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EXPERIMENTAL AND DEMONSTRATION MANPOWER PROJECT FOR TRAINING AND PLACEMENT OF YOUTHFUL INMATES OF DRAPER CORRECTIONAL CENTER, ELMORE, ALABAMA. FOURTH DISSEMINATION REPORT.

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THE PRIMARY OBJECTIVE OF THE DISSEMINATION PHASE OF THIS EXPERIMENTAL AND DEMONSTRATION PROJECT WAS TO CREATE AND MAINTAIN GOOD PUBLIC RELATIONS. ACTIVITIES FROM SEPTEMBER-NOVEMBER 30, 1967, INCLUDED MAKING PRESENTATIONS AT NINE CONFERENCES, FILLING 104 REQUESTS FROM 24 STATES, DISTRICT OF COLUMBIA, CANADA, AND ENGLAND FOR PUBLICATIONS, DISTRIBUTING 1,200 OTHER PUBLICATIONS, PUBLISHING ONE SPEECH, MAKING THREE PRESENTATIONS TO OUTSIDE GROUPS, AND HOSTING 122 VISITORS. THE APPENDIX INCLUDES--(1) A BRIEF REVIEW OF THE PROJECT, (2) "MANPOWER DEVELOPMENT PSYCHOLOGY IN THE PENAL INSTITUTIONS" BY JOHN M. MCKEE, (3) "REPORT OF THE BONDING ASSISTANCE PROGRAM--DRAPER MDTA PROJECT," (4) SAMPLE BONDING HISTORIES OF INMATES, AND (5) REPRESENTATIVE CORRESPONDENCE, PRESS RELEASES, AND PRESS PUBLICITY. OTHER DISSEMINATION REPORTS ARE VT 004 732, VT 005 714, AND VT 005 716. (EM)

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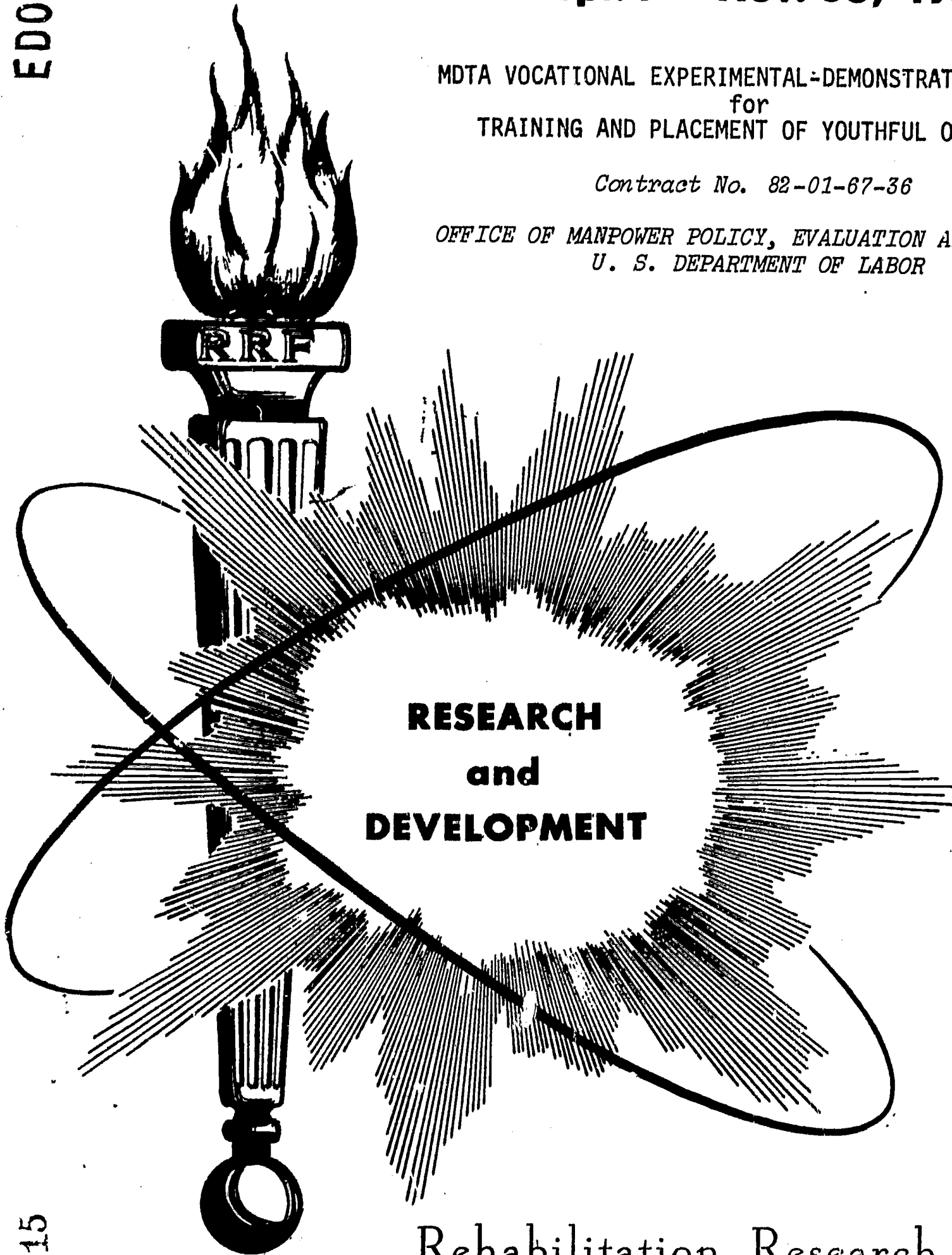
Dissemination Report

Sept. 1 - Nov. 30, 1967

MDTA VOCATIONAL EXPERIMENTAL-DEMONSTRATION PROJECT
for
TRAINING AND PLACEMENT OF YOUTHFUL OFFENDERS

Contract No. 82-01-67-36

*OFFICE OF MANPOWER POLICY, EVALUATION AND RESEARCH
U. S. DEPARTMENT OF LABOR*



**RESEARCH
and
DEVELOPMENT**

Rehabilitation Research Foundation
DRAPER CORRECTIONAL CENTER
ELMORE, ALABAMA

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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FOURTH DISSEMINATION REPORT ,

September 1 - November 30, 1967

EXPERIMENTAL AND DEMONSTRATION MANPOWER PROJECT FOR
TRAINING AND PLACEMENT OF YOUTHFUL INMATES OF
DRAPER CORRECTIONAL CENTER, ELMORE, ALABAMA ,

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Preface

This report on the dissemination phase of a special manpower project was prepared under a contract with the Office of Manpower Policy, Evaluation, and Research, U. S. Department of Labor, under the authority of the Manpower Development and Training Act.* Organizations undertaking such projects under Government sponsorship are encouraged to express their own judgment freely. Therefore, points of view or opinions stated in this document do not necessarily represent the official position or policy of the Department of Labor.

* Objectives of the Dissemination phase are stated in Appendix A.

Summary

The fourth dissemination report differs from the previous three in that it reports dissemination activities over a three month period: The fourth reporting period is September 1 through November 30. This change in the time period reported was necessitated by the increasing amount of time members of the dissemination unit must spend in preparing the final report and the need for a longer reporting period to accurately measure the impact of dissemination activities.

During this reporting period, certain trends in the pattern of our dissemination activities became apparent. There was less staff time being spent on planning and implementing conferences, more on preparation of written material. The geographic area covered by requests for publications broadened; increasing numbers of these requests came from undergraduate and graduate students and professional personnel whose interest in implementing correctional manpower training has been stimulated, at least in part, by the previous dissemination conferences. The total number of visitors reflected a sharp increase in the number of groups now touring the project.

SECTION I. CONFERENCES

During the current reporting period, the nine conferences and meetings attended by staff members tended to emphasize problems and solutions in specific areas rather than to provide a forum for generalized discussions as has been the case during previous reporting periods. The one notable exception was the third Dissemination Conference held in New York City November 13-16.

Dr. McKee addressed a session of the Annual Convention of the American Psychological Association in Washington, D. C., September 1. One hundred delegates heard his speech, "Manpower Development Psychology in the Penal Institution" (Appendix B of this report).

Dr. McKee and Mrs. Seay met in Washington, D. C., with officials of the Department of Health, Education, and Welfare on September 22-23 to determine some of the potential future directions for the Foundation. Similar meetings were held at the same time with officials of the Department of Labor.

The Program Director and Job Development and Placement Officer attended a Bonding Program Seminar held in Washington, D. C., October 5-6. Experiences in implementing the program in various settings and suggestions for possible improvements were exchanged among the 23 persons attending. Appendix C is a copy of the report of this project's experiences in administering the Program. This report was disseminated to all persons attending the meeting.

On October 13, Dr. McKee and Mrs. Seay met with regional representatives of Health, Education, and Welfare, Vocational Rehabilitation, etc., and with officials of the University of California (Berkeley) School of Criminology

to plan the fourth dissemination conference. The School agreed to co-sponsor with the Foundation. Tentatively set for February 25-28, 1968, this conference will include all interested persons who have not been able to attend the previous three conferences. It will be held in Berkeley, and planning and implementation of the conference will be the joint responsibility of the University and the Foundation. Dissemination Unit staff members are presently compiling a list of persons from all fifty states who have indicated an interest but who have been unable to attend previous meetings. Invitations will be mailed to each of the estimated 1000 persons in an effort to ensure that information on implementing correctional manpower training projects is given the widest possible dissemination.

