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Abstract

Apprcximately 125 persons frcm 15 states of the Scuthern region attended the Institute, which sought tc examine the need fcr ccrrectional manpcwer in the region, to assess the present resources fcr training perscnnel tc meet these needs, and to explcre ways in which these needs might be met more effectively. The institute considered the background of the manpcwer prcblem, trends in ccrrecticnal rehabilitaticn, needs fcr manpcwer, universities, resources and administrative models, and university-agency mcdels. Reccmmendations included: (1) Contiguous states can dc more to share their rescurces, particularly training rescurces, (2) A regional training program in corrections and counseling, as it deals with corrections, cculd be develcped with the assistance of the Southern Regicnal Educaticn Bcard, and (3) The crganization of a pilct training center for correctional rehabilitation staffs should be ccnsidered. (Author/CH)

MANPOWER FOR CORRECTIONAL REHABILITATION IN THE SOUTH

SOUTHERN REGIONAL EDUCATION BOARD

MANPOWER FOR CORRECTIONAL REHABILITATION IN THE SOUTH

Report of an Institute on "Meeting Manpower Needs for Correctional Rehabilitation in the South"
Biltmore Hotel / Atlanta, Georgia / November 14-16, 1966

Sponsored by the Southern Regional Education Board, Atlanta, Georgia; the Joint Commission on Correctional Manpower and Training, Washington, D.C.; the Vocational Rehabilitation Administration (Training Grant No. 621-T-66), Washington, D.C.; the Office of Law Enforcement Assistance (Grant No. 062), Washington, D. C.

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INTRODUCTION

This report is derived essentially from the proceedings of an institute on the subject "Meeting Manpower Needs for Correctional Rehabilitation in the South" held at the Biltmore Hotel in Atlanta, Georgia, on Nov. 14-16, 1966.

Conducted by the Mental Health Unit of the Southern Regional Education Board, the institute was co-sponsored by the Joint Commission on Correctional Manpower and Training and was supported by the Vocational Rehabilitation Administration under Training Grant Number 621-T-66 and by the Office of Law Enforcement Assistance under Grant Number 062. We are most grateful for their support and assistance.

This institute brought together approximately 125 persons from the 15 states of the Southern region. They included state-level directors of adult and juvenile corrections, state directors of probation, state directors of vocational rehabilitation, some mental health professionals working in corrections, and faculty members from colleges and universities that offer training programs in corrections. The purposes of the institute were: to examine the need for correctional manpower in the region, to assess the present resources for training personnel to meet these needs, and to explore ways in which these needs might be met more effectively, both within the limits of present resources and of those that might be added in the future.

This report is generally organized in the same sequence as the presentations and discussion sessions at the institute. We have not made literal transcriptions of the speeches, although there are many quotations from them. Further, we have put in each chapter all of the considerations relative to its subject, regardless of whether they were offered in a formal presentation or in the group discussion sessions. We hope this will make a cohesive document that will be useful to corrections officials, rehabilitation directors and university officials alike in working out arrangements to train more professional workers for the correctional programs of the South and to upgrade the preparation of persons already working in these programs.

HAROLD L. MCPHEETERS
Associate Director for
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1.

BACKGROUND OF THE MANPOWER PROBLEM

A background of the correctional manpower problem in the South, with projected needs for the immediate future, was presented to the conference by Frederick Ward, Jr., Southern Regional Director, National Council on Crime and Delinquency. The statistical findings were abstracted from a nation-wide survey of correction by NCCD and from other sources, including special studies made in the South by NCCD regional staff.

At the outset, Mr. Ward pointed out that we do not have ongoing statistical reporting that would provide an accurate picture of correctional needs in any state. It may be possible to know how many people are on parole, but almost nowhere do we know how many people are serving time in local lockups and jails throughout a state. Few states can tell us how many children are being detained in what kind of facilities, nor do we know the number of personnel, the costs, or the population movement through all of the correctional systems of the state. For this reason, we can look at the problem only from data based on estimates and from samples which may or may not be representative of the areas as a whole. Despite these limitations, however, some conclusions may be drawn which help us gain perspective on manpower problems.

Organization for Corrections in the South

In the 15-state* region served by the Southern Regional Education Board (SREB), 30 percent of the national population is represented, but because of the numerous counties in the South, 43 percent of all jurisdictions in the United States are in this area. This increases the problem of statewide coverage of those correctional programs which are locally operated.

Correctional services can be divided roughly into nine separate functional parts. In the juvenile field: detention, probation, institu-

*Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia, West Virginia.

tions and aftercare. In the adult field: probation, parole, jails, institutions and a special category of probation for misdemeanant offenders, which is almost completely undeveloped in the South, according to Mr. Ward.

"Detention of juvenile offenders in the Southern states is primarily a local service. Only two states have any plan to provide for regional detention facilities operated by the state. With some 1,400 jurisdictions or counties in the 15 states, there are altogether only 54 detention homes," Mr. Ward said.

Juvenile probation is also largely a local service although four states, with special aftercare services, provide for probation services to primarily rural areas. Only one-third of the counties in the South is served by special juvenile probation systems. In many of the remaining two-thirds of the counties, child welfare workers have attempted to do this, but for the most part unsatisfactorily.

"Juvenile institutions are generally operated by a state agency. Five departments of welfare in the South provide juvenile institution services. Almost an equal number are under the administration of either a correctional agency or an agency for institutions, with a couple of states operating each institution under separate boards," Mr. Ward said.

Aftercare is a fast-developing youth service in the South. Nine of the 15 Southern states now have special aftercare programs. In the remaining six states, the individual local probation department, if one exists, supervises releases from training schools. In some of the states, public welfare or child welfare workers in the local community will supervise children on aftercare status, usually on a limited basis.

Misdemeanant probation is almost non-existent, with fewer than one-third of all counties in the area offering anything for offenders who are guilty of misdemeanors. (The misdemeanant referred to here is one whose offense, had it been slightly more serious, would have resulted in a penitentiary sentence. He is not the one who is guilty of child desertion or non-support, but of offenses against persons or property.) This is a vast group of people, and most of them are serving time in jails. One state, North Carolina, provides a rather comprehensive institutional service for misdemeanants.

A large percentage of all state-operated probation systems is in the South. The South has 13 state-operated probation systems and, as a region, leads the nation in this pattern of service. Only two states in this region have probation services on a local-option basis.

Nine of the systems in the South combine adult probation and parole under one administration. Four states have separate parole staffs.

"State-operated probation services, although providing very good coverage as far as the geography of the state is concerned, are somewhat inadequate in providing the quantity of service that is required

by the number of people coming before the courts who might be placed on probation," Mr. Ward said.

Eight state adult correctional institutions in these 15 states call themselves "Departments of Corrections," but they have no other function than to provide the adult institutional program for the state. In most regions of the country, a department of corrections is thought of in rather broad terms with multiple functions instead of only one. In the South, however, correctional agencies tend to be fragmented, uncoordinated agencies having a rather common correctional goal, but often operated by different levels of government (city, county, and state) and often with only one or two functions to an agency. Only one state has as many as six correctional functions in one administrative agency, while one state has all its correctional functions separate with no two of them in any one department.

As a result of the fragmentation of administration and organization of correctional services, there is competition for money and personnel. Additionally, good services, medium services and poor services are sometimes found side by side in a single state, Mr. Ward said.

"In one state, there is an excellent adult probation-parole system trying to meet all the best recognized standards, while in the same state we find an inadequate juvenile probation system. In another, a good adult institutional program and a very poor juvenile aftercare program exist," he said.

One of the problems may be that these specialty services identify with their own fields of specialization rather than with the field of corrections as a whole.

The Nature of the Manpower Problem

A characteristic of the Southern region is that it tends to sentence and commit more people to institutions than other sections of the country. The national rate is 101.9 inmates per 100,000 population in adult correctional institutions, as opposed to 117.1 in the South. The rates in these different Southern states vary from 84.5 to 174.1 with only five states below the national average.

