLE X

INMATE-STAFF OPINIONS REGARDING THE RELEVANCY OF INMATE TRAINING TO FUTURE EMPLOYMENT AT FOUR CORRECTIONAL INSTITUTIONS IN LOUISIANA, 1973

<table>
<thead>
<tr>
<th>Agree or Disagree by Institution</th>
<th>Inmates</th>
<th>Staff</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>N = 150</td>
<td>N = 153</td>
<td>N = 303</td>
</tr>
<tr>
<td>Agree</td>
<td>47</td>
<td>31</td>
<td>39</td>
</tr>
<tr>
<td>Disagree</td>
<td>43</td>
<td>58</td>
<td>51</td>
</tr>
<tr>
<td>No Opinion</td>
<td>10</td>
<td>11</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>100</td>
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</tr>
<tr>
<td>$X^2 = 7.903$  $p &lt; .01$  $c = .17$</td>
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</table>

Louisiana State Penitentiary - Angola

<table>
<thead>
<tr>
<th>Agree or Disagree by Institution</th>
<th>Inmates</th>
<th>Staff</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>N = 51</td>
<td>N = 43</td>
<td>N = 94</td>
</tr>
<tr>
<td>Agree</td>
<td>35</td>
<td>42</td>
<td>38</td>
</tr>
<tr>
<td>Disagree</td>
<td>61</td>
<td>44</td>
<td>53</td>
</tr>
<tr>
<td>No Opinion</td>
<td>4</td>
<td>14</td>
<td>9</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>$X^2 = .5021$  $p &gt; .05$</td>
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</table>

Louisiana State Correctional Institute for Women

<table>
<thead>
<tr>
<th>Agree or Disagree by Institution</th>
<th>Inmates</th>
<th>Staff</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>N = 32</td>
<td>N = 17</td>
<td>N = 49</td>
</tr>
<tr>
<td>Agree</td>
<td>31</td>
<td>35</td>
<td>33</td>
</tr>
<tr>
<td>Disagree</td>
<td>69</td>
<td>65</td>
<td>67</td>
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<td>No Opinion</td>
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<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>$X^2 = .0826$  $p &gt; .05$</td>
<td></td>
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</tbody>
</table>

Juvenile Reception and Diagnostic Center

<table>
<thead>
<tr>
<th>Agree or Disagree by Institution</th>
<th>Inmates</th>
<th>Staff</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>N = 23</td>
<td>N = 32</td>
<td>N = 55</td>
</tr>
<tr>
<td>Agree</td>
<td>35</td>
<td>16</td>
<td>24</td>
</tr>
<tr>
<td>Disagree</td>
<td>22</td>
<td>72</td>
<td>51</td>
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<tr>
<td>No Opinion</td>
<td>43</td>
<td>12</td>
<td>25</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>$X^2 = 5.936$  $p &lt; .02$  $c = .36$</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Louisiana Training Institute Baton Rouge

<table>
<thead>
<tr>
<th>Agree or Disagree by Institution</th>
<th>Inmates</th>
<th>Staff</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>N = 44</td>
<td>N = 61</td>
<td>N = 105</td>
</tr>
<tr>
<td>Agree</td>
<td>80</td>
<td>31</td>
<td>51</td>
</tr>
<tr>
<td>Disagree</td>
<td>16</td>
<td>57</td>
<td>40</td>
</tr>
<tr>
<td>No Opinion</td>
<td>4</td>
<td>12</td>
<td>9</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>$X^2 = 22.26$  $p &lt; .001$  $c = .43$</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
efficacy of this approach for inclusion in the correctional curriculum, the following hypothesis was developed:

$H_{011}$: There is no significant difference in the opinions of staff and inmates regarding the training of guards in counseling techniques.

To obtain data for the testing of this hypothesis, staff and inmates were requested to agree or disagree or express no opinion to the statement, "Guards should be trained in counseling techniques."

**Total Respondents.** Of the 152 inmates responding, 87 percent agreed that guards should be trained in counseling techniques and only 9 percent disagreed. Of 152 staff responding, 91 percent agreed to the statement and only 7 percent disagreed. The Chi Square test was not significant at the .05 level of confidence, and the null hypothesis ($H_{011}$) was accepted. It was concluded that both staff and inmates agree that guards should be trained in counseling techniques.

**Institution Respondents.** Table XI shows that a high degree of agreement was obtained in all four institutions. As the table indicates, over 80 percent of both staff and inmates of all the institutions agreed that guards should be trained in counseling techniques. Since a proportionate number of staff interviewed were guards, this was particularly encouraging. The significance for curriculum development would seem to be in the area of developing educational programs for paraprofessional persons. This was also enlightening in terms of the values displayed by staff and inmates. In other words, they seemed to be accepting of the counseling approach and displayed a willingness to be a part of it.
TABLE XI

INMATE-STAFF OPINIONS REGARDING THE NEED FOR GUARDS TO BE TRAINED IN COUNSELING TECHNIQUES AT FOUR CORRECTIONAL INSTITUTIONS IN LOUISIANA, 1973

<table>
<thead>
<tr>
<th>Agree or Disagree by Institution</th>
<th>Percent by Role</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Inmates</td>
</tr>
<tr>
<td>Total</td>
<td>N = 152</td>
</tr>
<tr>
<td>Agree</td>
<td>87</td>
</tr>
<tr>
<td>Disagree</td>
<td>9</td>
</tr>
<tr>
<td>No Opinion</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>X² = 0.4629 p &gt; 0.05</td>
</tr>
</tbody>
</table>

Louisiana State Penitentiary - Angola

|                                  | N = 51 | N = 44 | N = 95 |
| Agree                            | 82     | 84     | 83     |
| Disagree                         | 12     | 9      | 11     |
| No Opinion                       | 6      | 7      | 6      |
| Total                            | 100    | 100    | 100    |
|                                  | X² = 0.0052 p > 0.05 |

Louisiana State Correctional Institute for Women

|                                  | N = 32 | N = 17 | N = 49 |
| Agree                            | 94     | 88     | 92     |
| Disagree                         | 6      | 12     | 8      |
| No Opinion                       | 0      | 0      | 0      |
| Total                            | 100    | 100    | 100    |
|                                  | X² = 0.0083 p > 0.05 |