Dr. McKee addressed a staff seminar of the Georgia State Department of Public Health on October 19. He spoke on the work being done at Draper in education and human development. Approximately 30 people heard his talk. Letters received from the Department's Administrator indicate that it was both interesting and thought-provoking.

The Third Dissemination Report noted the establishment of the State-wide Planning Committee for Vocational Rehabilitation of the Public Offender. This committee's membership includes Dr. McKee; Mrs. Seay; Dr. Elvia Cooney, who has been a frequent consultant to the project; and Ned Jones, a former inmate at Draper Correctional Center. The Committee's chairman is John C. Watkins, Warden of Draper. During October 23-24, the Committee met and designated sub-committees. Dr. McKee was appointed to the Legislation section; Mrs. Seay, to the Interagency Cooperation section.

A mini-conference on basic education was held under Department of Labor auspices in Washington, D. C., October 30 and 31. Dr. McKee attended this conference and made a presentation. This conference was attended by approximately 20 people. Aimed at discovering means of improving the educational level of a disadvantaged population, it provided for a discussion of the use of tutors, means of motivating students, materials used, selection of teachers, and evaluation of programs.

Walter Bamberg, Job Placement Officer, and W. H. Phillips, Personal Counselor, attended a meeting of the Alabama Commission on Crime and Delinquency in Montgomery, November 2-3. One hundred and fifty delegates from State Probation and Parole, Federal Probation and Parole, Pensions and Security, Corrections, Vocational Rehabilitation, and MDT attended the sessions which dealt mainly with the impact of recent Supreme Court decisions concerning the rights of offenders.

The Third Dissemination Conference, jointly sponsored by the Foundation and the Staten Island Mental Health Association, was held in New York City, November 13-16. Five staff members attended the meeting: Dr. McKee; Mrs. Seay; Paul Cayton, Supervisor of Training, Guidance, and Evaluation; Walter Bamberg, Job Placement Officer; and Grady Meredith, Basic Education Instructor. All five served as resource people for the workshop sessions on November 15. In addition, Dr. McKee presided at that day's luncheon session and gave a slide presentation describing Draper's projects in academic and vocational training.

SECTION II. PUBLICATIONS

One hundred and four requests for publications were received from 24 states, the District of Columbia, Canada, and England. To meet these requests, 1,024 publications were mailed. An additional 1200 were disseminated to visitors and at conferences, bringing the number of publications disseminated during the reporting period to 2,224.

Increasing numbers of requests are being received from college and graduate students and from professional people in fields other than corrections. The paper most frequently requested during this reporting period was "Manpower Development Psychology in the Penal Institution," which appears as Appendix B to this report.

Not included in the above total are the "College Corps Recruiting Brochures" (Appendix D), which were sent to student placement officers in five colleges and universities. This brochure was developed by members of the Dissemination and Materials Development Units as a means of informing interested, qualified college students of the opportunities open to them in the project's College Corps.

SECTION III. PUBLIC RELATIONS

One speech was published during this reporting period, and another is being edited and rewritten. "Manpower Development Psychology in the Penal Institution" appears as Appendix B to this report. We anticipate that Dr. McKee's paper, "Methods of Motivating the Offender for Educational Achievement," will be published shortly. Numerous papers had to be reprinted because filling the large number of requests depleted our stock.

Three presentations were made to outside groups. On September 19, Follow-up Counselor John Nagle addressed the Rotary Club of Jasper, Alabama, and told them of the work being done at Draper. His speech was very well received, as the letter

in Appendix E indicates. Dr. McKee spoke to 350 students at Sandtown High School on November 8 and gave them an overview of the project, highlighted with slides. Christian B. Learning, Public Information Specialist, spoke to the Auburn (Ala.) Unitarian Universalist Fellowship on November 21. More than 60 people heard her speak on the work and philosophy of the Foundation.

Our students, too, play an important role in the project's public relation and dissemination efforts. As part of a continuing program of involving students in public service activities, the Sign Writing students painted "School Bus" on five buses belonging to the Montgomery Retarded Children's School. Appendix E contains a letter of thanks from the School's Director; this letter was read to the students involved.

One news release was prepared and issued. It concerned the testing of Welding students by a representative of the American Welding Society. All 14 students tested passed; this is an enviable record and the story was given wide coverage by local newspapers. Appendix F contains the release and two other news stories. One story was prepared by a feature writer of the Montgomery Advertiser, and the other by an Associated Press writer.

SECTION IV: VISITORS

Previous dissemination reports have noted a trend toward increasing numbers of visitors. This trend continued in the current reporting period as 122 people visited the project. There were four groups of 10 or more: three were student groups, and the fourth was a group of newly-appointed parole supervisors.

Eighty-seven visitors received guided tours and were given an overview of the project by staff members; 24 received tours and in-depth orientations directed toward their specific area of interest; seven were given tours and participated in informal training sessions. Four consulted with the project administration; they,

too, received orientations and tours.

The following is a list of visitors, their affiliations, and the date and purpose of their visit:

September 15:

Dr. John Grenfell
Southern Illinois University
Carbondale, Illinois

Dr. Grenfell conducted a training session for staff members in the use of video-tape as an aid to counseling. He was given an orientation and tour by Dr. McKee.

September 25:

A. E. Houk, Retired State
MDTA Supervisor

Mr. Houk visited the project to view its work more thoroughly than he had been able to while he was State MDTA Supervisor. He was given an in-depth orientation and tour by Mrs. Seay, and was subsequently employed as a part-time follow-up counselor to assist with the vast amount of responsibility that rests with this phase of the program.

September 28:

Clarence Collier, Chief
Division of Vocational Education
Georgia State Department of Education
and
Fred Williamson, Associate Professor
Fine and Practical Arts Education
University of Alabama

Both men serve as consultants to the Foundation in its efforts to prepare teacher-training materials that are being programmed for manpower instructors. They were also given an orientation and tour to the project.

October 2

Jim Oliver
Southern Baptist Convention Foreign
Missions
(currently serving in South America)

Mr. Oliver received an orientation and tour to the project. He also received an in-depth orientation to the development and use of programmed instructional materials. Since his main interest was to obtain all the information available on programmed instruction, he was supplied with some of the materials we have on hand, lists of

suppliers, and names and addresses of other groups which might be able to assist him. He hopes to program materials for use by the population he serves.

October 5: 16 newly-appointed supervisors
Board of Pardons and Paroles.

These men visited the project and spent the afternoon. They received a tour and orientation from a staff member, and Dr. McKee and Mrs. Seay then discussed the program as it specifically relates to the work of the Board.

October 16-17: John Devereaux
Shelby County (Tenn.) Penal Farm
Memphis, Tennessee

Mr. Devereaux is responsible for establishing a training program for inmates at the Penal Farm. He visited the project to receive an orientation, tour, and informal training. Paul Cayton, Supervisor of Training, Counseling and Evaluation, provided this training, which followed the pattern of previously reported training sessions.

October 17: Dr. H. Charles Rickard
Associate Professor and Co-ordinator
of Clinical Training
University of Alabama

Dr. Rickard consulted with Dr. McKee about the project's experiences in behavior modification. He was also given an orientation and brief tour.

October 18: Captain Robert R. Smith, USA
Warden, Fort Benning (Ga.)
Federal Stockade

Captain Smith is working on his Master's degree in corrections and was referred to Dr. McKee as a resource person who could give him information about behavior modification of offenders. He expressed an interest in working with the project, but was available on Saturdays only. Arrangements were made for him to work with the Warden in group therapy sessions. He is receiving credit for this work from American University.

November 7:

Ken Jenson, Instructor, and 30
students
Jefferson State Junior College
Pinson, Alabama

A staff member provided a tour and orientation to the project for this group. Informational kits were prepared and distributed, and a slide presentation was made.

November 17:

Mr. John D. Jolly, District Attorney
34th Judicial Circuit
Russellville, Alabama

Mr. Jolly visited the project to discuss the "holdover" of a student. He was so impressed with the change in the student and with the work of the project that he agreed to drop the charge. He will return to receive further orientation to the project after the first of the year.

November 20:

Oliver B. Porterfield, Minister
and
two members of the Cleveland Avenue
Church of Christ, Montgomery

These men visited the project and spent the morning. Mrs. Seay discussed the program of the project after which they received an orientation and tour from a staff member. This group represented the Cleveland Avenue Church of Christ which has agreed to provide the graduation reception on December 10.

November 21:

Miss Nancy Hall, student
Huntingdon College, Montgomery

Miss Hall visited the project to research a term paper. She received an orientation and a tour of the project and the prison.

November 27:

Dr. Roger Birkman
Birkman & Associates, Management
Consultants, Houston, Texas

Dr. Birkman's firm has developed an instrument to measure individual potential. Students took tests using this instrument before and after participation in the Supplementary Classes. Dr. Birkman was here to consult with the project administration about correctly interpreting the results of these tests. He was given an orientation and tour by Dr. McKee.