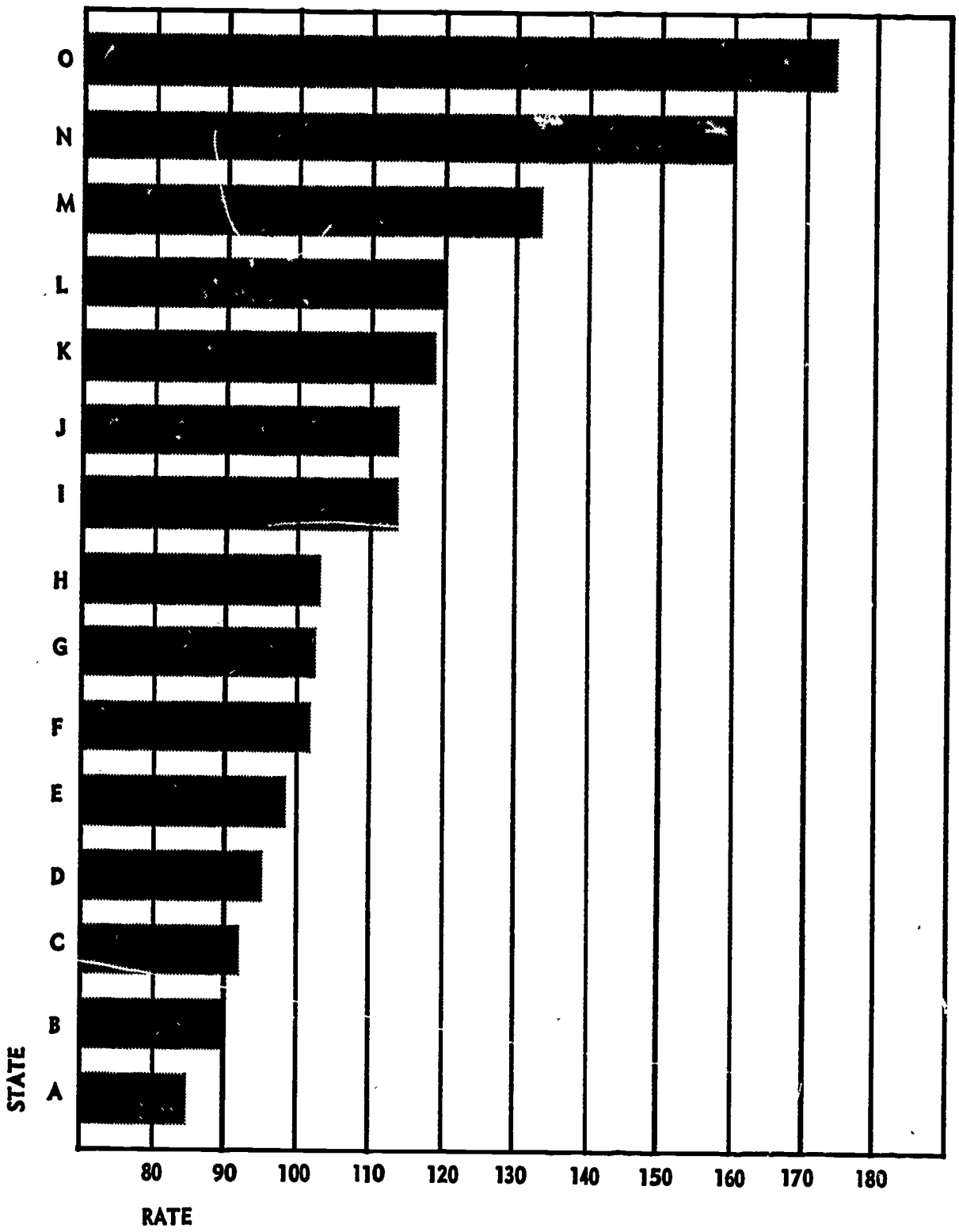
Although far more offenders are served in the community than in institutions, far more of the correctional personnel are employed in the institutions. Between 70 and 80 percent of the correctional dollar in the South is being spent on institutional services if the costs of food, maintenance, etc. are added to the personnel costs. (See Chart 1.)

Standards call for probation caseloads of 50 units. This means a certain percentage of an individual's workload will be in investigation and other functions aside from supervision. In the South, caseloads are three to four times greater than the national standards. Most workers have caseloads which are much too heavy for effective rehabilitation.

RATE OF PRISONERS CONFINED PER 100,000 ESTIMATED CIVILIAN POPULATION - 1964

UNITED STATES 101.9

SOUTHERN REGION 117.1



Juvenile institutions are planning to construct facilities for more than 3,000 beds by 1975. While some of these will replace worn-out facilities, a substantial number will be for additional inmates.

For the region, adult and juvenile institutions will increase their capacity by 21 percent so that there will be 18,750 more beds by 1975. With capital outlay modestly figured at $10,000 per bed, this will amount to about $187 million in new construction.

More than $28 million per year will be required to operate these new facilities. More than 1,150 juvenile and 2,500 adult workers, for a total of 3,650 new positions in the South, will be needed to meet standards for the increased population.

"This total needed increase of institutional workers represents more workers than there are on the payroll in all parole and probation services in the South today," Mr. Ward said.

Aftercare employs an estimated 250 people, but needs are almost double that amount, Mr. Ward said. Juvenile institutional treatment and educational staff (counselors, caseworkers, psychiatrists and psychologists) number roughly 300. Standards call for more than 700 for the number of children under care. For all state adult institutions in the South, there are only 158 treatment personnel. There should be more than 1,200, according to standards.

A great deal of inconsistency exists in institutional job specifications. Often a community and a state will require different levels of qualification for the same responsibilities. Similarly, of *adult* institutions, 33 percent require only a high school education for their superintendents, but 33 percent of the *juvenile* institutions require a master's degree for their superintendents, and virtually all of them require at least a bachelor's degree. (See Chart 2.)

Another manpower problem lies in the fact that most of the systems in the Southern region require personnel to work more than 40 hours a week at low salaries. (See Chart 3.)

Most of the aftercare agencies have formal inservice training programs, but only 60 percent of the state adult institutions do.

In adult parole agencies, the inservice training program is almost always a single, annual program, while many juvenile probation agencies have weekly programs.

"New programs and creative approaches to corrections in the Southern region are few. Of the parole agencies, only 13 percent report any new or unusual programs," Mr. Ward said, "while over half of the states report innovative programs in their juvenile training schools."

CHART 1

	Offenders			*Personnel*		
Juvenile Probation	90,000	32%		1,300	6%	
Adult Probation	65,000	23%	71%	800	4%	13%
Adult Parole	31,000	11%		400	2%	
Juvenile Aftercare	15,500	5%		250	1%	
Juvenile Institutions	16,250	6%	29%	5,540	27%	87%
Adult Institutions	66,500	23%		12,000	60%	

Distribution of Offenders and Personnel by Total Numbers and Percentages

CHART 2

	No Educational Requirement Specified	High School Graduation	College Degree	Graduate Degree
Juvenile Institutions	20%	0	47%	33%
Adult Institutions	27%	33%	40%	0

Educational Qualifications Required for Superintendents of Correctional Institutions in the South

CHART 3

Institutional Personnel	*Salary Range*
Superintendents	$5,000 - $9,000
Social Workers	$5,000 - $6,000
Custodial Workers	$3,000 - $4,000
Probation and Parole Personnel	
Chief	$7,000 - $10,000
Supervisor	$6,000 - $ 8,000
Field Officer	$5,000 - $ 6,000

Annual Salary Ranges of Correctional Personnel in the South

2.

TRENDS IN CORRECTIONAL REHABILITATION

Mr. Richard Grant of the Vocational Rehabilitation Administration, who is executive secretary of the National Advisory Council on Correctional Manpower and Training, gave his views on present trends in correctional rehabilitation.

"What is happening in the field of American corrections today may be summed up with the word 'ferment,'" Mr. Grant said. "Ferment is stemming from the national concern over crime and delinquency."

Of equal importance, he said, is a growing dissatisfaction with the old way of doing things. The American public is beginning to recognize the fact that corrections do not correct.

"The chances that an offender will be better equipped to live responsibly when released are about one in 20. Unfortunately, the chance of his being adversely affected by his prison experience is infinitely greater, perhaps on the order of one to two," Mr. Grant said.

Public attitudes toward the offender are becoming aligned with the more progressive concepts of some correctional leaders, and the most favored correctional model today is a rehabilitative one. The objectives of a correctional system are seen now in terms of changing the attitudes, motivation, self-concept and values of the offender so that he may adjust responsibly to a rapidly changing community.