Juvenile Reception and Diagnostic Center

|                                  | N = 25 | N = 32 | N = 57 |
| Agree                            | 92     | 94     | 93     |
| Disagree                         | 8      | 6      | 7      |
| No Opinion                       | 0      | 0      | 0      |
| Total                            | 100    | 100    | 100    |
|                                  | X² = 0.0707 p > 0.05 |

Louisiana Training Institute Baton Rouge

|                                  | N = 45 | N = 59 | N = 104 |
| Agree                            | 84     | 95     | 90     |
| Disagree                         | 9      | 5      | 7      |
| No Opinion                       | 7      | 0      | 3      |
| Total                            | 100    | 100    | 100    |
|                                  | X² = 0.2193 p > 0.05 |
Opinions Regarding Conjugal Visiting

The interest in the sexual problems of inmates should not be construed as pathological curiosity but is a real and important part of correctional management. There has been much in the literature regarding conjugal visiting in prisons in other countries. However, as discussed in the literature, only one state, Mississippi, has followed this practice in the United States. The purpose of including the conjugal visit in this study was to ascertain the feelings of staff and inmates from a real situation, as compared to the feelings of the proponents of this concept as found in the literature. Hypothesis 12 deals with this area.

H0₁₂: There is no significant difference in the opinions of staff and inmates regarding the conjugal visit.

To obtain data for testing this hypothesis, staff and inmates were requested to agree, disagree, or express no opinion to the statement, "There should be a place within the institution where the inmate and spouse could visit privately." More descriptive terms were used to explain the statement when necessary.

Total Respondents. This hypothesis was tested in the adult institutions only as it was not appropriate to the juvenile institutions. Of the 83 inmates responding, 93 percent agreed with the statement and only 7 percent disagreed. Of the 61 staff members responding, 59 percent agreed and 41 percent disagreed. The Chi Square test was significant at less than the .05 level of confidence. Therefore, the null hypothesis was rejected, and it was concluded that staff tended to disagree with
the concept of conjugal visiting more than inmates. It was noted in Table XII, however, that 58 percent of the staff did agree with the concept.

**Institution Respondents.** There was great similarity found in the responses of inmates and staff from Angola and St. Gabriel. At Angola, 94 percent of the inmates agreed with the statement and only 6 percent disagreed. Fifty-nine percent of the staff agreed, and 41 percent disagreed. At St. Gabriel, 91 percent of the inmates agreed as compared to 59 percent of the staff. However, only 9 percent of the inmates disagreed, while 41 percent of the staff disagreed.

The findings appear more appropriate to long-range curriculum planning than for any short-range use. If and when this practice becomes better accepted in the American correctional system, this knowledge will be useful in terms of the existing feelings. However, further investigation would be needed at that time.

**Opinions Regarding the Good Qualities of Inmates**

On the value level, persons working in the correctional field need to be acutely aware of inmate self-concepts as these would affect the rehabilitative process. The literature has shown that inmate self-concepts tend to be damaged by the process in incarceration, which could be detrimental to their recovery. The degree of damage and its subsequent effect on constructive rehabilitation will require an in-depth study that was beyond the scope of this exploratory study. To gain some beginning understanding of this effect, the following hypothesis was developed:
TABLE XII
INMATE-STAFF OPINIONS REGARDING THE DESIRABILITY OF CONJUGAL VISITING AT TWO CORRECTIONAL INSTITUTIONS IN LOUISIANA, 1973

<table>
<thead>
<tr>
<th>Agree or Disagree by Institution</th>
<th>Percent by Role</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Inmates</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
</tr>
<tr>
<td>Agree</td>
<td>93</td>
</tr>
<tr>
<td>Disagree</td>
<td>7</td>
</tr>
<tr>
<td>No Opinion</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
</tr>
</tbody>
</table>

\[ X^2 = 23.7137 \quad p < .01 \quad c = .38 \]

Louisiana State Penitentiary - Angola

<table>
<thead>
<tr>
<th>Agree or Disagree</th>
<th>Percent by Role</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Inmates</td>
</tr>
<tr>
<td>Agree</td>
<td>94</td>
</tr>
<tr>
<td>Disagree</td>
<td>6</td>
</tr>
<tr>
<td>No Opinion</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
</tr>
</tbody>
</table>

\[ X^2 = 14.86 \quad p < .001 \quad c = .37 \]

Louisiana State Correctional Institute for Women

<table>
<thead>
<tr>
<th>Agree or Disagree</th>
<th>Percent by Role</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Inmates</td>
</tr>
<tr>
<td>Agree</td>
<td>91</td>
</tr>
<tr>
<td>Disagree</td>
<td>9</td>
</tr>
<tr>
<td>No Opinion</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
</tr>
</tbody>
</table>

\[ X^2 = 5.093 \quad p < .05 \quad c = .31 \]
$H_{03}$: There is no significant difference in the opinions of staff and inmates regarding the good qualities of inmates.

To obtain data for the testing of this hypothesis, staff and inmates were requested to agree, disagree, or express no opinion on the statement, "Even though a person ends up in prison, they still have good qualities."

**Total Respondents.** Of the 153 inmates responding to the statement, 90 percent agreed and 9 percent disagreed. Of the 151 staff responding to the statement, 90 percent agreed and only 8 percent disagreed. There was very little difference between inmates and staff indicated. The Chi Square test was not significant at the .05 level of confidence. There the null hypothesis ($H_{03}$) was accepted, and it was concluded that both staff and inmates agreed that inmates have many good qualities.

**Institution Respondents.** There were no large differences found in the four institutions that disagree with the findings of the total respondents. A larger percentage of the staff at St. Gabriel disagreed with the statement than at the other institutions, but this was only 18 percent compared to 82 percent agreement. A larger percent of inmates at the Diagnostic Center disagreed than at the other institutions, but this was only 20 percent compared to 80 percent agreement. It should be noted, however, that this might be attributed to their newness to the correctional system and to the "shock" effect of being committed to an institution.