November 27:

Mrs. Anacile Riggs, State Supervisor
Distributive Education
Alabama Department of Education
and
Two other members of the Alabama
Distributive Education Staff

This group of three Distributive Education Coordinators viewed instructional materials and equipment which may have a place in DE programs and heard Mrs. Seay discuss the possibilities of programmed instruction as a tool for the enrichment of cooperative DE programs.

November 30:

Mrs. Georgia Vallery, Assistant
Professor of Psychology,
Auburn University and 24 students

Allan Shields, Professor of
Criminology, Auburn University
and 30 students

Both groups were given guided tours of the prison and project, a slide orientation to the project, and packets of informational materials.

November 30:

Edwin Marger
U. S. Research & Development
Corporation
New York

Mr. Marger's firm is engaged in various projects for disadvantaged populations. He visited the project to study our basic education program and received a general orientation and tour.

November 30:

Captain Leon DeKing, USAF
Academic Publications
Maxwell Air Force Base

Captain DeKing was interested in observing the basic education program and the use of programmed instructional materials. He also received a general orientation and tour.

APPENDIX A:

Introduction

When the Draper MDT E&D project began in 1964, the primary objective of the dissemination phase was to create and maintain good public relations. It was hypothesized that good public relations would facilitate our effort to place graduates in jobs. Thus, dissemination was initially the responsibility of the job development and placement officer. This dissemination-public relations program had two objectives:

- (1) to create a climate favorable to efforts directed toward placing graduates in jobs, and
- (2) to solicit community volunteers whose areas of expertise would enable us to implement health, safety, and enrichment programs for our target population.

These purposes were accomplished through an active public relations campaign. Speeches were made to professional and trade groups, colleges, and community service organizations. News media were contacted and invited to visit the project. Frequent press releases kept our activities in the forefront of the public's awareness. However, we soon found that once the initial interest had been created, the project's supporters wanted to know what was happening to specific individuals, programs and classes, or to experimental approaches being tried. They wanted follow-up data.

The responsibility for dissemination thus devolved upon the historian, whose responsibility for reporting on-going activities to the contracting office enabled her to supply current information to others, upon request.

The progress report, a compilation of activities and findings, was prepared by the historian bi-monthly. The initial mailing list had about 50 names. The demand for follow-up information swiftly expanded this list; soon, 300 copies of the report were being prepared. It was found that 300 copies were still not sufficient. We frequently had to make second printings of the progress report to satisfy the demand for current information.

As soon as we began to accumulate and analyze data on the various components of our overall program, increasing numbers of professional organizations invited key staff members to speak, to make presentations, or to serve on panels. These dissemination efforts were always followed by requests for reprints of the information presented. We soon found we were not only mailing progress reports to an interested public, but we were also providing more specific, technical data to professionals in related fields.

Requests not only for publications but also for structured training-type seminars led to a more sophisticated dissemination effort. They also led to the realization that we would have to form a unit whose prime responsibility would be to coordinate the various dissemination phases. In our 1966 proposal for renewal, provision was made for such a unit.

This unit would be headed by a person experienced in staff training and development and would be supported by a writer who had background and experience as a public information specialist. A retired civil servant with more than 30 years' experience in staff development and conference coordination was employed to head the unit in September, 1966. He immediately inaugurated a series of in-service training sessions which were designed to prepare staff members for actual participation in dissemination conferences.

In the fall of 1966, dissemination conferences were held for a small group from Puerto Rico and a group of 21 from Hawaii. With the passage of Section 251 of the Manpower Development and Training Act, it became evident that even greater demands for information about correctional manpower training programs would have to be met. The U. S. Department of Labor, fully appreciative of this need, began to formulate plans for a series of nationwide dissemination conferences. Such conferences would permit dissemination of guidelines, experiences and findings of the three E&D pilot programs in correctional settings and would also serve as forums for interchange of ideas among participants. Draper's experiences would be described together with those of the other E&D pilot projects. Consequently, a broad range of ideas and guidelines was envisioned to provide maximum assistance to states and organizations contemplating the establishment of correctional manpower training programs.

In February, 1967, we engaged a public information specialist (writer) to complete the dissemination unit. By March, the time and place of the first dissemination conference had been fixed--May 22-25, Montgomery Alabama. Dissemination continued with the distribution of informational materials, progress reports, and the fulfillment of speaking engagements.

When the Congress focused increased attention on the problem of crime prevention in early April, an Exhibit on Crime Research was held in the Rayburn Office Building on April 19-21. The Foundation was invited to participate in this exhibit, which was intended to inform not only Congressmen and Senators but government officials and members of the Washington press corps. The Dissemination Unit and the Materials Development Unit worked together to create a display featuring pertinent data lettered in blue and

gold cards and 12 6 x 6 photographs; it is portable and can be set up in less than five minutes. Staff members have used it at numerous conferences and meetings and consider it an effective means of disseminating data on the project to large groups of people.

Mini-conferences in Washington laid the groundwork for the first formal dissemination conference which soon became the primary area of concentration for the Dissemination Unit. In late April, the Public Information Coordinator resigned because of ill health. Rather than delay the conference planning while we searched for a replacement, the historian was assigned temporarily to head the unit. This assignment brought the compilation of the progress report directly under the Dissemination Unit. The Unit has continued to operate with this structure. Although all staff members are indirectly involved in the work of the unit, substantial cooperation from the Materials Development Unit makes it possible for us to meet all demands for information.

APPENDIX B:

MANPOWER DEVELOPMENT PSYCHOLOGY IN
THE PENAL INSTITUTION*

John M. McKee, Ph.D., Director
MDT Project
Draper Correctional Center
Elmore, Alabama

The setting for psychological practice that I shall describe to you is Draper Correctional Center, Elmore, Alabama, where a manpower development and training project has been conducted for the past three years. Each year this project offers vocational training in six different occupations to 150 youthful offenders. The Draper manpower project recruits, selects, counsels, trains inmates, then places them in jobs, and continues to counsel them after release. In addition to vocational training, they also receive basic education and personal-social skill training.

We attempt to be realistic in our approach to training and job placement of men who constitute one of society's truly hard-core employment problems. Our assumption is that the released offender who has been provided with vocational skills, along with essential academic, social and attitudinal training is in a better position to remain free and productive than one who does not receive such services.

Of particular interest to psychologists are our basic assumptions that the vast majority of offenders are not "mentally ill," that their criminal behavior is not constitutionally determined, but rather it is learned and can be altered. I mention these fairly reasonable and obvious assumptions

*This paper was presented on the "Symposium: Issues and Experiments in Manpower Development of Low Income Groups," American Psychological Association's Annual Convention, Washington, D. C., September 4, 1967.

because when psychologists assume differently--and some do--they may employ certain clinical approaches that have long since been demonstrated to be ineffective with prisoners.

What Psychologists Do in MDT Programs

Staff development is one area where psychologists can make a contribution in prison MDT programs. As is true in most special programs for the disadvantaged, staff is hastily assembled, inexperienced in correctional work, and frequently has little background in recently developed technologies for training and rehabilitating prison inmates. For example, of the people we employed for the Draper Project, only two had ever worked in a prison. Of nine who were hired as instructors, only one had actually done any formal teaching. Of the three psychologists who consulted with us, only one had worked with offenders. A considerable amount of staff training was necessary. After three years we are still conducting in-service training as the need is evidenced.

At Draper, psychologists have been valuable in the following specific areas of staff development:

- (1) Human relations skill training. For this type of training we have used the Birkman Method, which involves the administration of a test which is analyzed to identify full individual potential of supervisory staff members. The psychologist then conducts "self-discovery" group discussions in which each individual shares his analysis with others. New insights gained in such "self-discovery" workshops carry over into work experiences when the group helps the staff member to follow through and institute changes in work habits and human relationships.

- (2) Training in the understanding and application of behavior principles. Those staff members who have direct contact with inmates were given this training. Principles of reinforcement theory (successive approximations, immediacy of reinforcement, extinction, generalization, etc.) were applied to specific training problems and situations that the shop instructor and counselor meet every day.
- (3) Consultant to counselors. The counselor backstops the instructor with the problems the latter deals with; therefore, the counselor frequently uncovers perplexing problems with which he needs the psychologist's help. The psychologist does not deal with psychotics, who are rarely found among the inmate population in our institution (I can actually recall more cases among the custodial staff!) Rather, he may seek to find out whether an inmate is an inveterate or situational homosexual; whether a trainee shows a capacity for a sense of values, or whether he is a "solid citizen" in the criminal subculture; or whether he is eligible for other services such as Vocational Rehabilitation, or veteran's benefits. Our consulting clinical psychologist not only interviews the inmate whose problems make him difficult to deal with, but also observes the inmate in the training situation and talks with his instructors. Since our psychologist works part-time, he does not engage in protracted psychotherapy with more seriously disturbed inmate trainees. There is perhaps a good consequence of this limitation, viz., the counselors and instructors are forced to accomplish heroics--and frequently.

(4) Technical assistance in the MDT project's use of special educational and therapeutic procedures is another area in which the psychologist is involved. In the Draper E & D Project, it was a psychologist who introduced programmed instruction (P.I.) as an instructional method that would (1) insure success of a failure-oriented population, (2) overcome the offender's aversion for teachers (since P.I. is primarily self-instructional), and (3) make up for lost educational achievement in a minimum amount of time. Our success with P.I. has been noteworthy; with less than 200 hours of P.I. a trainee can advance one full grade level. If P.I. is coupled with a 40-hour reading development program, he can advance still another grade.