Changes in public attitudes have been brought about by the increased emphasis given crime and corrections by the Congress and the President of the United States and by newer kinds of involvement of government agencies, such as anti-poverty programs.

The President's Commission on Law Enforcement and Administration of Justice, the Law Enforcement and Assistance Act, the Prisoner Rehabilitation Act of 1965 and the Correctional Rehabilitation Study Act of 1965—plus programs in the Department of Labor, the National Institute of Mental Health, the Welfare Administration, the Office of Economic Opportunity, the Office of Education, the Office of Juvenile Delinquency and Youth Development and the Voca-

tional Rehabilitation Administration—all have made their impact on the public's attitudes.

"There is one broad trend in the field of corrections that is worthy of special note. This is the movement toward breaking down the walls of the prison, as it were, and relating the correctional process to the community. Thus, we have seen enactment of work-release laws in several states.

"Since the Prisoner Rehabilitation Act of 1965, the Federal Bureau of Prisons has moved quickly toward implementing work-release programs for offenders under its own jurisdiction. Also we are seeing halfway houses, pre-release guidance centers and other transitional facilities coming into their own. Again, the effort is in the direction of orienting the offender as quickly as possible to the community in which he will be living," Mr. Grant said.

"There is encouraging evidence that the concepts of probation and parole are receiving increased support. Probation as a preventive and correctional function has been too restrictive in the past," he said.

Since 1961, the Vocational Rehabilitation Administration (VRA) has funded 34 projects in which the public offender, both adult and juvenile, is the focus of service or study. The most extensive effort in this area has been the development, in cooperation with the Federal Bureau of Prisons, Federal Probation Service and U.S. Board of Parole, of the Series of Federal Offenders Rehabilitation Projects.

"Under conditions of tight experimental control, these projects provide intensive rehabilitative services to federal offenders under the jurisdiction of the Federal Probation Service and the Federal Bureau of Prisons. We are anxiously awaiting the results of the first year of operation to learn if there is, in fact, a measurable rehabilitative effect of concentrated service to the various categories of federal offenders," Mr. Grant said.

VRA has supported five short-term institutes in which rehabilitation, correctional and educational personnel are brought together to consider common problems and to develop strategies for cooperative programs. VRA also has been instrumental in helping to build correctional content into the curriculum of certain professional disciplines, he said.

The Correctional Rehabilitation Study Act of 1965 amended the Vocational Rehabilitation Study Act to provide project grants for a three-year study of the correctional manpower situation at all jurisdictional levels in the U.S. and to recommend ways to enhance recruitment, training and retention of qualified correctional manpower. A grant in the amount of $500,000 was made in April, 1966, to the Joint Commission on Correctional Manpower and Training to conduct a first-year study under this act.

Perhaps the most significant involvement of vocational rehabilitation in corrections, Mr. Grant said, is taking place at the grassroots

level. This is the accelerating trend on the part of state vocational rehabilitation agencies to relate to their sister agencies in the field of corrections.

"There are now 36 state vocational rehabilitation agencies that have formalized cooperative agreements with correctional institutions and agencies. The number is increasing every week. There are several reasons for this—among them, an emerging awareness on the part of correctional administrators of the contributions that vocational rehabilitation can make, both inside the institution and out.

"Another factor is recognition by vocational rehabilitation people that their program fits well with the rehabilitation objectives of the correctional field," he said.

The most advanced work in correctional rehabilitation is being accomplished in the South and Southwest.

"No doubt it is more than coincidental that rehabilitation is tending to move in to make its contributions in the states where rehabilitation and treatment services have tended to be lacking, as opposed to some of the more progressive correctional systems in the North and West," Mr. Grant said.

He then discussed some of the new treatment programs in corrections that have emerged from the rehabilitative mode.

The Herstedsvester Institution in Denmark uses a form of therapeutic community to achieve rehabilitation of hardened criminals. In his every encounter with a staff member, the inmate is constantly confronted with the need to take responsibility for his own actions.

The Patuxent Institution in Maryland uses a variation of this procedure to bring about attitudinal change on the part of inmates defined by law as "defective delinquents."

In California, a project supported by the National Institute of Mental Health is comparing the effectiveness of intensive community programs, including a wide range of group and individual activities—such as psychotherapy, job and recreation programs—with those in the usual institutional program.

An institution in Washington, known as the National Training Schools, is the federal counterpart of some of the state training schools for young offenders. Since 1965, a precedent-setting experiment known as CASE (Contingencies Affecting Special Education) has been in progress there. Reduced to its simplest terms, the program involves reinforcing positive behavior on the part of the offender through cash rewards.

At the Draper Correctional Center in Alabama, there is an attempt under way to change the inmate subculture which, in most correctional institutions, has such an adverse effect on permitting change by the individual offender.

"The passage of Public Law 89-333, the new amendments to the Vocational Rehabilitation Study Act, coincided with the floodtide of national concern about making corrections something more than strict custody," Mr. Grant said.

The state-federal vocational rehabilitation program now has many new resources in its armamentarium, most of which can be used directly in the battle against crime and delinquency.

A few of these cooperative programs in the states represented at this conference are:

1. The Maryland Division of Vocational Rehabilitation's installation of a new vocational rehabilitation unit at the correctional institution in Hagerstown.
2. The Virginia state rehabilitation agency's cooperative agreements providing special vocational rehabilitation units at the Petersburg Federal Reformatory and in some of the state's training schools for young offenders.
3. Tennessee's intensive treatment unit, developed on a third-party matching basis between vocational rehabilitation and the Department of Corrections, which places a new program at the center in Jordonia.
4. North Carolina's interagency agreement, which will build vocational rehabilitation into several of the correctional units in that state.
5. Oklahoma's projects in its reformatory and penitentiary, and its current program in conjunction with juvenile courts and the school systems in Tulsa.
6. Georgia's prototype for rehabilitation programs in corrections at Alto, and its participation in the special federal offender rehabilitation program by assignment of counselors and other specialists to the Federal Correctional Institution in Atlanta and to the Federal Probation Office which serves the northern district of Georgia.
7. South Carolina's blueprint for what ultimately will be a most comprehensive vocational rehabilitation program in corrections.

Under this plan, vocational rehabilitation programs will be built into all aspects of the correctional experience, from reception and diagnosis through institutional confinement and pre-release guidance. Additionally, six special rehabilitation counselors will be assigned to work with offenders after they return to their communities.

Dr. Dill D. Beckman, director, South Carolina State Agency of Vocational Rehabilitation, discussed the South Carolina program in more detail for conferees.

"The South Carolina Vocational Rehabilitation Department, through the cooperative efforts of the Department of Corrections, has been pioneering a new approach to the public offender problem. The public offender is coming to be seen as a disabled person, much

in the same manner as we might view any individual with a physical or mental disability requiring a multidimensional and interdisciplinary approach," Dr. Beckman explained.

"The first project developed there was a research and demonstration program financed by the Vocational Rehabilitation Administration. In the first year and a half, our counselors demonstrated enough so that we could see a need for extensive services to the entire public offender population.

"We have established a Reception and Evaluation Center where every person admitted to the South Carolina Department of Corrections will spend his first three to five weeks. At this Reception and Evaluation Center, we obtain a complete psychological, social, medical and vocational evaluation of each inmate. We get a complete picture of his background to determine his vocational potential and to determine his general achievement level.

"In this particular center, we are expecting an average of 20 admissions per week. The rehabilitation staff will consist of two rehabilitation counselors, five vocational evaluators, two psychologists, one psychiatrist, one general practitioner, six secretaries, and other medical or legal specialists as needed. The social summaries will be done by other counselors throughout the state.

"As a result of the information obtained in the Reception and Evaluation Center, a staff meeting will be held to classify each inmate in terms of his vocational needs, educational needs, social needs, medical needs and security needs. This staff will then transfer the inmate to another institution of the Department of Corrections. Another rehabilitation staff will pick up the case at this point to provide the series of services recommended by the Reception and Evaluation Center staff. Within each of the other correctional institutions, there will be a rehabilitation staff to provide training, counseling, follow-up and some continued vocational evaluation.

"In the Youthful Offender Center, which is an institution of minimum security for those offenders ranging in age from 17 to 21, the Rehabilitation Department intends to co-sponsor the construction of a vocational training building and to staff it with approximately 30 professional people. We will then be able to provide a range of vocational training, personal adjustment, vocational evaluation and other rehabilitation services," Dr. Beckman said.