In general, it was found that staff members and inmates were of the opinion that inmates have many good qualities. This one finding
TABLE XIII

INMATE-STAFF OPINIONS REGARDING THE GOOD QUALITIES OF INMATES
AT FOUR CORRECTIONAL INSTITUTIONS IN LOUISIANA, 1973

<table>
<thead>
<tr>
<th>Agree or Disagree</th>
<th>Inmates</th>
<th>Staff</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>by Institution</td>
<td>N = 153</td>
<td>N = 151</td>
<td>N = 304</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Agree</td>
<td>90</td>
<td>90</td>
<td>90</td>
</tr>
<tr>
<td>Disagree</td>
<td>9</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>No Opinion</td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>X2 = .1151</td>
<td>p &gt; .05</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Louisiana State Penitentiary - Angola
N = 51 N = 45 N = 96
| Agree | 94 | 87 | 91 |
| Disagree | 6 | 6.5 | 6 |
| No Opinion | 0 | 6.5 | 3 |
| Total | 100 | 100 | 100 |
| X2 = .0316 | p > .05 |

Louisiana State Correctional Institute for Women
N = 32 N = 17 N = 49
| Agree | 97 | 82 | 92 |
| Disagree | 3 | 18 | 8 |
| No Opinion | 0 | 0 | 0 |
| Total | 100 | 100 | 100 |
| X2 = 1.486 | p > .05 |

Juvenile Reception and Diagnostic Center
N = 25 N = 32 N = 57
| Agree | 80 | 94 | 88 |
| Disagree | 20 | 6 | 12 |
| No Opinion | 0 | 0 | 0 |
| Total | 100 | 100 | 100 |
| X2 = 1.352 | p > .05 |

Louisiana Training Institute
Batons Rouge
N = 45 N = 57 N = 102
| Agree | 87 | 93 | 90 |
| Disagree | 11 | 7 | 9 |
| No Opinion | 2 | 0 | 1 |
| Total | 100 | 100 | 100 |
| X2 = .1664 | p > .05 |
could not in any way refute the literature on inmate low self-esteem. However, the findings were encouraging for treatment programs.

It seems important to include in a corrections curriculum the strengths that inmates have and to instill the value of the worth and dignity of the individual as an underlying theme throughout the curriculum. This also has import for consideration of various treatment modalities to be used in correctional settings.

**Opinions Regarding Inmate Involvement in Treatment Efforts**

If the social worker has a traditional role in the correctional setting, it is in the area of providing treatment to the inmate. Most treatment modalities require that those persons involved in the treatment process should take some responsibility for self-help through active participation in the effort. Inasmuch as treatment efforts in correctional settings have not met with any large degree of success, the question of the willingness of inmates to involve themselves arises. To gain superficial insight into this possibility, the following hypothesis was posed:

\[ H_{014} \]: There is no significant difference in the opinions of staff and inmates regarding the need for inmate involvement in his treatment efforts.

To obtain data for the testing of this hypothesis, staff and inmates were asked to agree, disagree, or express no opinion to the statement, "Treatment cannot help an inmate unless he also tries to help himself." It was explained to the respondents that helping oneself meant active participation in the treatment effort.
Total Respondents. Of the 153 inmates responding to the statement, 93 percent agreed and only 7 percent disagreed. Of the 153 staff members responding, 90 percent agreed and only 9 percent disagreed. The Chi Square test was not significant at the .05 level of confidence, and the null hypothesis (H0) was accepted. It was concluded that there are no differences of opinion between staff and inmates that inmates need to be involved in these treatment efforts.

Institution Respondents. The respondents at three of the institutions were not essentially different in their opinions than those found in the total responses. The one exception was at St. Gabriel. At that institution, 24 percent of the staff disagreed that there was a need for inmate involvement in their treatment efforts. This was a large percentage as compared to only 7 percent disagreement at Angola, 6 percent at the Diagnostic Center, and 7 percent at L.T.I. - Baton Rouge. Although not always at a statistically significant level, there has been some indication of staff animosity running throughout the course of this study. It should be pointed out that there was considerable administrative upheaval occurring at St. Gabriel at the time this study was being conducted, which probably accounts for most of this animosity.

It was assumed that staff persons would have the opinion that inmates should be active in their treatment efforts. It also appears from the findings that inmates share this opinion. This does not totally eliminate the possibility of inmate reluctance in the treatment process, but it does provide evidence that other areas should be investigated to explain the failures of treatment efforts in correctional institutions.
TABLE XIV
INMATE-STAFF OPINIONS REGARDING NEED FOR INMATE INVOLVEMENT IN TREATMENT EFFORTS IN FOUR CORRECTIONAL INSTITUTIONS IN LOUISIANA, 1973

<table>
<thead>
<tr>
<th>Agree or Disagree by Institution</th>
<th>Percent by Role</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Inmates</td>
<td>Staff</td>
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<td></td>
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<tr>
<td>Total</td>
<td>N = 153</td>
<td>N = 153</td>
<td>N = 306</td>
<td></td>
</tr>
<tr>
<td>Agree</td>
<td>93</td>
<td>90</td>
<td>92</td>
<td></td>
</tr>
<tr>
<td>Disagree</td>
<td>7</td>
<td>9</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>No Opinion</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>(X^2 = .4671) (p &gt; .05)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Louisiana State Penitentiary - Angola
N = 51              N = 45  N = 96
Agree               92      93     93
Disagree            8       7      7
No Opinion          0       0      0
Total               100    100    100
\(X^2 = .0296\) \(p > .05\)

Louisiana State Correctional Institute for Women
N = 32              N = 17  N = 49
Agree               94      76     88
Disagree            6       24     12
No Opinion          0       0      0
Total               100    100    100
\(X^2 = 2.376\) \(p > .05\)

Juvenile Reception and Diagnostic Center
N = 25              N = 33  N = 58
Agree               92      94     93
Disagree            8       6      7
No Opinion          0       0      0
Total               100    100    100
\(X^2 = .0550\) \(p > .05\)

Louisiana Training Institute Baton Rouge
N = 45              N = 58  N = 103
Agree               96      90     92
Disagree            4       7      6
No Opinion          0       3      2
Total               100    100    100
\(X^2 = .0215\) \(p > .05\)
A curriculum in corrections should be concerned with various approaches to the treatment of inmates. This finding lends encouragement to the possibility that inmates will be responsive to these efforts.