Another application of the psychologist's expertise has worked well with offenders. In general, I refer to group therapy, but specifically I refer to guided group interaction (GGI). This approach has features of both confrontation therapy and group dynamics. It contains the elements of commitment to behavior change by each group member, shared responsibility for this change, and confrontation by the group of breaches of trust and honesty. In our program, the responsibility for leading GGI sessions is in the hands of a non-psychologist, who is backstopped by the psychologist. This layman teaches personal-social skills, provides a climate for attitude change, and leads intensive group discussions and role playing sessions around such critical issues and problems, as, Why am I back in prison for the third time? How can I make it on parole? and, How can I date a middleclass girl and feel comfortable about it.

Throughout the offender's psychological development he has lacked the right kind of masculine role models. His father has been either divorced, dead, a criminal, an alcoholic, or, as the offender says, "a weak spot." Role models appear to be essential for psychosexual development, work roles, and many non-criminal behavior patterns. The MDT vocational instructor is one of the major resources for influencing inmates to modify self-concepts and adopt new attitudes. What I am saying is that successful classroom and shop experiences are not sufficient in themselves to rehabilitate an offender who despises work and authority, and who only trusts criminals. Because the instructor can have intensive relationships with his student, he can be a significant behavior shaper, a role model for the trainee, a person who can impart the morals and ethics of the mainstream of free society. It is important that the instructor understand this identification process. By training, the psychologist is well prepared to teach the instructors about role model theory and follow up this instruction with consultation on special identification problems.

In the Draper Project we also employ young men who approximate the age of the inmates. These are college juniors, seniors and graduate students who work with us for a quarter or semester, then return to college. We call these students the "College Corps." They serve as educational aides and research assistants, compiling and analyzing data, keeping up progress charts, and assisting the trainee in basic education. We also have evidence that the College Corpsmen serve as successful models with whom the trainees can identify. The College Corpsman is fully accepted by the inmate who identifies with him and compares himself and his own intellectual growth with that of the college student.

Generally, motivation for behavior change and educational achievement is not easy to come by with the disadvantaged. It is even less easy to come by with the offender whose incentive has been extinguished by consistent failure on most learning tasks. The psychologist starts with the basic premise that motivation is produced by reinforcement--an inescapable conclusion of the behavior laboratory. While it takes little effort to seize upon aversive controls of behavior in a prison, the psychologist will insist upon finding positive reinforcers because he knows that negative reinforcement will not work efficiently to produce the complex skills required for educational achievement. In our Draper MDT project we use, among many others, the generalized reinforcer money as a reward for academic achievement. Since its employment, productivity, as measured by number of tests passed, has increased more than 500%.

Another application of reinforcement with which we have had success is "contingency management"--as described by Homme. The amount of programmed instruction to be completed daily was specified in a "performance contract" with each subject. Following the completion of certain amounts of work, the subject was allowed a 15-minute "break" in a recreational area where he could choose one or more specific reinforcements, such as coffee, Playboy Magazine, games of various sorts, a counseling session, etc. Under this attempt to arrange learning contingencies systematically, the productivity of an experimental group almost quadrupled.

Evaluation is another area in which the psychologist can be especially helpful in a manpower training project. As is the case with all poverty-oriented programs, the pressure is great to determine which program elements work and which do not. While most public educational programs are not

required to demonstrate their effectiveness, manpower training requires constant evaluation. Assessment is made, of course, in terms of whether the objectives of the program are being attained. Most MDT projects I know about have difficulty in stating objectives so that they can be measured. A poorly conceived objective for a prison project might be stated thus: "To rehabilitate 150 prisoners a year through vocational training." Rehabilitation may be a favorite term for some people, but if it is used in a stated objective it must be defined, and criteria must be designated or developed for measuring whether an offender has been rehabilitated.

In our Draper Project we have adopted a system called "Management by Objectives"--developed principally by Robert Blake, a psychologist. Every level of staff is required to write out the objectives of his job--derived from the overall mission of the project. Through this system everybody enters into the evaluation process.

Evaluation takes on particular meaning in view of the fact that manpower training will be assessed in the future in terms of a cost-benefit analysis. Such an approach is long overdue in corrections, and I believe the psychologist will be a most helpful person to the accountant-scientist breed who will very likely emerge.

Conclusion

The old model of penal psychology is in for drastic recasting as manpower training comes more and more into corrections. Penal psychology has thus far been concerned with individual testing, some psychotherapy, and predictions of parole success on the basis of the MMPI and a few other psychological tools. My prediction is that the psychologist will play a far more creative

role through MDT programs. He will be called on to function at every level of the program. In his armamentarium will be principles of behavior modification that he can apply as the situation requires. He will definitely apply these skills in the shaping of specific, observable behavior, using operant conditioning techniques. He will devise differential reinforcing systems to shape new and functional behavior in all areas of his institutional life. Eventually the psychologist will turn to post-release problems of behavior maintenance, seeking to generalize the ex-offender's new repertoire for full participation in the mainstream of social living and work adjustment. Considering the complete range of MDT services geared to comprehensive behavior change, psychologists will see that they have a good deal more going for them than Freud ever did!

APPENDIX C:

September 25, 1967

REPORT OF THE BONDING ASSISTANCE PROGRAM
DRAPER MDTA PROJECT

The Draper MDTA Project was authorized to participate in the Bonding Demonstration Project June 3, 1966, with an initial assignment of 3,000 bonding units. Approximately 230 of these units have been used as of the date of this report.

Thirteen persons have been bonded for a total sum of \$47,000, with the average bond amounting to \$3,600. Twelve of the 13 were graduates of the MDTA Project. The other had attended the State Vocational Trade School located at Draper. Six have had their bonds terminated and seven remain bonded. None have been returned to prison or to jail.

Since only thirteen were bonded it might at first appear that the Bonding Assistance Program has not really been of much help in placing graduates in jobs. The number actually bonded does not, however, reflect those instances where graduates were hired when employers learned they were bondable, even though they did not require bonds. Although it is difficult to establish an exact figure in this category, we have definite knowledge of seven, and it would be realistic to assume that at least this many more were hired under such conditions. (Some specific examples are related in the case histories.)

Most of the training offered at Draper is in trades which normally do not require bonding upon employment, even though the potential employee has a prison record. This is especially true in bricklaying and combination welding, and to a lesser degree in auto service station mechanic-attendant and barbering. Since most graduates are placed in jobs at entry level and not in supervisory or managerial positions, opportunities for theft are not presented to them initially.

As they progress in their trades, however, these opportunities become more available, and bonding becomes increasingly necessary.

It is difficult to imagine that an apprentice bricklayer would have much opportunity to steal anything of great value during the course of construction work. If, however, it were decided that he would be promoted to a job which required him to purchase supplies, then bonding might be required by the employer before the promotion could take place. The same thing might be true if a service station attendant were promoted to station manager. Thus, the longer the graduate stays on a particular job, the more likely it is that he will eventually need bonding assistance.

One example is the case of Hugh T., a graduate of the small electric appliance repair course. Hugh was paroled May 17, 1965, to a job as an electric motor rewinder in Montgomery, a training-related job which did not require him to be bonded.

About six months later, Hugh became dissatisfied with his job, and he received permission from his parole supervisor to change employment and move to another city. He obtained a job as an attendant at a service station in Birmingham. He was so good at his work that he was soon promoted to station manager. (It was not known at this time that he had a prison record.) Through his ability and hard work, he was again promoted, this time to manage a group of three service stations in Fort Myers, Florida.

Hugh continued to impress his employers, and he was being considered for a position managing an even larger group of stations. At this point, however, it became necessary that he complete a supervisor's application

form and become bonded. One of the questions on this form was, "Have you ever been convicted of a crime?" Being aware of our bonding program, Hugh decided to answer truthfully, knowing that if he were refused bond by the employer's bonding company he could obtain it through the Bonding Assistance Program at Draper.

As fate would have it, the employer was not interested in his ability to be bonded but was most interested to discover that he had a prison record. The result was, that he not only would not give Hugh the promotion, but decided to demote him to managing a single service station. This was more than Hugh could take, financially or otherwise, so he quit his job and returned to Birmingham. He later moved to Montgomery and obtained a job managing another service station at a salary of \$100 per week. His present employer does not know of his prison record.

Hugh recently told the follow-up counselor that he wanted to get back into a job related to his training in electric appliance repair, and at this time we are working toward that end.

Although the above case history did not have a happy "bonding" ending, it does demonstrate that although bonding was not required initially, the need for it arose later. Incidentally, it is our opinion that most employers would not have reacted as this one did. We believe that most would have promoted him and that bonding assistance would have been necessary to the promotion.

We mentioned earlier that bonding on six of our graduates was terminated. Five changed employment, and it was not necessary that they be bonded in their new jobs. In two of these cases, however, the fact that the graduate had been previously bonded was a factor in the decision to hire.

The other termination was another unusual case. James R., a graduate of the bricklaying course, had been making a good living in construction work in his hometown of Gadsden, Alabama. His last reported earnings on the job were \$800 for the month.

Unfortunately, the construction company which employed James completed its work in Gadsden and moved to another job in another state. James was on parole, so he could not move with them without going through the process of changing his parole supervision from one state to another. He looked for another job in Gadsden but could not find what he wanted.