All discharged prisoners spend the last 30 days of their sentence at a pre-release center. The length of time with clients will increase when the new pre-release center is completed. At that time, all prisoners being released will stay at the center for approximately three months. During that time they will receive a debriefing-type of program to help them adjust to being back in society.

At the present time, the rehabilitation program at the pre-release center has a staff of two counselors, one social worker, one psycholo-

gist, two personal adjustment instructors and the necessary secretarial help, Dr. Beckman said.

"The program which I have outlined is a program strictly for those persons who are inmates under the custody of the South Carolina Department of Corrections," he said.

There are about 60,000 public offenders in the State of South Carolina at any given time. Most of those who are considered by the Vocational Rehabilitation Department as public offenders are either on probation or have been referred for a particular service by a court of law.

"Our department is cooperating with the South Carolina Department of Corrections in placing six counselors in strategic geographical areas throughout the state. They will not only provide follow-up services to those public offenders released from the institution and to those on the work-release program, but also provide comprehensive rehabilitation services to those clients referred to them by local parole officers, the courts and the local law enforcement divisions. Our brief experience indicates that these referral sources are not only willing, but are anxious to obtain services for the offender through the rehabilitation counselor.

"The Vocational Rehabilitation Department is unique in that it can provide and pay for the training of handicapped individuals. It can provide maintenance and transportation during the time of that training, up until the man begins receiving wages," Dr. Beckman said.

3.

NEEDS FOR MANPOWER

The conference discussed manpower needs in the field of corrections after hearing from three corrections administrators: Dr. Dill D. Beckman, director, Vocational Rehabilitation Department, South Carolina; Dr. George Beto, director, Texas Department of Corrections; and T. M. Parham, director, Georgia Department of Family and Child Services.

Conference participants agreed that complete manpower needs cannot be assessed without conceptualizing the problems and analyzing the many kinds of jobs in corrections and rehabilitation. Someone said the duties of a generalized corrections-rehabilitation worker cut across as many as seven disciplines.

Because of the shortage of trained personnel in the corrections field, it was felt by participants that a crash program is needed to produce additional trained personnel for both corrections and vocational rehabilitation.

Some participants felt that vocational rehabilitation programs could play a preventive role through a close working alliance with probation officers.

There was a feeling that innovative correctional programs will help, but much more needs to be done to meet the tremendous problems presented by low salaries, lack of know-how, inadequate facilities, poor inservice training programs, large caseloads, public stereotypes about offenders and the bad overall public image of the field.

The manpower shortage could be helped by "aide" training, which might be done through community junior colleges, and by working cooperatively with state departments of education to develop adult and vocational education programs. The following observations were made by Dr. Beckman about the various professional specialists:

Social Workers. A major shortage of psychiatric social workers exists throughout the country. "Since the problem of the behavioral deviate is even more complex than that of the general psychiatric patient, the social worker will need an additional period of special supervised training beyond the curriculum which is usually covered in his graduate studies."

Rehabilitation Counselors. "The emergence of vocational rehabilitation in the treatment and training of public offenders has promise of being a new force just as important as the correction specialist or the probation and parole movement. The Rehabilitation Act gives a financial and manipulative tool which neither the correctional nor parole system has. The offender is frequently vocationally disabled every bit as much as the paraplegic, the amputee or other extremely physically disabled individuals."

Vocational Evaluators. As far as is known, there is no formal training of any type for a vocational evaluation specialist for the public offender. Such a person must be a counseling specialist with a work orientation, cognizant of the unique interrelationship of personality and social involvement. "Most vocational evaluations in the correctional field are presently made by makeshift classification sections in the prisons and are far from being adequate for a complete release-oriented training and treatment program."

Psychologists. Highly trained psychologists are needed to give each offender a complete psychological workup including an assessment of his intelligence, scholastic and vocational achievements, aptitudes, interests and personality dynamics. Such a person should not only be a clinician but have a concept of the vocational requirements of the society, have at least a master's degree, and be interested in working with public offenders in counseling as well as evaluation.

Psychiatrists. Psychiatrists are few throughout the country, and only a minute percentage of them has any special interest in the public offender. A psychiatrist serving as a member of the public offender rehabilitation team needs special training and experience with offenders, in addition to his knowledge of the more classical psychiatric difficulties. He should also be prepared to act as a consultant and teacher to other persons on the corrections team. This may be a much more effective way to use the psychiatrist than in individual therapy.

Dr. Beto's presentation was based on the assumption that corrections embraces the entire range of experiences, beginning with the offender's first brush with the law enforcement officer, continuing through his detention in the county jail or the juvenile home, his probation supervision, his incarceration in a state institution and his life as a parolee. Dr. Beto observed that rehabilitation is largely "habilitation" or the development of attitudes and skills which the offender never possessed in the first place.

"Manpower is needed in every area of law enforcement with a higher degree of professionalization on the part of law enforcement officers," Dr. Beto said.

"...The recent Supreme Court decisions in my opinion will do more to professionalize law enforcement in the United States than any formal courses or the enactment of any special state legislation in that area....We need quantitatively qualified police officers on

city, county and state levels. We need probation and parole supervisors. We need institutional personnel in the custodial area, the treatment area and the administrative area.

"Now statistics can be cited from my own state (Texas), where the correctional manpower situation is probably no better or worse than in any other Southern state. For instance, only 15.8 percent of the police departments in Texas have special juvenile police or deputies. Five hundred eighty-four additional probation officers are needed to supervise the 33,316 juveniles currently referred to the 162 officers available. Out of 254 counties, 132 have no probation services for juveniles. The department of public safety (our name for the state police) lacks 225 men in the uniformed service. The department of corrections is currently short 125 custodial officers or guards.

"It seems to me that the most important employee in a correctional institution is the custodial officer—he spend more time with the inmate than any other employee. For instance, a stupid correctional officer can undo in less than a minute what may require a psychiatrist six months or a year to achieve.

"I think if cooperative programs are developed between the institutions of higher learning and corrections in the South, these programs should emphasize the adequate training of the line correctional officer," Dr. Beto said.

He said he felt fundamental courses in the behavioral sciences were necessary for formal training programs. Advanced courses, depending on the area of specialization, could be multiplied. He cited as examples the areas of: juvenile delinquency, the dynamics of delinquent behavior, the American correctional system, police organization and administration, methods of research, social statistics, criminology theory, the legal aspects of law enforcement, the legal aspects of corrections, correctional counseling, group therapy in corrections, correctional administration, social legislation and jail administration.

Mr. Parham emphasized the need for well-qualified juvenile police officers to serve high delinquency neighborhoods.

"It is a perfectly reasonable idea that a policeman trained to understand children, to relate to them positively but firmly, and to know the resources available for helping them, could make a special contribution to the reduction of delinquent behavior. It seems to me this might be a good combination for the use of some ex-delinquents.

"We also need more of the traditional probation and parole personnel. Obviously, we can't have all personnel with graduate degrees in social work, but it is within our capability to have college-trained workers—to analyze more carefully the personal characteristics of these workers, give more attention to their caseloads, provide supervision and inservice training, and again, evaluate the results achieved.

"Detention homes could be staffed with directors who have had graduate training. Sufficient personnel could be provided to operate

an educational and activity program. Detention provides a welcome security for many youngsters who realize they can't control themselves. For many youngsters, detention is the hard realization that they must bear consequences for their behavior," Mr. Parham said.

"One thing that seems obvious to us here in Georgia is that you need enough people to share the task so that no one becomes physically, emotionally and spiritually depleted. Institutions are extremely demanding. Too-long hours and too many children spell failure for the program.

"It will not be possible for us to staff completely with professionally qualified helping personnel, but we can get enough to provide leadership. These leaders must learn to work through subordinate personnel less qualified, but with good basic aptitudes," he said.

"At the institution for delinquent girls in Atlanta, the most valued employees have the least amount of formal training but a basic strength and warmth that gets through to the girls. These people could never conceptualize and develop a total institutional program, but under good leadership, they make an invaluable contribution.

"The colleges, graduate schools and medical schools must give us more help. Colleges should add faculty with interest in corrections, and begin the development of course material to provide help to field practitioners and to undergraduates who show interest in corrections.