These hypotheses were tested at the Louisiana State Penitentiary at Angola, the State Correctional Institute for Women, the Juvenile Reception and Diagnostic Center, and the Louisiana Training Institute - Baton Rouge. No attempt was made to compare the several institutions statistically. Major differences were pointed out descriptively, but no relationship was claimed due to the differences in populations.

A corrections curriculum will have to be flexible enough to be of value to several types of correctional institutions. It was felt that the four institutions selected were a valid representation of correctional facilities and that inputs from these institutions were necessary to complete an exploratory study of correctional institutions. A composite of the findings from these four institutions have made up the study of learners and of contemporary life from which the beginnings of educational objectives were drawn. The rationale for the selection of the hypothesis and the hypotheses have already been delineated. However, the writer would like to point out that there was an attempt to get at more subtle information that is not always clear in the literature or from a personal knowledge of the correctional system.
FOOTNOTES

CHAPTER IV


3 Inmates in juvenile institutions are called "students." However, the term "inmates" was continued for the sake of consistency.
CHAPTER V

SUMMARY AND CONCLUSIONS

Purpose and Objectives

The purpose of this study was to contribute to the development of a graduate curriculum in corrections using the Tyler model of curriculum development. One objective of this study was to serve the two-fold purpose of providing knowledge from a study of the learners themselves and from the study of contemporary life. The second objective was to provide input to the development of educational objectives for the corrections curriculum. To accomplish these objectives, efforts to ascertain opinions of inmates and correctional personnel toward rehabilitation efforts regarding treatment, punishment, rules, personnel and other variables in the correctional institution were made. Certain traditional correctional concepts were operationalized in such a manner as to provide information about the learner and contemporary life in correctional institutions through their attitudes toward these concepts.

Throughout the Louisiana correctional system (indeed, throughout the nation), there was a serious need for additional personnel. There was an even more serious lack of highly trained personnel. The lack of professionally trained people in the correctional field was being
aggravated by limited graduate training capability and by inadequate
inservice training programs within the correctional institutions.

Louisiana had a high rate in recidivism among released offenders. It was felt that this was caused in part by the lack of effective rehabilitation. In addition to personnel needs, there was an outstanding need to establish research functions in the state to study crime, criminals, drug abuse, and rehabilitation and treatment techniques.

Hypothesis

This was an exploratory study in its broadest sense. The purpose was to increase familiarity with the interpersonal relationships within correctional institutions and to provide the writer greater understanding of the problems of correctional control and rehabilitation. From a survey of the literature and from the writer's personal knowledge, and from interviews with correctional personnel, problematical areas for investigation were delineated. The purpose, in the long run, was to gain knowledge about these problem areas that would be incorporated in a developing curriculum in corrections. It was not possible to research all of these problems in correctional institutions in one study. Even more subtle types of problems will remain the topic of later investigations. Through the above-named techniques closure was assumed for the purposes of this study, with an investigation of the following: correctional (institutional) rules, punishment, inmate relationships, personnel-inmate relationships, homosexuality in correctional institutions, inmate and staff training, conjugal visits, inmate self-concepts and rehabilitative therapeutic efforts. Fourteen
hypotheses were developed to test the differences between staff and inmates concerning their opinions about these areas.

**Brief Review of Literature**

The theoretical framework for the survey was taken from the work of Ralph Tyler, who pointed out that "if an educational program is to be planned it is very necessary to have some conception of the goals that are being aimed at." He continued that educational objectives become "the criteria by which materials are selected, content is outlined, and instructional procedures are developed."\(^1\) Although objectives must be considered value judgments, investigations can be made that will provide useful knowledge in making these judgments. In making these investigations, no single source of information is adequate to provide the gestalt of the knowledge necessary to make appropriate judgments.

Tyler indicated that "a study of the learners themselves would seek to identify needed changes in behavior patterns of the students which the educational institution would seek to produce."\(^2\) Of course, it is understood that in this sense behavior patterns mean education. It was anticipated that the potential learner in the corrections program will be persons who are presently employed in the delivery system of correctional services. Finding needs consists of determining the present status of students and comparing this status to acceptable norms in order to identify the gaps or needs.

Tyler continued that "it is difficult to study all aspects of life simultaneously or in a single investigation. Hence, it is
generally desirable to analyze life into some major aspects and investigate each of these major aspects in turn.\(^3\) In the correctional field it appeared most fruitful to begin these studies in the setting where most diverse behavior could be expected, i.e., the correctional institution. In this study, then, the learner was those persons who hold positions in correctional institutions that bring them into rehabilitative or therapeutic contact with the inmate.

To gain total understanding of the myriad problems, differences in attitudes, individual differences, etc., of the correctional institution, it was necessary to study the inmate in his proper perspective. By studying both the correctional personnel (learner) and the inmate, one is able to see the gestalt of the institution. This, then, becomes a study of contemporary life. In discussing studies of contemporary life Tyler pointed out that "in essence, job analysis is simply a method of analyzing the activities carried on by a worker in a particular field in order that a training program can be focused upon those critical activities performed by this worker."\(^4\) By studying both the correctional personnel (learner) and the inmates, this became a study of the learner and contemporary life at the same time. In other words, both inputs were achieved by the same study.

Dr. Tyler pointed out that in making studies outside the school it is necessary to divide life into various phases in order to have manageable areas. He also indicated that it is appropriate to "examine social groups to find out their practices, their problems, their concepts, ideas and values, to suggest objectives."\(^5\) This was an attempt to accomplish a simultaneous study of the learner and contemporary
life to develop objectives by an examination of the values and attitudes of both inmates and correctional personnel.