James had an uncle living in Dallas, Texas, who wanted him and his wife to move there. The uncle stated that he would help get James a job. James received permission to go from the parole supervisor, and the move was made. He acquired a job in the shipping and receiving department of Dunlop Tire and Rubber Company in Farmer's Branch, Texas. His wife also was employed by this firm.

Although James had been employed for a few weeks, he had not met the requirement that all employees of the shipping and receiving department be covered by a strict blanket bond. When he completed the necessary forms to show that he had a prison record, the company's bonding agent would not furnish bond for him. The manager then informed James that, although he was doing good work and the company would like to retain him, he would have to be released. He was told that if he could find bonding he could return to the job.

The foregoing came to our attention during a routine follow-up by the project counselor on July 5, 1967. At this time, we did not know of his move to Texas and visited his home in Gadsden where his mother informed us of his difficulties.

We contacted James the day we learned of the situation and informed him that he could be bonded. He relayed this information to his employer, and the counselor personally assured the employer that James would be bonded immediately. The employer stated that James would be immediately re-employed upon receipt of the bond.

About two months later, during another follow-up on James, it was learned that the employer did not rehire him after all. The fact that he was bonded seemed to have made no difference and James had found another job.

The project's bonding officer was on vacation at this time and did not return to work until the 10th of July. At this time the counselor related the above information to the bonding officer who immediately completed and mailed the bonding form. It was assumed that all was well, for we soon received our copy of the bond on James.

Unfortunately, this delay resulted in James' not being re-employed, as we were to learn later. The employer had granted James a week's leave of absence pending receipt of the bond, and when it was not in hand at the end of that time James was released permanently.

In conversation with the employer at a later date, it was learned that he had the highest regard for James and regretted the circumstances causing his dismissal. As a matter of fact, that very day he had gotten James a job with a local electronics firm. He said that James is happy in his work and that his current employer is well satisfied with his performance.

Hugh T.'s is the only case we know of where bonding was at first used as an excuse not to hire when it was very evident that the real reason was the fact the individual was an "ex-convict." Unfortunately, we were not made aware of the situation in this case until after the graduate had already obtained other employment.

It should be stated here that all graduates are told about the Bonding Assistance Program during training. Since it is something new to them and they don't anticipate needing it, they often forget all about it and, therefore, fail to tell prospective employers that they can be bonded.

Inmates other than our trainees have also been told that they may be eligible for bonding assistance. Information has been given to them through the prison newspaper, talks to inmate groups, and through the warden and classification officer. Local parole supervisors have also been informed of the program and are encouraged to use it for their clients.

For example, there is Robert P. who completed an electric appliance repair course in another prison vocational training program. His instructor had obtained a job for him with an electric parts wholesale firm in Montgomery. The job, however, was contingent on his ability to be bonded by the employer's bonding company, who refused to do so. He was then bonded through the MDTA Bonding Assistance Program and obtained the job.

Steve W. is an example of a graduate who was bonded for about two and one-half months and then terminated. Steve graduated from the radio and television repair course, and a job was obtained for him as a television repairman in his hometown of Mobile. Since Steve was still incarcerated, the employer wanted some assurance that Steve would not steal from him. We could not, of course, give such assurance even though we felt that Steve would not steal. We did explain that he could be bonded, and the employer agreed to hire him.

Steve had been employed about two months when his employer decided that Steve could not turn work out fast enough. This inability was understandable, since he was only on an entry level and had had very little experience in repairing color television sets, a specialty of the employer.

It was decided that Steve should be placed in a television repair job that would enable him to gain more experience under less trying circumstances. A job was obtained at Cotton TV & Appliance Company in Mobile, but, again because of his prison record, the employer was rather reluctant to send Steve into his customers' homes to repair sets. Since his was a small business, he did not feel that he could afford to take the responsibility if Steve should steal from a customer.

We explained that Steve could be bonded, and, as a matter of fact, had been bonded on his previous job. Upon learning this, the employer decided that he must be a pretty good risk after all and hired him immediately. Steve is still employed there. When interviewed three days ago he was found to be well satisfied, as was his employer.

Sometimes, a prospective employer has had a bad experience in the past through hiring an ex-offender and does not wish to take another chance. Such was the case of the employer of Otis B., another graduate of the television repair course.

A Montgomery television repair shop needed a man and was interested in hiring Otis. This shop had previously hired one of our graduates who had not worked out so well, but he was willing to take another chance. The owner, however, had a contract with the W. T. Grant Company to install and service all of its sets, and the manager at Grant's was not at all sure that he wanted to have another ex-offender as a representative of his company. Upon being informed about the bonding program, he decided that Otis would be acceptable, and he was hired. Otis' bond was terminated five months later when he took a better paying job which did not require bonding in his hometown of Birmingham.

The next two cases have only recently come to our attention and at this date bonding has not been completed. We do expect it to be completed shortly, however.

Emory E. graduated from the technical writing course at Draper and was released at the completion of his sentence on June 26, 1967. Since he was not on parole he decided that he wanted to go to the Virgin Islands and work with an uncle there.

We had lost direct contact with Emory until July 27, 1967, when he contacted the project staff to see about bonding assistance. It was learned that he might get a job as a roving inventory supervisor for a chain of wholesale toilet goods stores provided he could be bonded. Emory immediately got in touch with the project and the bonding officer contacted the employer and confirmed the bonding information. The employer stated that he would have to double check with the home office before actually hiring Emory but he felt sure that there would be no difficulty.

While we were talking to the employer, he asked if we could supply bonding for ex-offenders other than our graduates. He was told that this was possible provided that certain information was available and that the individual could be interviewed. He stated that he knew of another ex-offender whom he would like to employ if bonding could be arranged and that he would also check this out with the home office. He made arrangements for the bonding officer to interview this individual and bonding will probably be forthcoming on him.

We feel that the Bonding Assistance Program is an invaluable tool in helping ex-offenders to obtain better jobs that might not otherwise be open to them. Experience has confirmed our belief that bonding assistance will

become more important for our graduates as they progress from entry level jobs to more responsible positions. The amount of time this progress takes will of course vary with individuals.

In all of our contacts with the public, both individuals and groups, we have not had one single criticism of public money's being used to bond ex-offenders. On the contrary, the public has been very pleased to learn that such help is available to assist these men to become useful, productive members of society.

BONDING HISTORIES

1. O. B. - White, male, single

Age: 24
Convictions: 3 robbery
Sentences: 1958, 1961, 1962
Education: 10th grade
MDTA course completed: Radio and Television Repair
Release status: Paroled 12/21/66
Date bonded: 12/21/66 for \$5,000
Date terminated: 5/22/67
Reason: Changed jobs
Employer: Acme TV Service, Montgomery, Alabama
Units used: 50

2. S. W. - White, male, single

Age: 19
Convictions: Burglary
Sentence: May 1965
Release status: Paroled 12/15/66
MDTA course completed: Radio and Television Repair
Education: 12th grade (GED)
Date bonded: 12/15/66 for \$5,000
Date terminated: 2/6/67
Reason: Changed jobs
Employer: The Color Shop, Fairhope, Alabama
Units used: 50

3. J. A. - White, male, single

Age: 21
Convictions: Second degree forgery
Sentence: February 1966
Education: 9th grade
MDTA course completed: Small Electrical Appliance Repair
Release status: Completed sentence
Date bonded: 2/10/67 for \$2,500
Date terminated: 3/28/67
Reason: Changed jobs
Employer: Brannon Electric Company, Birmingham, Alabama
Units used: 10

4. J. H. - Negro, male, single

Age: 20

Convictions: Grand larceny

Sentence: August 1965

Education: 10th grade

MDTA course completed: Auto Service Station Mechanic-Attendant

Release status: Paroled 3/6/67

Date bonded: 3/6/67 for \$2,000

Date terminated: Not terminated

Employer: Flannagan's Service Center, Mobile, Alabama

Units used: Unknown

5. K. G. - Negro, male, single

Age: 23

Convictions: Assault with intent to rob

Sentence: November 11, 1965

Education: 12th grade (GED)