"Graduate schools of social work should add more faculty with corrections experience and develop more field placements and courses with corrections emphases. The same should apply to training in psychology, psychiatry, chaplaincy, recreation and special education. There should be at least one school in a region offering a strong concentration in corrections and developing seminars and workshops in every phase of the work from police service to cottage parents," Mr. Parham said.

4.

THE UNIVERSITIES

Dr. G. Lester Anderson, professor of education, State University of New York at Buffalo, discussed how universities react to the challenge of training for a field such as corrections.

Following is the text of Dr. Anderson's address and a summary of the discussions on universities and the emerging professions, such as corrections:

"Anyone who looks at colleges and universities with some objectivity finds them institutions of paradox. They are, for example, at once the most conservative and the most radical of institutions. Threatening the social order at one moment, they seem at another so slow to change in the face of social demands that they completely frustrate the would-be 'mover and shaker' of established orders. This paradox is relevant to your considerations, as you are gathered together to initiate plans and programs in the field of correctional rehabilitation at the college and university level.

"What can you expect of the colleges and universities? How can you appeal to them to accept your plans? What appeals will be persuasive? What issues will they raise? What barriers might they erect to establishing your programs? What will they ask of you as you approach them? What may you expect of them? Which of your possible requests of them will they deem legitimate? Which illegitimate? If I can counsel you so that your proposed course of action will seem more feasible, your goals more readily obtainable, I gather I will have fulfilled my mission among you.

"First, be prepared to meet resistance. Resistance to change by colleges and universities, as we have already implied, is not unique to them as social organizations. Students of organizations can rarely speak definitively about them, but they can say a few things: First, all social organizations have problems.

"Second, all organizations resist change; that is, they resist change for themselves. Colleges and universities are among the most stable of institutions; the corollary is that they are more resistive to change than most. I will review several attributes of higher education which are relevant to their resistance to change and are perhaps worth re-

porting. Among these factors are their history, their commitment to things which are timeless rather than ephemeral, to principles rather than expediencies, to the verifiable rather than the sentimentally wishful, to the fundamental or theoretical rather than the *ad hoc* or practical.

"Finally, a further barrier to change is their process for change, which so often requires a consensus from the total body rather than the decision of a few before a change can be made.

"Universities trace not only their origins but their basic value systems back to ancient times. They, not inappropriately, invoke the names of Socrates, Plato and Aristotle as the developers of the first principles which govern the institutions we now know as colleges and universities. Socrates has given his name to the most famous of all methods of teaching, the Socratic. Plato's name will forever be associated with one of the institutions of education, namely the academy. Aristotle merely gave us our first monumental classification of knowledge, still the basis of curricular and departmental organization of colleges and universities.

"The great universities of Europe were founded in the Middle Ages. Such universities as Oxford and Cambridge, Paris, Heidelberg, and Bologna find a close affinity in their contemporary purposes and structure to their purposes and structure in their earliest years. Thus they (and almost equally their less prestigious and less ancient sister institutions), recalling these ancient traditions, are not about to become excited as contemporary pressures are brought to bear for them to change in either form or substance.

Colleges and universities, not unlike the church, emphasize the stable values, be they humanistic, social or scientific. While at times they seem to be reacting to the current scene, they claim their reactions are made in terms of fundamental principles which are conserving rather than revolutionary. Recent upheavals among universities might seem to belie this judgment. Rebellion, as some recent activities have been named, comes about because of the truly conservative nature of these institutions, their unquickness to adapt. We might also ask, how often are aggression and rebellion brought about and even justified by a seemingly fundamental and moral commitment to values of human welfare and freedom? This commitment then becomes the basic cause for action!

"The processes of governance in higher education, the locus of decision-making on such matters as curriculum, and the varieties of persons and bodies which must sanction change are final forces for conservatism in colleges and universities.

"It is interesting to study the history of universities and discover how often change does not seem to result from normal due process activities. Rather, the great surges forward seem to have been brought about by charismatic leaders. We invoke the names of academic he-

roes to symbolize great developments. We recall how Eliot remade Harvard, how Gillman established and built Johns Hopkins as our first graduate university, how Ezra Cornell and Andrew D. White produced and developed Cornell University, how Morgan remade Antioch. How often does it appear that change seems to come about only as a leader who is touched with grace operates outside the traditional, the legal and the rational sanctions which give authority to power—in a word, only as the leader is charismatic do we get significant change.

"Am I being pessimistic? Am I discouraging you in your hopes to develop a new program for a new service, i.e., a program to rehabilitate the person who has deviated markedly from the social norms? I hope not, and it has not been my intent.

"As a person who has administered in colleges and universities for a quarter of a century, I have had my moments of extreme impatience with the status quo. I have more than once chided, scolded, even harrassed faculty committees which seemed too slow in proposing or sanctioning change. I have wished often for the creative or innovative force or act where only the conservative force or act emerged. But then I, in my more quiet moments, realize that colleges and universities are one of the few powerful forces operating to preserve the fundamental values of what we know as Western culture and civilization. I am thankful for its conserving voice in its frequently courageous plea for the open mind, the humane insight, the just cause, the patient understanding. I am thankful to its vigilant commitment to freedom and to justice when voices of expediency would compromise these values by threats of force, by the use of force, by adopting coercive laws, by withdrawing constitutional liberties.

"Perhaps this has seemed to be both an apology for the college and university and a polemic for them. Perhaps this statement has not only seemed irrelevant to your concern, but has actually been so. We have risked this. Now let us move on to seemingly more practical matters.

"Universities and colleges do change. They do reorganize themselves so that they can meet new needs. They do authorize new programs. They even create new institutions to meet new social purposes. Let me be personal and parochial and talk a few minutes about the university I know best. Perhaps some of my experiences and the university's history have within them some lessons.

"A few months ago at the university at Buffalo, a new school was authorized and created: the School for the Health Related Professions. Its first dean is Dr. Warren Perry, a former colleague of those of you who work in rehabilitation. A friend and colleague who recently retired from the arts college deanship recalled in a conversation a few days ago that I, as an academic administrator, had proposed more

than 10 years ago that the university create a College of Applied Arts and Sciences to provide a home for medical technology, occupational therapy, physical therapy and a few other orphan program waifs in the academic community. It took 10 years to bring such an organization about. But the new organization to meet an obvious need was formed.

"I, as an academic administrator, had a number of failures as I attempted to move the university into new areas of education and service. Five years ago I proposed a center for urban studies. I still expect to see it established some day—perhaps two years from now. At about the same time, I suggested an interdisciplinary study of the 'manpower' situation of the region and state as a basis for further university development. This idea is dead. As a companion to it, I outlined an elaborate study as a base for resurgent activity and what I hoped would be more relevant activity in the field of vocational education in the secondary schools and community colleges. This outline is buried in the files and will stay there. Several of us on the Buffalo campus have felt for several years that our Art School and our Departments of Music and Theatre Arts should be broken away from the College of Arts and Sciences and be established as a School of Fine Arts. This proposal, in my opinion, has no significant flaws. Such a school will perhaps be created in four or five years.

"Before his resignation, the aforementioned dean of the College of Arts and Sciences called for a fundamental reorganization of the college. A committee met frequently for a year to review the issues raised by the dean and to propose a resolution of them. At the end of a year, and after an emotional explosion on the part of a few who held that the concept of the liberal arts was being destroyed, the committee quietly sent forth a timid report. The only currently observable effects of all the efforts are that the administrators of the college have grown in number, and confusion in the administration of the college has been compounded.

"I have served for almost three years on committees—the last year and a half as chairman of one—which have had as their purpose the bringing forth of a new set of by-laws for our academic senate. The by-laws are not yet adopted. When I think of Kennedy's thousand days and what Pope John did for his church in less than three years, I ask myself serious questions about the governance of universities!

"But, in truth, my recital, while seemingly a recital of failure, is not really so. Several of the proposals will become realities, and perhaps the others deserved to be buried in the files or to die. Let us briefly review the other side of the record, the record of change. The State University of New York at Buffalo's record of recent change is an interesting one, not the least interesting aspect of which is that, until 1962, the institution had a different name, the University of Buffalo.