**Methodology**

The instrument used in this study was an interview schedule developed through a survey of the literature, personal knowledge and interviews with correctional personnel. The schedule was pre-tested at the East Baton Rouge Parish Family Court and the East Baton Rouge Parish Prison. These agencies served as a prototype of the kinds of institutions in which the interviews were conducted. The pre-test indicated that the items were appropriate with some changing of the sequence of the questions. The wording of some of the questions was changed to accommodate the vocabulary of the respondents and to couch them in the common language of the respondents. Items that were particularly vague and ambiguous were eliminated, as were items that seemed superfluous.

Samples were taken from the staff and inmate population of (1) the Louisiana State Penitentiary at Angola, Louisiana, (2) the Louisiana State Penitentiary for Women at St. Gabriel, Louisiana, (3) the Juvenile Reception and Diagnostic Center at Baker, Louisiana.

The sampling technique used was random sampling. Daily census listings were assigned numbers in arithmetic order. These numbers were then placed in a container and drawn separately, thereby assuring each number an equaprobability of being selected. A total of 308 respondents were interviewed which included 156 inmates and 152 staff members.
The schedule was administered to the selected sample at each institution according to a prearranged schedule. The schedule was read to each respondent, making sure that the question was clearly understood before the interviewer marked his response on the pre-coded instrument. Interviewers were divided into two groups. Female interviewers administered the schedule at St. Gabriel and the Reception and Diagnostic Center. Male interviewers administered the schedule at Angola. Both groups collaborated to accomplish the interviews at L.T.I.

The statistical analysis in this investigation was straightforward. Data generated by the schedule was nominal and ordinal. Differences were analyzed by the use of the nonparametric statistical test Chi Square ($X^2$). On rejection of the null hypothesis, measurements of association were computed by the contingency coefficient ($c$). The null hypotheses were rejected at the .05 level of significance.

Measure of correlation between categories of subjects and ranked data were accomplished by use of the Kendall Rank Correlation Coefficient ($r$). Data was coded for computer tabulation and tables were prepared in order to facilitate analysis.

**Data Presentation**

The hypotheses developed in this study and their disposition is presented as follows:

$H_0$: There is no significant difference between the staff and inmates concerning their opinions about the reasonableness of institutional rules. It was found that 68 percent of the respondents agreed,
27 percent disagreed, and 5 percent had no opinion. The difference between inmates and staff was found not to be statistically significant as shown by $X^2 = .6498$, $p > .05$. Staff members were more likely to agree that institutional rules were reasonable than inmates. The hypothesis was accepted.

When the different institutions were considered, it was found that 66 percent at Angola, 53 percent at St. Gabriel, 68 percent at the Diagnostic Center, and 76 percent at L.T.I. - Baton Rouge agreed.

Statistically significant differences between inmates and staff were found at Angola, $X^2 = 7.74$, $p < .01$, $c = .28$.

$H_0^2$: There is no significant difference in the opinions of staff and inmates regarding the participation of inmates in formulation of rules.

It was found that 64 percent of the respondents agreed, 29 percent disagreed, and 7 percent had no opinion. The difference between staff and inmates was found to be statistically significant, as shown by $X^2 = 4.045$, $p < .05$, $c = .12$. Inmates were more likely to agree than staff members. The null hypothesis was rejected, and it was concluded that there was a difference in opinions.

When the different institutions were considered, it was found that 71 percent at Angola, 72 percent at St. Gabriel, 60 percent at the Diagnostic Center and 56 percent at L.T.I. - Baton Rouge agreed.

Statistically significant differences between staff and inmates were found at Angola ($X^2 = 9.27$, $p < .01$, $c = .31$).
$H_0^3$: There is no significant difference in the opinions of staff and inmates regarding the strictness of disciplinary measures resulting in better control.

It was found that 60 percent agreed, 31 percent disagreed, and 9 percent had no opinion. The differences between inmates and staff was found to be statistically significant as shown by $X^2 = 6.877$, $p < .01$, $c = .16$.

The hypothesis was rejected, and it was concluded that staff members are more likely to agree that strict disciplinary measures are necessary in achieving better control.

When the different institutions were considered, it was found that 60 percent at Angola, 53 percent at St. Gabriel, 54 percent at the Diagnostic Center, and 67 percent at L.T.I. - Baton Rouge agreed.

Statistically significant differences were found between inmates and staff members at Angola ($X^2 = 7.53$, $p < .01$, $c = .29$).

$H_0^4$: There is no significant difference in the opinions of staff and inmates regarding the use of physical punishment.

It was found that 55 percent of the respondents agreed, 39 percent disagreed, and 6 percent had no opinion. The difference between inmates and staff was found not to be statistically significant as shown by $X^2 = 2.035$, $p > .05$.

The hypothesis was accepted and it was concluded that both staff and inmates agree that physical punishment is sometimes necessary.

When the different institutions were considered, it was found that 55 percent at Angola, 29 percent at St. Gabriel, 51 percent at
the Diagnostic Center, and 71 percent at L.T.I. - Baton Rouge agreed. Statistically significant differences were found between inmates and staff members at none of the four institutions.

H05: There is no significant difference in the opinions of staff and inmates regarding the encouragement of inmate friendships.

It was found that 84 percent of the respondents agreed, 13 percent disagreed, and 3 percent had no opinion. The difference between inmates and staff was found not to be statistically significant, as shown by $\chi^2 = 1.088$, $p > .05$.

The hypothesis was accepted, and it was concluded that both staff and inmates agree that friendships should be encouraged.

When the different institutions were considered, it was found that 79 percent at Angola, 83 percent at St. Gabriel, 87 percent at the Diagnostic Center, and 88 percent at L.T.I. - Baton Rouge agreed.

Statistically significant differences were found between inmates and staff members at none of the four institutions.

H06: There is no correlation between staff and inmates in the selection of personnel easiest to get along with.

The level of measurement was ordinal and the Kendall Rank Correlation Coefficient yielded a value of .81, which was significant at less than the .05 level of confidence. The hypothesis was rejected, and it was concluded that there was a correlation between staff and inmates in the selection of personnel groups easiest to get along with.
When the different institutions were considered, it was found that the values of the Kendall tau for each institution were: Angola, \( r = .26, p > .05 \); St. Gabriel, \( r = .70, p < .05 \); Diagnostic Center, \( r = .87, p < .05 \); and L.T.I. - Baton Rouge, \( r = .71, p < .05 \) (see Table VI).