MDTA course completed: Barbering

Release status: Paroled 3/13/67

Date bonded: 3/13/67 for \$2,500

Date terminated: Not terminated

Employer: McQueen's Barber Shop, Montgomery, Alabama

Units used: Unknown

6. R. P. - White, male, single

Age: 24

Convictions: 1 case each of grand larceny and burglary

Sentence: March 1966

Education: 12th grade

Draper State Trade School course completed: Appliance Repair

Release status: Completed sentence 3/27/67

Date bonded: 3/27/67 for \$4,000

Date terminated: Not terminated

Employer: Nolin-McInnis, Inc., Montgomery, Alabama

Units used: 32

7. R. C. - White, male, divorced

Age: 32

Convictions: 2 cases grand larceny

Sentence: October 21, 1963

Education: 8th grade

MDTA course completed: Auto Service Station Mechanic-Attendant

Release status: Paroled 4/10/67

Date bonded: 4/10/67 for \$5,000

Date terminated: 7/1/67

Reason: Changed jobs

Employer: R. D. Phillips Oil Company, Richton, Mississippi

Units used: 30

8. W. J. - White, male, single

Age: 24

Convictions: 2 cases burglary

Sentence: October 1965

Education: 9th grade

MDTA course completed: Auto Service Station Mechanic-Attendant

Release status: Paroled 6/19/67

Date bonded: 6/19/67 for \$5,000

Date Terminated: Not terminated

Employer: R. D. Phillips Oil Company, Richton, Mississippi

Units used: 10

9. L. M. - White, male, single

Age: 18

Convictions: Second degree burglary

Sentence: August 1966

Education: 8th grade

MDTA course completed: Auto Service Station Mechanic-Attendant

Release status: Paroled 6/12/67

Date bonded: 6/12/67 for \$5,000

Date terminated: Not terminated

Employer: R. D. Phillips Oil Company, Richton, Mississippi

Units used: 10

10. R. W. - White, male, single

Age: 18
Convictions: Burglary
Sentence: April 1966
Education: 8th grade
MDTA course enrolled: Dropped from bricklaying
Release status: Completed sentence 4/13/67
Date bonded: 4/13/67 for \$2,000
Date terminated: 7/10/67
Reason: Changed jobs
Employer: Bo Freeman's American Oil Company, Montgomery, Alabama
Units used: 12

11. R. H. - Negro, male, single

Age: 20
Convictions: Burglary
Sentence: 8/29/66
Education: 10th grade
MDTA course completed: Barbering
Release status: Paroled 6/12/67
Date bonded: 6/12/67 for \$1,500
Date terminated: Not terminated
Employer: Lee Barber Shop, Marion, Alabama
Units used: Unknown

12. J. R. - white, male, married

Age: 22
Convictions: Grand larceny
Sentence: February 1964
Education: 9th grade
MDTA course completed: Bricklaying
Release status: Paroled July 1965
Date bonded: July 15, 1967 for \$5,000
Date terminated: 9/25/67
Reason: Prison record
Employer: Dunlop Tire and Rubber Company, Farmer's Branch, Texas
Units used: Unknown

13. C. R. T. - white, male, single

Age: 24
Convictions: 2 cases grand larceny
Sentence: June 1961
Education: 12th grade
MDTA course completed: Small Electrical Appliance Repair
Release status: Paroled April 1966
Date bonded: 9/25/67 for \$2,500
Date terminated: Not terminated
Employer: Minor Refrigeration and Appliance Company, Hartselle, Alabama
Units used: Unknown

Dr. John M. McKee, Director
Rehabilitation Research Foundation
P.O. Box 1107
Elmore, Alabama 36025

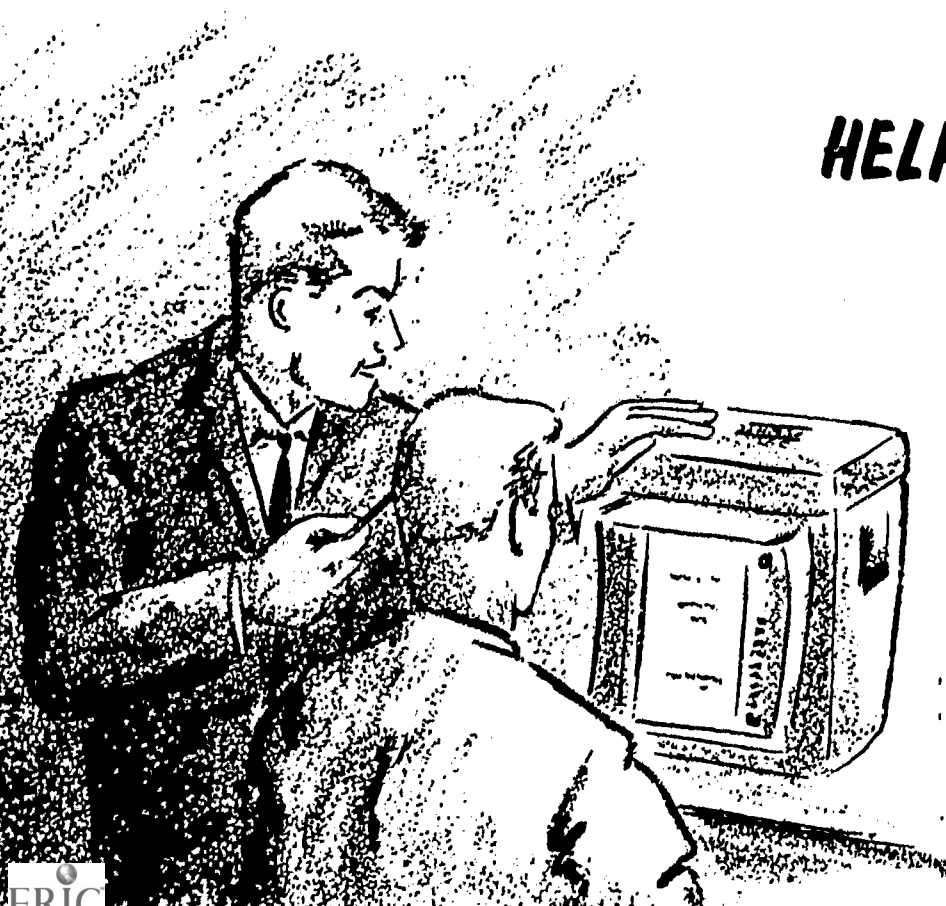
The Rehabilitation Research Foundation conducts the "Draper Experimental Projects," named for their setting, Draper Correctional Center, a state prison for youthful offenders in Elmore, Alabama.

The project's professional staff is augmented by participants in a unique experiment in the use of subprofessionals -- the College Corps. College Corpsemen are undergraduates, usually juniors and seniors who, through arrangements made with their schools, work in the project for a semester or a quarter, in some cases receiving college credit for their work.

HELP YOURSELF --- HELP OTHERS ---

Join the

College Corps



HOW YOU CAN HELP YOURSELF

- ...Earn money (\$330 per month)
- ...Put the theories you have learned to practical use
- ...Gain practicum credit*
- ...Prepare a research paper
- ...Gain valuable professional experience

HOW YOU CAN HELP OTHERS

- ...Assist professional psychologists, teachers, and counselors
- ...Educate disadvantaged inmates
- ...Share your attitude and values with inmate trainees
- ...Show them the way to a new and better life

YOU ARE ELIGIBLE IF YOU

- ...Are a college junior, senior, or graduate student
- ...Are in the upper half of your class in academic performance
- ...Possess positive personality traits

AT DRAPER CORRECTIONAL CENTER YOU MAY HAVE THE OPPORTUNITY

- ...To work with trained counselors and psychologists
- ...To assist in the remedial education programs
- ...To help in experimental-academic projects
- ...To work with a disadvantaged population in a nationally recognized setting

*Practicum credit agreement with Auburn University, University of Alabama, Troy State College, Kalamazoo (Mich.) College.

WANT MORE INFORMATION?

- * See your Student Placement Officer, or
- * Fill out and mail this card.

**COLLEGE CORPS
Opportunity Card**

I am interested in the College Corps. Junior () Senior () Graduate Student ()

PRINT NAME _____ AGE _____

(First name) (Last name)

ADDRESS _____

(Street address or post office box number)

(City) (State) (Zip)

Telephone where I can be reached _____

Who told me about the College Corps _____

Service Above Self
C.B.F.
Jasper, Ala.

Rotary Club of Jasper, Alabama

CLUB NUMBER
1380



MEETS TUESDAYS
12:10 P. M.

Jasper, Alabama

September 22, 1967

Mr. John S. Nagle
Draper Correctional Center
Elmore, Alabama

Dear John:

It was certainly a real, and unexpected, pleasure to have had you appear at our Rotary Club last Tuesday. And, since you left Jasper, you have certainly improved. You did a GRAND JOB in your presentation to our membership of the work being done in the vocational project at Draper. Many very favorable comments have been heard from those in the club that had the pleasure of hearing you.

Please dont wait as long next time to return to Jasper as it has been since you left us. And, you better not gain as much weight, either.

Thanks again, and with

Best personal regards,

A handwritten signature in cursive script, appearing to read "Bob Bruner".

Bob Bruner
Secretary.

cc to:
Dr. John McKee, Director.

Montgomery Association For Retarded Children, Inc.

RETARDED CHILDREN'S SCHOOL

ROUTE NO. 4
McINNIS ROAD

TELEPHONE 288-2260

MONTGOMERY, ALABAMA

September 8, 1967

Dr. John McKee, Director
Draper Correctional Center
Speigner, Alabama

Dear Dr. McKee:

We wish to thank you and Mr. Harigal for the generous help you gave us in having the words "SCHOOL BUS" painted on the front and back of five of our school buses. The job was done in an excellent manner and it will be a real contribution to the safety of the children when they are being transported to and from school.

Mr. Harigal was most cooperative in helping us on this project, and we ask that you express our appreciation to him for a job well done. Without folks like all of you, we would have a hard time providing services and training for the retarded children at our school.

Thanks again to all of you.