"Let me tell this story because it is actually one which leads to optimism. The University of Buffalo began as a medical school in 1846. It was founded by a coalition of physicians and 'public spirited' citizens, led by Millard Fillmore, who was its first chancellor and was its chancellor while he was vice-president and president of the United States. By the turn of the century, the university had added schools of dentistry, pharmacy and law. In 1914 an arts college was added, in part as a result of the Flexner report which held a medical school should be undergirded by a liberal arts program.

"By the end of World War II, the university had organized schools of business, education, social work, nursing, a graduate school and an evening college. Engineering was established as a school in 1946. In 1958 a University College was established as a home for all freshmen and sophomores, who were by its creation separated from the other colleges.

"Most dramatically, in 1962, the university then known as the University of Buffalo, an *entirely private university*, was 'merged into' the State University of New York and hence became a *completely public university*. Universities do change. Since the 'merger,' the university has established two new schools, the aforementioned School for the Health Related Professions and a School of Library Sciences. The university, in these four years since merging, has grown from 7,350 students to 11,760 students. Its full-time faculty has increased from 545 to 1,066. In 1962, it awarded 33 doctor's degrees; by the end of 1966, it will have awarded 100 doctorates. Its operating budget has increased in five years (from just before the merger to the current year) from $17,795,333 to $37,659,278.

"This is a record of rather fantastic growth and change. It occurred because it was necessary. It was necessary if the university was to meet its responsibilities as a university and to its community and its region.

"The moral is that colleges can be responsive to the demands upon them. They usually are.

"The history of higher education in the United States is a history of increasing responsiveness to social demand, of a broadening conception of the purposes of colleges and universities, of the establishment of new institutions and new forms of institutions.

"In the middle 1800's colleges and universities shifted in their purposes from a predominantly pietistic base to one of meeting the pragmatic or empirical needs of students. Historian Frederick Rudolph commented:

> The development of fraternities and the organization of intercollegiate athletics, both done by students in the face

of official opposition by college authorities, are symbolic of this change.[1]

"In 1862, as a result of intensive work by both agricultural and industrial interests, Congress enacted and Abraham Lincoln signed the landgrant college (or Morril) act. This act created a new thing: an institution of higher learning which educated for mundane occupations as well as the learned ones and which gave a new meaning to the concept of service.

"In the second half of the last century the graduate- and research-oriented university was created on this continent. Out of these institutions, which it should be freely acknowledged had their parentage in Germany, new knowledge emerged which has profoundly affected the development of this country, and which economists are now reporting has been a significant factor in the economic growth of this nation.

"From the period of World War I to the present time, a concept of universal higher education has taken shape. At approximately this period in our history, the concept has become reality. Some students of the matter have said that when half the college-age group are in colleges or like institutions, we will have achieved in pragmatic terms universal higher education. We approximately met this test this fall.

"Incidentally, about 50 million persons (students, faculty, staff) nd the bulk of their productive hours in institutions of learning—schools and colleges. This is a fourth of the nation's population. The direct cost of this enterprise is about 50 billion dollars, between six and seven percent of the gross national product.

"Education for the professions has so grown that certainly since World War II more than half the degrees awarded by colleges and universities are professional degrees. This fact is testimony to the needs of our society for professional services and to the transformation of colleges and universities into institutions in which study for the professions, broadly defined, is assuming an equal place with the academic disciplines.

"A new institution has been created in the last half century; it is the junior college or community college. It is part of higher education's response to the movement toward universal higher education and to the need for a more educated manpower—a manpower with high technical competency or special service skills, as in the health or rehabilitation professions.

"I may appear to have done an about-face; I have switched from a position that the college and university were slow to change, slow to adapt, conservative perhaps in the extreme, to a position in which I have recited a record of extended and extensive adaptation to demands made by the American social order.

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[1] Frederick Rudolph. "Changing Patterns of Authority and Influence," in *Order and Freedom on the Campus* (Boulder, Colorado: Western Interstate Commission for Higher Education, 1965).

"The moral for you who wish to develop programs in corrections, to find for them a place in colleges and universities, and to see manpower flow to meet your needs should now be clear. Colleges and universities will not automatically serve you. If, however, you can meet certain conditions, they will. If you can answer certain questions correctly, if you plot your strategies in harmony with the conditions, you will achieve what you wish. Let me now be much less general by suggesting the types of queries you will face and the types of answers you must provide.

"At the heart of the matter for colleges and universities is that substantive knowledge must undergird education for a vocation which is to be professional. As you prepare a curriculum in corrections, your academic colleagues will ask what are the disciplinary undergirdings. Preparation for service without such undergirding, in the eyes of the academic world, is 'trade school' education. Colleges and universities will have none of this. You must demonstrate in your curriculum, in your teaching procedures, in field experience, that fundamental knowledge is the base, that it is called upon, and that its existence and use make a difference for the work performed. Such demonstrations of the interrelationship of substantive knowledge must not rest upon simple assertion, upon paper outlines, upon verbalization, but upon an expertness of performance, a quality of judgment, a wisdom of adaptation, an art of practice that makes clear the relationship of knowledge to the act.

"I assume the fields of corrections and rehabilitation draw upon both the social sciences and the physical sciences. In some cases one surely must know in order to do, in other instances perhaps one must merely know in order to know about. Sociology is a basic study. What of sociology must be encompassed? Social deviancy, e.g., delinquency and criminology? Social process? Social institutions, e.g., those which educate, those which punish, those which rehabilitate? What knowledge must be studied to the point of relative mastery? For what knowledge is it enough to know that the knowledge exists and that it can be 'dug out' if it is necessary to know it?

"Other fields must be similarly explored: Psychology and psychiatry, political science and biology are, I would assume, among them.

"The undergirding knowledge must be, for the university community, an intellectual challenge and intellectually demanding. It must be more than conventional wisdom. It must be more than rudimental skills. The knowledge deemed worthy must transcend a catalog of facts. It must be conceptual, general, ultimately supporting of, or supported by, theory. For these reasons, and based on these assumptions or expectations, the college and university world talks about and asks about standards. Is the program intellectually demanding? Can only a portion of the population encompass it? Are expectation and evaluation of performance rigorous? Is selection rigorous? Or, if not, will some who are admitted fail?

"It is in this arena of undergirding knowledge and standards of performance more than any other that the university forces the issue, asks the difficult questions, is least tolerant of the fuzzy answer. It is here that the academic community is most conservative. It is here that the admission of the 'proposed program' meets its stiffest test.

"Perhaps here I should digress and give another brief homily on a fact of university life. The fact is this: The locus of power in the university is primarily in the academic disciplines. In the university, the arts college faculty is the most powerful faculty with only a few exceptions. It is not powerful only because of numbers. It is powerful because the disciplines embody the values of the university both historically and as currently sanctioned. It is powerful because it has an unequivocal commitment, an uncompromised self-mandate to protect the values of the disciplines.

"For reasons, then, of the power of the disciplines, the questions raised about their relationship to a projected area of professional service and education for it are the most important questions. And it is because of the power of the disciplines that those fields which seem to be least demanding, least related to the disciplines, more sentimental than rigorous in their statement of service or purpose, are least respected or more scorned in the academic world. Those professions which rest on the hard sciences are most secure; medicine and engineering are the best examples of elite professions which have the fewest worries in the academic world. Other factors are also related to their high status, but their base in the hard sciences, which imply rigor and high standards, are important correlates to their status.

"The college or university will ask other questions. The following are representative:

1. What assurance can we have that the person educated for your profession is a representative of the generally educated man? Will he have personal integrity? Will he be cultured? Will he take a place of leadership in civic affairs? The college and university will expect those who carry its degree to be educated as well as trained; do the programs you propose give these assurances?
2. Does the work your training provides qualify as professional? Does it demand judgment as well as skill? Is service the highest motive of those who give it? Is the work intellectually demanding? Can it be learned in apprenticeship fashion? The university, as stated before, will not teach trades.
3. Do those who give this service form a recognizable corpus? Do they perform a service not performed by others, i.e., do they perform a unique service? Is the group self-disciplinary? Do its members form an association through which they set standards of professional ethical conduct? Do they serve each other as professional associates rather than as competitors?