\( H_0^7: \) There is no significant difference in the opinions of staff and inmates regarding the separation of homosexual inmates.

It was found that 70 percent of the respondents agreed, 27 percent disagreed, and 3 percent had no opinion. The difference between inmates and staff was found to be statistically significant, as shown by \( X^2 = 9.691, p < .01, c = .18 \).

The hypothesis was rejected, and it was concluded that staff members tend to agree that homosexual inmates should be separated, while inmates are more inclined to disagree.

When the different institutions were considered, it was found that 74 percent at Angola, 59 percent at St. Gabriel, 72 percent at the Diagnostic Center, and 71 percent at L.T.I. - Baton Rouge agreed.

Statistically significant differences were found between inmates and staff members at Angola \( (X^2 = 9.601, p < .01, c = .30) \) and at St. Gabriel \( (X^2 = 4.409, p < .05, c = .29) \).

\( H_0^8: \) There is no significant difference in the opinions of staff and inmates regarding the differential treatment of homosexuals.

It was found that 83 percent of the respondents agreed, 16 percent disagreed, and 1 percent had no opinion. The difference between
inmates and staff was found not to be statistically significant, as shown by $X^2 = .6828$, $p > .05$.

The hypothesis was accepted, and it was concluded that both inmates and staff members agree that homosexual inmates should be treated the same by staff.

When the different institutions were considered, it was found that 83 percent at Angola, 70 percent at St. Gabriel, 82 percent at the Diagnostic Center, and 78 percent at L.T.I. - Baton Rouge agreed.

Statistically significant differences were found between inmates and staff members at L.T.I. - Baton Rouge ($X^2 = 7.173$, $p < .01$, $c = .26$).

**H0g:** There is no significant difference in the opinions of staff and inmates regarding inmate choice in vocational training.

It was found that 94 percent of the respondents agreed, 5 percent disagreed, and 1 percent had no opinion. The differences between inmates and staff was found not to be statistically significant, as shown by $X^2 = .0002$, $p > .05$.

The hypothesis was accepted, and it was concluded that both staff and inmates agreed that inmates should have a choice in vocational training.

When the different institutions were considered, it was found that 98 percent at Angola, 88 percent at St. Gabriel, 91 percent at the Diagnostic Center, and 94 percent at L.T.I. - Baton Rouge agreed.

Statistically significant differences were found between inmates and staff members at none of the four institutions.
HO_10: There is no significant difference in the opinions of staff and inmates regarding the appropriateness of training for employment after release.

It was found that 39 percent of the respondents agreed, 51 percent disagreed, and 10 percent had no opinion. The difference between inmates and staff was found to be statistically significant, as shown by $X^2 = 7.903$, $p < .01$, $c = .17$.

The hypothesis was rejected, and it was concluded that inmates tend to agree that their training is relevant to future employment and staff members tend to disagree.

When the different institutions were considered, it was found that 38 percent at Angola, 33 percent at St. Gabriel, 24 percent at the Diagnostic Center, and 51 percent at L.T.I. - Baton Rouge agreed. Statistically significant differences were found between inmates and staff members at the Diagnostic Center ($X^2 = 5.936$, $p < .02$, $c = .36$) and L.T.I. - Baton Rouge ($X^2 = 22.26$, $p < .001$, $c = .43$).

HO_11: There is no significant difference in the opinions of staff and inmates regarding the training of guards in counseling techniques.

It was found that 89 percent of the respondents agreed, 8 percent disagreed, and 3 percent had no opinion. The difference between inmates and staff was found not to be statistically significant, as shown by $X^2 = .4629$, $p > .05$.

The hypothesis was accepted, and it was concluded that both staff and inmates agreed that guards should be trained in counseling techniques.
When the different institutions were considered, it was found that 83 percent at Angola, 72 percent at St. Gabriel, 93 percent at the Diagnostic Center, and 90 percent at L.T.I. - Baton Rouge agreed.

Statistically significant differences were found between inmates and staff members at none of the four institutions.

H$_{12}^0$: There is no significant difference in the opinions of staff and inmates regarding the conjugal visit.

It was found that 58 percent of the respondents agreed, 42 percent disagreed, and none had no opinion. The difference between inmates and staff was found to be statistically significant, as shown by $X^2 = 23.713$, $p < .001$, $c = .38$.

The hypothesis was rejected, and it was concluded that inmates agree with the concept of conjugal visiting and staff disagree.

When the different institutions were considered, it was found that 78 percent at Angola, 80 percent at St. Gabriel agreed. The Diagnostic Center and L.T.I. - Baton Rouge were not applicable to this part.

Statistically significant differences were found between inmates and staff members at Angola ($X^2 = 14.86$, $p < .001$, $c = .37$) and St. Gabriel ($X^2 = 5.093$, $p < .05$, $c = .31$).

H$_{13}^0$: There is no significant difference in the opinion of staff and inmates regarding the good qualities of inmates.

It was found that 90 percent of the respondents agreed, 9 percent disagreed, and 1 percent had no opinion. The difference between
inmates and staff was found not to be statistically significant, as shown by $X^2 = .1151$, $p > .05$.

The hypothesis was accepted, and it was concluded that both staff and inmates are of the opinion that inmates have good qualities.

When the different institutions were considered, it was found that 91 percent at Angola, 92 percent at St. Gabriel, 88 percent at the Diagnostic Center, and 90 percent at L.T.I. - Baton Rouge agreed.

Statistically significant differences were found between inmates and staff members at none of the four institutions.

$H_{0,14}$: There is no significant difference in the opinion of staff and inmates regarding the need for inmate involvement in his treatment efforts.

It was found that 92 percent of the respondents agreed, 7 percent disagreed, and 1 percent had no opinion. The difference between inmates and staff was found not to be statistically significant, as shown by $X^2 = .4671$, $p > .05$.

The hypothesis was accepted, and it was concluded that both inmates and staff agreed that inmates should be involved in their treatment efforts.