Sincerely,

Walter W. Lindberg
Walter W. Lindberg
Director

APPENDIX F

NEWS RELEASE

September 21, 1967

FROM: A. FRANK LEE
COMMISSIONER OF CORRECTIONS
KILBY PRISON
MONTGOMERY, ALABAMA

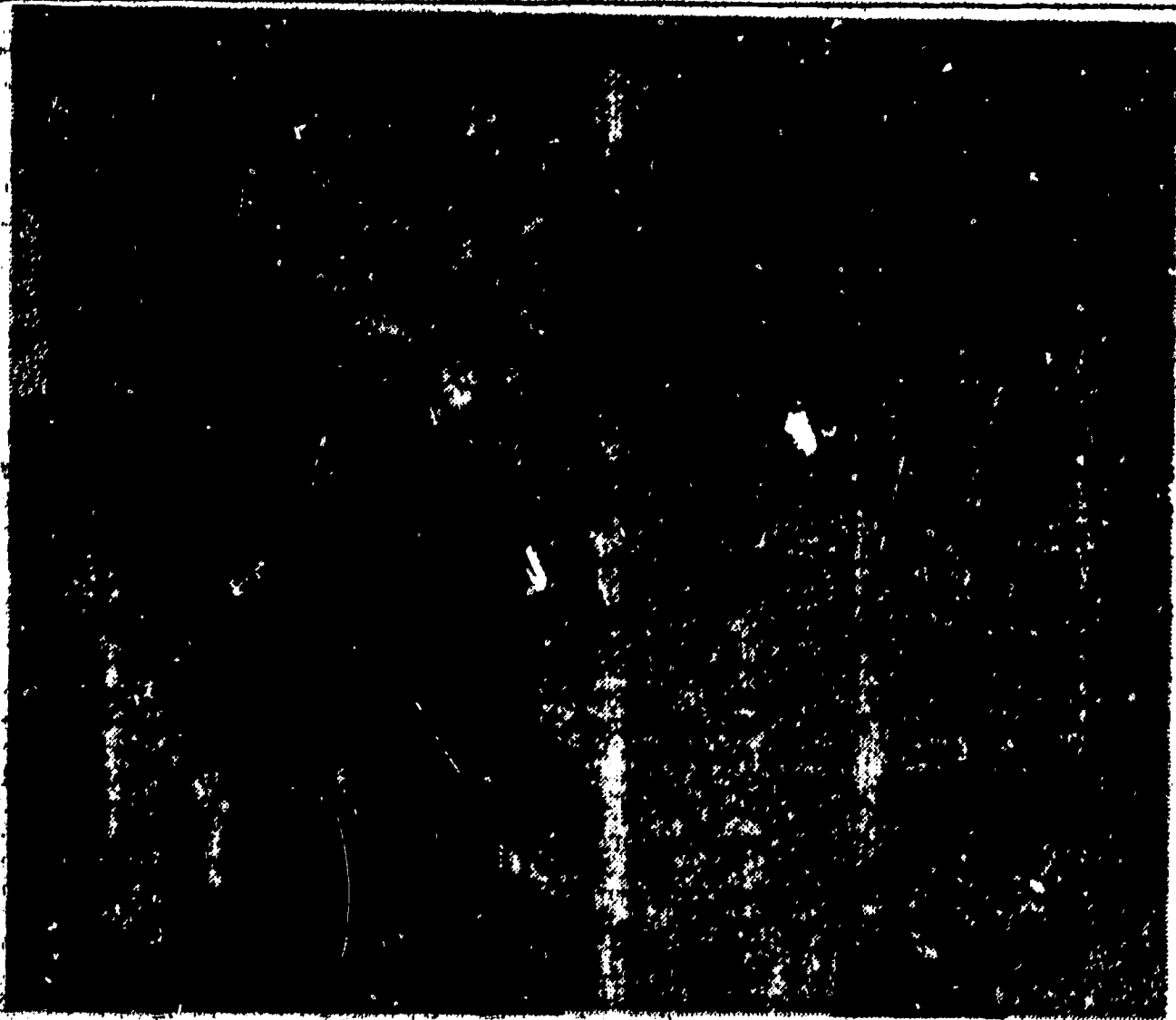
FOR IMMEDIATE RELEASE

FOR MORE THAN 30 YEARS, DAVID T. HASSELL HAS BEEN TRAINING AND TESTING WELDERS IN SUCH OUTPOSTS AS PALESTINE, IRAQ, AND ARUBA. THIS WEEK, DRAPER CORRECTIONAL CENTER IN ELMORE JOINED THE LONG LIST OF PLACES HASSELL HAS VISITED IN HIS WORK. AN INTERNATIONALLY RECOGNIZED METALLURGIST AND WELDING ENGINEER, HE ADMINISTERED AMERICAN WELDING SOCIETY'S EXAMINATION FOR CERTIFICATION AS A QUALIFIED ARC WELDER IN THE BUILDING TRADES TO 14 INMATES WHO ARE STUDENTS IN THE REHABILITATION RESEARCH FOUNDATION'S MANPOWER TRAINING PROJECT. TWELVE OF THE 14 PASSED THIS TEST, WHICH HASSELL RATES AS THE SOCIETY'S HARDEST. "IF A MAN CAN MAKE THE GRADE ON THIS TEST," HE SAYS, "HE CAN MAKE IT ANYWHERE."

PASSING THE TEST, OFFICIALLY TITLED AMERICAN WELDING SOCIETY B3.0-14T, QUALIFIES A MAN TO WELD BUILDINGS AND RAIL-AND HIGHWAY BRIDGES. HASSELL COMMENTED THAT HAVING 12 OF 14 STUDENTS PASS THE TEST IS AN EXEMPLARY RECORD. HE ESTIMATES THAT IN PRIVATE INDUSTRY THE RATE IS ABOUT TWO OUT OF 10.

ews Release
om: A. Frank Lee, Commissioner
eptember 21, 1967
ge 2

THE WELDING COURSE, TAUGHT BY GEORGE RAVEN-
CRAFT OF PRATTVILLE, IS ONE OF SIX VOCATIONAL
COURSES TAUGHT UNDER THE MANPOWER DEVELOPMENT
AND TRAINING PILOT PROGRAM. JOINTLY FUNDED BY
THE U.S. DEPARTMENTS OF LABOR AND HEALTH, EDUCA-
TION AND WELFARE, THE ENTIRE PROJECT OPERATES
THROUGH THE COOPERATION OF ALABAMA'S BOARD OF
CORRECTIONS, DIVISION OF VOCATIONAL EDUCATION,
AND EMPLOYMENT SERVICE.



DAVID T. HASSELL ADMINISTERS WELDING TEST
Draper Correctional Center Inmate Qualifies As Welder

Top Welding Expert Visits Draper Testing Men In Research Project

For more than 25 years, David T. Hassell has been training and testing welders in such outposts as Palestine, Iraq and Aruba. This week, Draper Correctional Center in Illinois joined the long list of places Hassell has visited in his work.

An internationally recognized metallurgist and welding engineer, he administered American Welding Society's examination for certification as a qualified welder in the building trades to 14 inmates who are students in the Rehabilitation Research Foundation's manpower training project.

Twelve of the 14 passed this test, which Hassell rates as the Society's hardest. "If a man can make the grade on this

test," he says, "he can make it anywhere."

Passing the test, qualifies a man to weld buildings and rail and highway bridges. Hassell comments that having 12 of 14 students pass the test is an exemplary record. He estimates

that in private industry the rate is about two out of 10.

The welding course, taught by George Ravencraft of Prattville, is one of six vocational courses taught under the manpower development and training pilot program.

THE SUN
Prattville, Alabama
September 27, 1967

14 Graduate At Draper

For more than 30 years, David T. Hassell has been training and testing welders in such outposts as Palestine, Iraq, and Aruba. This week, Draper Correctional Center in Elymore joined the long list of places Hassell has visited in his work.

An internationally recognized metallurgist and welding engineer, he administered American Welding Society's examination for certification as a qualified arc welder in the building trades to 14 inmates who are students in the Rehabilitation Research Foundation's Man-

power Training Project. Twelve of the 14 passed this test, which Hassell rates as the society's hardest. "If a man can make the grade on this test," he says, "he can make it anywhere."

The welding course, taught by George Ravencraft of Prattville, is one of six vocational courses taught under the manpower development and training pilot program.

Passing the test, officially titled American Welding Society BS-6-14T, qualifies a

man to weld buildings and rail- and highway-bridges. Hassell commented that having 12 of 14 students pass the test is an exemplary record. He estimates that in private industry the rate is about two out of 10.

Jointly funded by the U.S. Departments of Labor and Health, Education and Welfare, the entire project operates through the cooperation of Alabama's Board of Corrections, Division of Vocational Education, and Employment Service.

Children In Prison Grow Up As Criminals

Editor's Note: How to make life inside a prison more useful has been an age-old problem in the corrections field. Alabama's work in prisoner rehabilitation has attracted worldwide attention during the past several years. The following interview with a parolee demonstrates some of the "brick walls" these workers face every day.

By WAYNE GREENHAY
"You want to know what prisons are like? I'll tell you what they're like. They're dirty, dark, smelly, and full of ratholes. That's what they are."

The speaker is a young man under 25 years old who consented to talk to this reporter last week. The young man had spent most of his life in the state prisons of Alabama. He was released on parole within the last six months. He is a relatively handsome fellow, average height, slightly underweight, clean-cropped hair and dark eyes that continually look away from the person with whom he is talking. He is a relatively handsome fellow, average height, slightly underweight, clean-cropped hair and dark eyes that continually look away from the person with whom he is talking.