4. Do those who teach the profession contribute to its advancement substantively and professionally? Do they design new techniques of service? Do they relate new knowledge to improved practice? Are they themselves creators of new knowledge and new technologies? Are they more than skilled practitioners passing on their skills? Are they worthy members of the university community of scholars?
5. Is the profession one which will make its own adaptations to future demands? Does it provide a way to keep its members alert to change and capable of modifying their practice in terms of new knowledge, new skill and new technology that emerge? Do those who conduct the program within the university accept a responsibility to continue the education of those who practice after they terminate their formal training?
6. Is education in practice, through laboratory experience or field experience, through clerkship, internship or residency, truly education and not simply experience? Do those who control the university program control education in the field? Do they supervise it? Do they help the students relate practice to knowledge and theory and vice-versa? Do they help the student to conceptualize and generalize what he has experienced? Does he in the field learn the ethics of his calling, and is the self-discipline to which the professional man must subject himself inculcated?

"In essence, the university will ask that a proposed program for a new area of presumed professional service or a presumed new professional service represent fundamental needs and concerns and not expedient or self-serving ends for those who propose it.

"The ancient professions are the model. They represent a calling and not a job. They idealize service to others, not reward to self. They are jealous of their autonomy and guard it through self-discipline and by subjecting themselves to the discipline and judgment of their peers. They do not assume a static state for their field but engage in continuous study. They expect to change their practice and improve it. They accept responsibilities beyond the call of duty, both professional and civic. They expect to demonstrate the democratic virtues, but they also know they are an elite, an aristocracy in the best sense of the word. They wish to be worthy of the rewards that come to an aristocracy.

"These ancient professions, medicine, law, theology, have always been part of the university. These three professions in partnership with philosophy, which encompassed the humanistic or liberal studies and which became the 'disciplines,' have historically been the quadripartite elements of the university. They have admitted others to this company as these others strove to match the attributes of education and service which the ancient professions and the academic disciplines themselves exemplified. We can call the roll of those admitted: engi-

neering, dentistry, nursing, business, agriculture, public administration, architecture, social welfare, teaching. Others are knocking and seeking admission—criminology, transportation, conservation, rehabilitation, in various modes, are among them. Some will meet the tests.

"I can perhaps summarize the demands the university community will make on you by repeating what I said a few years ago to the social workers:

> The university asks that the professional school play the game of higher education according to the university's rules. It asks that professional education rest on theory, or perhaps better put, upon a body of knowledge arrived at through scholarly activity. It asks that the faculties of the professional schools meet the tests of scholarly competence and that they make reasonable contribution to this body of knowledge. It asks that the practice, skill and technique which are taught present some intellectual challenge and that they require the exercise of judgment as they are practiced. In essence, the university asks that professional education be more than the transmission of an empirically derived body of knowledge and technique by persons who are themselves only professionally skillful persons. Rather, the university asks that professional education be rooted in theory and that those who teach it have scholarly as well as professional competency. This is what the university should ask, and what it typically does ask.[2]

"If you align yourself with the university and meet its test, you in turn may ask something of it, and you serve yourself and those whom you in turn expect to serve if you insist on reasonable expectations from the total university community. Again to repeat words I once spoke earlier:

> The professional school asks the university to understand that knowledge and understanding are not enough for the professional practitioner. He *must* also be a master of his craft. It also asks the university to realize that the discovery, invention and validation of new techniques or practices are also worthy of the scholar. It asks the academician to realize that his symbols and his criteria may not be the only symbols and criteria for evaluating scholarly competency. This is what the professional school asks and what it should ask. Occasionally, it asks the university to waive the requirements of scholarship in its curriculum and in its teaching. This it should not ask.[3]

"I have said very little in this statement about such 'mundane' matters as selection of staff, proper budget support, selection of students, teaching loads, faculty-student ratio, library holdings, whether

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[2] G. Lester Anderson, "The Professional School in the University," *Education for Social Work* (Buffalo, New York: Council on Social Work Education, 1956), p. 87.

[3] *Ibid.*

or not a program can or should be accredited for extension or continuing education, or other like items. I acknowledge that these types of things sometimes seem to occupy the time of administrators and faculty as they discuss programs. I have dealt with them all in my time. I have opinions or convictions about each. I also acknowledge on occasion the disposition a university makes of these items may be of critical moment. But they are secondary; they follow after the other things I have talked about; at least that is my point of view.

"In the well-managed university, if there is a basic confidence in a program and the staff selected to manage it, this staff will have great freedom, restricted only by the institutional resources available, to make decisions on these matters. Professional schools or professional programs that operate with integrity normally have autonomy. Without integrity they are as nothing. And it has been on the essentials of program integrity that I have talked to you.

"As you meet together to discuss and plan and construct a program for correctional rehabilitation, you are concretely and explicitly taking another step forward toward a realization of the aspiration of our people to let each human being become the best he can become. The university shares this aspiration. Indeed, it is its most fundamental commitment. It will in the end support you in your endeavors."

Following Dr. Anderson's address, the role of the university and of its potential contribution was discussed by conference groups. However, what the university could do, and how, was rather nebulous. The conference agreed there must be dialogue and agreement between university and corrections authorities to establish training endeavors. It was generally understood that universities are very conservative. However, many of the conferees were optimistic and believed colleges in the South are willing to change to meet the needs of the times.

Universities could help corrections by assisting in research, providing consultation, training professionals and teachers, giving guidance in connection with inservice training programs, and bringing different concepts into the corrections field through the different disciplines. Both corrections agencies and universities should have personnel to accomplish these things cooperatively.

Corrections could help universities by providing laboratories for research, suitable places for pre-internships and post-internships for students, and an opportunity for faculty to get practical experience by working in teams with institution and agency personnel.

It was the consensus that universities would be most interested and effective in providing training at the professional level and could not be expected to furnish as much help in upgrading other workers in institutions, such as security officers and departmental foremen. Universities should help to train the personnel who will have to upgrade these other workers through inservice training.

With universities primarily interested in educating professionals, other training might be explored, such as junior colleges, academies, institutes and even industry. To make use of any of these, corrections must be able to define its training needs clearly.

To appeal to universities, it was felt corrections must improve its image by emphasizing treatment rather than custodial and punitive care. This would elevate the field to professional practice and offer the universities a challenge for training.

Several suggestions were made concerning ways universities might "tool up" to turn out more trained persons:

1. Establish research and training centers in corrections and rehabilitation, especially in those locations where there are already several disciplines operating.
2. Establish teaching programs in some correctional institutions and community programs.
3. Use centers of continuing education to bring instruction to corrections workers in the local communities.
4. Extend or expand existing counselor-training programs by giving practicums and some special instruction in the public offender field.
5. Establish work-study programs in corrections and rehabilitation for the lower-level personnel, with junior colleges and four-year colleges participating.

It was suggested that universities be asked to help study the different job functions, analyze training needs, and be encouraged to participate in training programs. Although it was conceded that universities probably should concentrate on training top corrections staff members who could train others, it was also felt they could give much guidance and assistance with inservice training programs. For those wishing to enter the corrections field, universities should provide long-term training in such subjects as counseling, human development, personality theory and how to effect changes in attitudes and behavior. There was a *strong* plea for more attention to training of workers in community programs.

Dr. George Beto, in speaking to the conferees, listed three ways in which he believes universities may help corrections and law enforcement agencies:

1. "They can help us in the area of research. I don't believe that there is an area of human endeavor, outside of organized Christianity, which is more reluctant to measure what it is doing than corrections and law enforcement. I think that the colleges and universities could render corrections a distinct aid by helping us to measure the effectiveness of some of the things we do, because some of the things we do in corrections are ritualistic.

2. "We need inservice training, and the colleges and universities can not only develop programs for us, but can aid in the supervision of these programs.

3. "Finally they can develop a program of professional training for administrators.

"I believe that the colleges and universities of the South are presented with the unique opportunity today to cooperate with all aspects of corrections in developing quantitatively and qualitatively a degree of professionalization in law enforcement and corrections unknown in America," Dr. Beto concluded.

5.

RESOURCES AND ADMINISTRATIVE MODELS

A panel composed of James E. Murphy, assistant director of corrections, Office of Law Enforcement Assistance; William T. Adams, associate director, Joint Commission on Correctional Manpower and Training; and Louis L. Wainwright, director, Florida Division of Corrections, outlined available resources for agency-university collaboration in training, and briefly discussed administrative models which might be used to facilitate this collaboration.