When the different institutions were considered, it was found that 93 percent at Angola, 88 percent at St. Gabriel, 93 percent at the Diagnostic Center, and 92 percent at L.T.I. - Baton Rouge agreed. Statistically significant differences were found between inmates and staff at none of the four institutions.
Conclusions

It is the conclusion of the writer that the Tyler model of curriculum development in general, and specifically studies of the learner and contemporary life, are viable methods of gaining insight into considerations for the development of educational objectives. This study was designed to provide insight into the correctional system and to suggest broad areas of educational objectives. In the opinion of the writer, this has been accomplished. The testing of the hypotheses per se was not as important as the general knowledge of correctional institutions gleaned by the writer in the conducting of the study. No claim is made to have exhausted the possibilities of any of the variables selected for study. All of these should be submitted to further study if in-depth knowledge of them is desired.

In conducting this study the writer has gleaned knowledge from the survey of the literature, from personal contacts and discussions with correctional personnel, from conversations with inmates, from developing the interview schedule, from drawing the sample and from conducting the interviews and tabulating the data. In short, every step of the research process has been of value in the development of broad educational objectives for a curriculum in corrections.

In general, the broad educational objectives established from this effort to be submitted to further investigation are as follows:

1. To acquaint the student with the broad range of theories of deviant behavior.

Rationale: The investigation has brought the writer to an understanding of the multitude of personality types and of the opinions
of both inmates and staff regarding the offender and the causes of criminal behavior. Therefore, it appears necessary that the student have a working knowledge of the myriad theories of deviant behavior as they pertain to criminal and delinquent behavior.

2. To acquaint the student with the gestalt of the correctional system. 
   Rationale: Differences found in the four different types of institutions investigated has led to an understanding that institutional differences could have an impact on rehabilitative outcomes.
   Planning and development requires knowledge based on the delivery system with its multiple inputs and sub-systems.

3. To acquaint the student with the current treatment modalities in contemporary corrections.
   Rationale: The study has indicated a positive atmosphere toward treatment efforts in correctional institutions. However, no one treatment approach appeared totally appropriate to the single institution or the single inmate.

4. To acquaint the student with basic management concepts and decision making models.
   Rationale: The investigation revealed that many of the procedures governing the lives of inmates, such as rules and sanctions, are essentially administrative procedures. Greater understanding of management concepts in the administration of correctional institutions could possibly enhance the rehabilitative process. Development of new systems and better understanding of old ones requires knowledge of decision making models and management techniques.
5. To acquaint the student with learning theory, principles of curriculum development, principles of adult education, supervision and staff development.

Rationale: The willingness to learn and to change was evident throughout the study. To assume the role of trainer in the correctional field, the student will need to be able to analyze educational situations, develop curricula and to teach paraprofessionals. The development of more relevant vocational training programs also will require these skills.

Each of these five broad educational objectives represent a number of concepts and skills to be mastered by the student. Concepts of personality and human development, biological, sociological and cultural phenomenon are pertinent to the understanding of deviant behavior. The concepts of systems, feedback mechanisms, equifinality and multiple inputs are germane to an understanding of the gestalt of the correctional system. Concepts of human behavior, small group theory, peer relationships, resistance, therapeutic relationships and many others are important to an understanding of treatment modalities in corrections. Management concepts such as objectives, allocation, use of staff, and personnel management are important to the understanding of management in correctional institutions. Decision-making models such as operations research, gaming and P.P.B.S. are also important. Finally, the many concepts of learning theory, curriculum development and adult education seem vitally important to the student.
In addition to the skills inherent in the above-delineated educational objectives, the study also revealed the need for skill in the day-to-day intercourse with staff and inmates. The probability that inmates will avail themselves of rehabilitative efforts or that staff will be accepting of change is favorable but in delicate balance. Skills are developed over time and will be the thrust of long-term efforts with correctional students.

In the area of values, the study revealed that the inmate feels that he has value and is worthy of respect as a human. The curriculum should instill this in students throughout the course of their studies. The study also revealed that both staff and inmates are generally accepting of the most deviant behavior and that they are not as punitive as one would expect. The student must be taught to see the value of the present system while he attempts to bring positive change to the system.

This study seemed to provide inputs into realistic objectives for a curriculum in corrections. It has also served to make the writer aware of the philosophical and psychological screens through which these objectives must be sifted. It has been a worthwhile undertaking.
FOOTNOTES

CHAPTER V


2Ibid., p. 6.

3Ibid., p. 9.

4Ibid., p. 17.

5Ibid., p. 21.
### APPENDIX A

**INTERVIEW SCHEDULE**

<table>
<thead>
<tr>
<th>COLUMN 1</th>
<th>COLUMN 2</th>
<th>COLUMN 3</th>
<th>COLUMN 4</th>
<th>CARD NUMBER</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAMPLE NUMBER</td>
<td>SAMPLE NUMBER</td>
<td>SAMPLE NUMBER</td>
<td>SAMPLE NUMBER</td>
<td>SAMPLE NUMBER</td>
</tr>
</tbody>
</table>

5. **NAME OF INSTITUTION**

1. Angola
2. St. Gabriel
3. Reception and Diagnostic Center
4. L.T.I., Baton Rouge

6. **TYPE OF WORK**

0. Guard
1. Work detail Supervisor (correctional officer)
2. Teacher (classroom or vocational)
3. Cottage Parent
4. Psychologist or Psychiatrist
5. Classification Officer
6. Social Worker
7. Clergy
8. Other (specify)
9. Inmate

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7. Which of the following policies would you favor with regard to treatment programs?
0. INA
1. Punishment, protection of the community, custody.
2. Educational (i.e., teaching skills and knowledge, teaching acceptable habits and behavior).
3. Therapeutic (i.e., changing attitudes and values, social adjustment, helping with emotional problems).

8. What do you think is this institution's primary objective?
0. INA
1. Protection of society
2. Keep people from committing crimes
3. Rehabilitation - help you act better
4. Other - specify

9. The disciplinary measures here should be more strict.
1. Agree 2. No opinion 3. Disagree

10. Strict disciplinary measures will result in more control.
1. Agree 2. No opinion 3. Disagree

11. Most of the rules here are reasonable and understandable.
1. Agree 2. No opinion 3. Disagree

12. Inmates should have a say so in formulation of rules.
1. Agree 2. No opinion 3. Disagree

13. Inmates should be rewarded more than they are now for good behavior.
1. Agree 2. No opinion 3. Disagree

14. The staff member that does a good job should be rewarded.
1. Agree 2. No opinion 3. Disagree
15. Regardless of the rules, each staff person tends to use his own judgment in handling the inmates.