Communication appears painful to him. "I think I've been in every jail in Alabama. Sometimes, when I sit and look back on the way my old life has gone, it kind of scares me. You know, I haven't spent too much time out in the free world. Man, it scared the you-know-what out of me when I was first thrown in a can. You know, it ain't no easy thing for a kid to take."

"But then, I wasn't like no ordinary kid. I was tough as hell. I had been around a good little bit, believe you me, when I got thrown in at fifteen. 'What do you mean, 'They don't put kids in jail'? Man, they'll put a kid in the joint so fast... 'What's the first thing you learn? You learn to knock anything down that gets in your way. You learn to just sit and not say nothing. And

you learn everybody who is on the outside of them bars are a bunch of no good slob, and they don't care one little thing about you. And you learn to respect the ones who know how to do and say nothing. "What good does jail do? Do penitentiaries do? Nothing. Not a bit of good! Unless, like out there at Draper (Correctional Center at Spigner in Elmore County), the cons can learn a trade. Then

maybe it can be some good. I know that this last time in the joint was probably good for me." Now the young man is speaking with more ease than he was 20 minutes earlier. He appears more relaxed. "But I can tell you about the joints. I been in all of 'em. I reckon the Montgomery City Jail, the Birmingham Jail to Kilby. Only place I miss is jail."

I don't want to go there. I've even been to the Industrial School in Birmingham and to the cattle farm close to Greensboro. I've worked on the road crews, and I've thopped cotton, and I've been about four times all told. I was building a sentence for burglary and grand larceny at Draper about three years ago. I didn't have but about a month to go. I had already been up before the Board (of Pardons and Paroles) and they had signed the release.

"But, man, I got to feeling all goofed up inside, waiting for that short time to come. I got to getting headaches every morning when I woke up. And I got to feeling nauseated at my stomach when I'd go in that stinking chow hall. All I could do was stand next to that steel mesh fence and stare out at the cars riding by. Sometimes I'd get a glimpse of a girl in one of them cars, and I'd get even sicker. "One night I just up and run. I was laying there in (See PAROLE, Page 18)

my bunk. I could hear folks snoring. I could hear a guard or somebody walking way down the hall. His feet hit real regular like on the cement floor. "Anywa', I just up and run. I waited 'til that guard got way down to the other end of the hall, then I got out of bed and sneaked right up

(Next page...)

Parolee Says He'll Never Go Back Again

behind him. He kept going to the office out in the hall. I went out this opening in the windows and bars somebody else had worked to make.

"On my way I stole a pair of clippers this guy had made for his own escape. And when I came to that fence I just snapped my way until it opened.

"About this time I was outside, I heard me this shout from somebody . . . probably a guard. Then I heard me this shot. But I didn't wait. I ran like a rabbit into this cornfield behind the place.

"I went to this old rundown farm house that was way back up in the field. I think this Negro family lived there, but they weren't home.

"I took some clothes out of this chest, and I wedded my whites up in a bundle and threw them under the house.

"All the time I could hear them dogs barking behind me. The dog boys . . . who happen to be favorites of The Man (the warden) . . . were hollering things to the dogs, and the dogs were just baying and howling like they were crazy or something.

"I'd be lying if I said I wasn't scared. Of course I was scared. But I was moving fast. I threw the clothes up under the house and took off toward the highway again.

"It wasn't long before I heard the sound of the dogs at the house. And just as they seemed to get to the house they let out with the highest sounding bark you could imagine. man, they were cutting up, going mad. Thinking about it, I could just see them dogs tearing into my clothes, and I could see them dog boys running up,

thinking the dogs was tearing me up limb from limb.

"About then, not thinking about anything else, I ran across the highway and jumped into a ditch on the other side. And here comes a police car. It was the highway patrol, and they had spotted me in their lights, and they came after me. I tried to run, but they shot at me, and came real close, so I gave myself up. I just dropped to the ground and put my hands on my head.

"That little carrying-on got me an extra year and a day. With good time off, I got my parole back. But it wasn't as easy the next time. When you do some stupid thing like that, acting like some kind of a punk, you get it where it hurts.

"What's really bad is when you're yotting and get thrown in the joint. That's when you feel it.

"There you are. You ain't nothing but a kid, and you don't know nothing from nothing. You get pitched in with a group of old seasoned cons who have been schooled and tattooed. They know what they're doing.

"One of the first things that comes about is the initiation. They 'fix' the kid.

"You find plenty of homosexuals in the joints. They're not just ordinary sissy-like, they're for real, man.

"And then you got nuts in the joints. You got the crazy folks, who're the ones not to go to sleep around. Some of them just as soon wipe you out as to look at you. But the trouble there is you usually don't know who the killers are until they've killed. In this state they don't have enough insane places to keep

the crazy people, so a lot of them wind up in the joints with regular convicts.

"It's bad enough in the joints without the nuts. It's crowded. It's mean. You have to pretty well know how to get along with those people in that world to exist in there.

"You have to learn how to do things with little goods. For instance, you make whiskey out of sugar and a little yeast and raisins. It's no good, but it'll get you drunk. And you learn how to roll your own cigarettes. And you learn how to forget about everything.

"I was put in the doghouse (solitary confinement) maybe a dozen times. One time I spent 18 days in there, and I thought I had The Man licked. He kept coming out every day and knocking at the door and saying, "You ready to come out? You ready to tell me?" And I wouldn't say nothing. I thought I had him whipped.

"I hadn't ratted on this buddy of mine who had been shooting some kind of dope, see, and The Man was mad at me. When I wouldn't rat, he put me in the doghouse.

"But I hate rats, and I still do, but I let The Man think I'm a rat just to keep him happy.

"When he finally opened the door to the doghouse, where it had been pitch black dark and cold, I saw after my eyes quit hurting that he looked just fine.

"I was naked and my body had been rubbed raw on the loose gravel layer on the cement floor. My eyes burned from the quick sun in them. And my whole bones hurt from laying or standing in a bend inside the house that's

not high enough to stand up in. And my stomach hurt from eating nothing but cornbread and water.

"It was right then that I saw that I wouldn't have whipped The Man if I stayed in the doghouse for the rest of my life.

"He let me go and take a bath. Then he went and had some chow with me. The Man was sitting right there and telling me that he thought I was a fool and also that he thought I had a little guts, if I'd just talk.

"As soon as I finished eating, he told me he was going to put me back in the doghouse, unless I talked. I wasn't really scared or anything. But I told him I knew about this certain con who was shooting junk.

"Now I'll tell you about that. It ain't very pretty. But I've seen 'em take an old nail and break the skin in their thigh. Blood would pour out, but they'd take some kind of powder . . . sometimes just crushed up aspirin or headache powder . . . and push it into the vein. And I've also seen 'em shoot boiled down insides of nasal inhalers. And most of the time they'd end up with infections. And sometimes they'd die.

"Other guys would drink anything they could get their hands on, from juice made in an old camode to fluid from a copying machine. And I've seen 'em die from that too."

During his last year in Draper, this man went to the federal school to learn a trade. Since his release he has been working steadily at the same job. He says that he will never go back to prison.

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The Birmingham Advertiser

Draper Project Helping Prisoners Learn Trade

By PIET BENNETT
Associated Press Writer

Marvin, a three-time loser, is out of prison and earns \$700 a month—honestly.

Johnny, a junior high school dropout, booted out of the Navy with an undesirable discharge, a convicted forger and embezzler, owns a part interest in a barber shop and attends college in his spare time.

Dwight tried to hold up a loan company with a toy pistol, but

the stickup went sour and he went to the penitentiary. Now, he's assistant manager for a California laundry.

The three men (only the names are false) are products of a pilot project in prisoner education being conducted at Draper Correctional Center at Speigner, Ala. It has just celebrated its third anniversary.

"We don't have the easy ones to work with," says Mrs. Donna Seay, a program director in Draper's Vocational, Educational Demonstration Project.

Prisoners with the best records are sent to a minimum security prison. Draper keeps these more likely to cause trouble.

Only sex-offenders are barred from the training program. Mrs. Seay says that's "just a precaution, but they really need more psychiatric help than we can provide."

The project has helped 271 inmates learn a trade. Prison gates have opened for 229 of the graduates and only 27 per cent have come back. Most of them are caught in what Mrs. Seay calls technical violations, such as excessive drinking and failure to report for work. Only 13 per cent have been returned for other crimes.

Before the Draper program began, about 70 per cent of Alabama's ex-cons were eventually returned to prison. Mrs. Seay says the national rate is about 60 per cent, although the experts don't agree on an exact figure.

Draper trains younger prisoners—their average age is 23—as welders, barbers, service station attendants and mechanics, electrical appliance repairmen, bricklayers and sign painters. Many of the courses are taught through programmed material developed here.

Courses in personal social adjustment and work relations are an important part of the program. Mrs. Seay calls these "the things that help them advance in a job."

The effectiveness of the training is reflected by the fact that a barber shop and a garage have each hired six graduates of the course.

Draper's 35 staff workers do not abandon the parolee after he is released. They watch his progress carefully and help him get necessary psychiatric or medical care—even an operation.

The Draper project is still growing. Mrs. Seay says plans are under way for centers in Alabama's major cities where trained counselors would be available at any hour to help ex-cons make the often painful adjustment to society.