1. Agree 2. No opinion 3. Disagree

16. Physical punishment of an inmate is sometimes necessary.

1. Agree 2. No opinion 3. Disagree

Now, I am going to read you a list of punishments, rate each one as *most severe*, *moderate*, and *least severe*. (Read all choices before answering).

<table>
<thead>
<tr>
<th>Punishment</th>
<th>0. INA</th>
<th>1. Most severe</th>
<th>2. Moderate</th>
<th>3. Least Severe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deny home visit</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Delay release</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No smoking</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Send to solitary</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ridicule from staff member alone</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ridicule from a staff member before the group</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undesirable detail</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

24. Inmates should be encouraged to form friendships with other inmates.

1. Agree 2. No opinion 3. Disagree

25. Who should have the most authority for administering punishment?

1. Guards
2. Work detail supervisors (correctional officer)
3. Teachers
4. Cottage parent
5. Clinicians (doctors, social workers, clergy)
6. Warden or superintendent
7. Classification officer

26. Out of the following groups, which one do you feel is the easiest to get along with?
   1. Guards
   2. Work detail supervisors (correctional officer)
   3. Teachers
   4. Cottage parent
   5. Social workers, psychologists, etc.
   6. Classification officer
   7. Warden or superintendent

27. Who are you most likely to talk to about a personal problem?
   1. Guard
   2. Work detail supervisors (correctional officer)
   3. Teachers
   4. Cottage parent
   5. Social workers, psychologists, etc.
   6. Warden or superintendent
   7. Classification officer

28. The inmate should have a choice in deciding in what type of vocational training he will participate.
   1. Agree
   2. No opinion
   3. Disagree

29. Inmate homosexuals should be separated from other inmates.
   1. Agree
   2. No opinion
   3. Disagree

30. The homosexual should be treated the same by staff.
   1. Agree
   2. No opinion
   3. Disagree
31. There should be a place within the institution where inmate and spouse could visit privately.
   1. Agree  2. No opinion  3. Disagree
32. Do you think correctional institutions should be located in rural or urban areas?
   1. Rural  2. Urban
33. My daily routine is boring.
   1. Agree  2. No opinion  3. Disagree
34. The inmate's present training prepares him for employment after release.
   1. Agree  2. No opinion  3. Disagree

How do you feel the public feels toward helping the following?

<table>
<thead>
<tr>
<th></th>
<th>Wants to</th>
<th>Doesn't want</th>
</tr>
</thead>
<tbody>
<tr>
<td>35. People on welfare</td>
<td></td>
<td></td>
</tr>
<tr>
<td>36. Adult criminals</td>
<td></td>
<td></td>
</tr>
<tr>
<td>37. Juvenile Offenders</td>
<td></td>
<td></td>
</tr>
<tr>
<td>38. Mental patients</td>
<td></td>
<td></td>
</tr>
<tr>
<td>39. Handicapped patients</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

40. Treatment cannot help an inmate unless he also tries to help himself.
   1. Agree  2. No opinion  3. Disagree
41. Anyone who tries to better himself through treatment deserves the respect of others.
   1. Agree  2. No opinion  3. Disagree
42. Once a criminal, always a criminal.
   1. Agree  2. No opinion  3. Disagree

43. Sometimes guards can be more important in making your time here more comfortable than some of the big bosses in the prison.
   1. Agree  2. No opinion  3. Disagree

44. Guards should be trained in counseling techniques.
   1. Agree  2. No opinion  3. Disagree

45. Even though a person ends up in prison, they still have many good qualities.
   1. Agree  2. No opinion  3. Disagree

46. Inmates (students) are no longer really human.
   1. Agree  2. No opinion  3. Disagree

47. More than anything else, inmates need respect and understanding.
   1. Agree  2. No opinion  3. Disagree

48. There are many people on the outside more criminal (delinquent) than inmates here.
   1. Agree  2. No opinion  3. Disagree

49. If there were extra money for ____________, what do you think they should do with it?

50. Number of terms served: ________________

51. Length served on current term:
   0. INA
   1. (0 to 6 months)
   2. (6 months to 1 year)
   3. (1 year to 3 years)
4. (4 years to 7 years)
5. (8 years or above)

52, 53. **AGE**

54. **SEX**
   1. Male
   2. Female

55. **RACE**
   1. White
   2. Black
   3. Other

56. **EDUCATION (Last grade completed) and/or training** ____________

57. **RESIDENCE**
   1. Inmate
   2. Rural
   3. Urban

58. **MARITAL STATUS**
   1. Married
   2. Single

59. **RELIGION** Specify __________________________
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Periodicals


**Published Reports**


**Encyclopedia**

VITA

The author was born in Monroe, Louisiana, on June 15, 1931. He attended public schools in Monroe and graduated from Neville High School in 1949. He served in the United States Marine Corps (Reserve) and later in the United States Air Force during the Korean conflict. He received the Bachelor of Arts degree from Northeast Louisiana University in 1957. This was followed by the Master of Social Work degree in 1960 from Louisiana State University.

From 1960 to 1965, the author was employed by the Louisiana Department of Hospitals as a Psychiatric Social Worker, State Director of Mental Health Training and Regional Mental Health Consultant. In 1965, he accepted a position on the faculty of the School of Social Welfare, Louisiana State University. In 1969, the author became Executive Director of the Louisiana Capital Area Health Planning Council. In 1971, he became the Director of the State Comprehensive Health Planning Program.

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Major Field: Extension Education

Title of Thesis: Learner Opinions in Establishing Education Objectives in a Corrections Curriculum

Approved:

[Signature]

Major Professor and Chairman

[Signature]

Dean of the Graduate School

EXAMINING COMMITTEE:

[Signatures]

Date of Examination:

July 24, 1973