"The Law Enforcement Assistance Act (LEAA) authorizes the attorney general to make grants to, or contract with, public or private non-profit agencies to improve training of personnel, advance the capabilities of law enforcement bodies, and assist in the prevention and control of crime. The act also authorizes the attorney general to conduct studies, render technical assistance, evaluate the effectiveness of programs, and disseminate knowledge gained as a result of such projects. Police, courts, corrections and other mechanisms for the prevention and control of crime are all within its scope," Mr. Murphy said.

Grants in the corrections area during the first year were heavily weighted with training projects, which included a grant to the American Correctional Association for a series of five short-term training institutes for correctional administrators—one national institute for state directors of corrections and four regional institutes (covering the nation) for wardens and superintendents of correctional institutions. The second national training program consisted of a grant to the National Council on Crime and Delinquency to conduct a series of one-week training institutes for upper and middle management probation personnel in state and local systems. These ran over a two-year period with an estimated 270 participants. These institutes are encouraging the use of new methods in probation practice and organization.

Regional grants have been made to the Southern Regional Education Board for this institute, and to the Western Interstate Commis-

sion for Higher Education for continuing education seminars, summer placement of university faculty in correctional agencies, and traveling teams to bring training to agencies in remote locations. The third regional project consists of an effort by the New England Correctional Administrators Conference to survey needs and resources and develop a comprehensive plan for corrections personnel training in the New England states.

A grant has also been made to the Southern Illinois University Center for the Study of Crime, Delinquency and Corrections for a regional 10-week training program for institution training officers and shorter institutes for middle managers. The program for training officers will include a two-week practice teaching experience with a group of correctional officers drawn from institutions in the Midwest.

The Office of Law Enforcement Assistance has made grants available for the development of statewide inservice training programs for correctional personnel. These grants, limited to one for each state, provide $45,000-55,000 (depending on population) over a 16 to 24-month period for inservice training of staffs of state correctional agencies responsible for adult offenders. Mr. Murphy said, "Supervisors are the primary target of such training programs. The programs focus on improving the ability of supervisory staffs to function as 'change agents'.

"We hope to have involvement of both community and university resources. The applicant may be either the state correctional system, or a college or university. Regardless of who is the applicant, we expect active participation by both the state corrections system and the colleges or universities," he said.

One condition of eligibility is that all elements of the state system (institutions, probation and parole), at least on the state level, collaborate in developing a joint project plan.

"Pending findings and recommendations of the Joint Commission on Correctional Manpower and Training, support will not be available for development of degree programs in corrections," Mr. Murphy said.

Support is available from other agencies, however, for training in disciplines. The Vocational Rehabilitation Administration offers teaching grants to educational institutions and agencies for improvement or expansion of instructional resources. Traineeships are available in fields related to rehabilitation, such as medicine, nursing, psychology, rehabilitation counseling, social work, sociology, recreation for the handicapped and speech pathology.

Funds are also available under contracts with sponsoring agencies to conduct short-term training in technical matters pertaining to vocational rehabilitation services, including development of audio-visual aids and other teaching materials. Grants have supported joint training institutes for correctional and vocational rehabilitation staffs, Mr. Murphy said.

In discussions among conferees it was brought out that correctional agencies should strengthen their programs by greater use of funds from the Vocational Rehabilitation Administration, the Manpower Development and Training Act, and the Vocational Education Act. They must establish an environment and policies which permit change.

Liberal regulations governing personnel leave for training, exchange of personnel between institutions and universities, and funds to pay student workers were suggested as provisions necessary to moving forward rapidly. It also was noted that legislators should be fully informed and involved whenever possible in order to insure the state funds needed to improve the quality of personnel and conditions for the offenders.

Regional aid may be sought from the Southern Association of Correctional Administrators. The Southern Regional Education Board might be used for consultation regarding training and research and to assist in developing such project activities as inservice training by regionwide educational television.

Resources on the state level include direct legislative appropriations for: scholarships or stipends, to be granted with specific commitments from recipients; educational leaves for corrections personnel; and inservice training programs.

Possible voluntary resources would include the National Correctional Association and the National Council on Crime and Delinquency.

In the State of Florida, internships at various levels are being programed in correctional institutions. A full-time resident in counseling at the Ph.D. level, several part-time interns at the master's degree level, recreational and dental interns are presently engaged in these programs. A chaplaincy internship is planned for the future.

Six classification interns majoring in corrections are paid $250 per month each summer in Florida. They receive the basic orientation courses given to all new employees, plus more intensive orientation and assignments to various institutional units, before working full-time in the classification department. After an intern has spent several weeks in the classification department, he is assigned a limited caseload and functions as a regular classification officer.

During the past three years in Texas, 30 college students have participated in a three-month summer intern program. They were given room and board, approximately $300 a month, and nine hours of college credit while working for the Department of Corrections under the supervision of the college. Many of these students continued corrections work in Texas upon completion of their studies.

The South Carolina Department of Corrections will pay for a student's graduate study in return for a year's work in the department for each year spent in school.

Special summer work programs in corrections are being used in the West for selected sophomores, juniors and seniors from various

colleges. These students are given stipends for eight- to ten-week summer work-study programs—two weeks on the campus, and the remaining weeks in a correctional facility with regular seminars.

Personnel of the Florida Division of Corrections number some 1,850 at seven major institutions, one farm camp and 36 road prisons. Those employed at the major institutions are required to be high school graduates or to have completed high school equivalency requirements. Salary and promotional limitations are imposed on non-graduates. A high school education is required for promotional consideration among road prison personnel. This has been an incentive to many to complete high school requirements.

Institution-focused orientation courses, usually of two weeks' duration and consisting of some basic classwork (generally in line with the American Correctional Association's *Correctional Officers Training Guide)*, plus firearms orientation and on-the-job training, are used in Florida.

New road prison officers undergo a similar two-week orientation program. Special training classes and conferences are scheduled for road prison personnel throughout the year.

The recent spread of junior colleges in Florida has allowed employees and inmates to enroll in the same courses. On the university level, personnel at the Florida State Prison take courses at the University of Florida, and personnel at Apalachee Correctional Institution and the central office in Tallahassee are enrolled in courses at Florida State University.

A formal certificate in corrections is awarded by Florida State University after successful completion of 30 semester-hours of selected courses and a research project in corrections. An employee is reimbursed his registration fee by the Division of Corrections after he satisfactorily completes each course, Mr. Wainwright said.

In Ohio, an employee is reimbursed for up to six semester-hours of tuition for each term of work-related courses in universities, vocational and business schools. The courses must be approved in advance by an agency committee and must be satisfactorily completed by the employees on their own time.

The Florida Law Enforcement Academy in Tallahassee, sponsored by the Florida Sheriffs' Association, offers many courses, including specialized investigative techniques as well as supervisory and command-level training for all law enforcement personnel. The Florida Division of Corrections pays expenses for employees taking these courses.

An annual three-day correctional officers' seminar has been sponsored by the Kansas Peace Officers Training School for the past five years at the University of Kansas. The seminar is designed to acquaint participants with the principles of inmate supervision, security and safety measures, evaluation procedures, treatment methods and

new developments in corrections. A comprehensive report of the proceedings of each seminar is published for use in institutional inservice training programs.

Florida's Tampa Bay area has a program, called "Operation Police Manpower," which may have possibilities for application to the field of corrections. The program offers ex-military policemen a chance to obtain jobs with a local police department and get an education at the same time. The new policemen receive financial aid toward an associate-of-arts degree in police administration at St. Petersburg Junior College.

Mr. Adams, formerly with the juvenile delinquency program of the Western Interstate Commission on Higher Education, outlined the possibility of warden exchanges similar to faculty exchanges between universities.

Pacific State Hospital in Sonoma, Calif., has an exchange program in which persons who work in the mental retardation schools and hospitals in several states change places with persons at the hospital. A similar arrangement was suggested for corrections.

Recognizing the drastic shortage of skilled professional personnel in the isolated areas of the Western mountain states, the Western Interstate Commission for Higher Education conducted a special program of faculty visits to correctional institutions, Mr. Adams said.

In this program, supported by a grant from the National Institute of Mental Health, top-level professionals from university faculties spent the summer working in correctional institutions. The program had the dual advantage of assisting the staffs of the isolated facilities and contributing to the professional growth of the faculty members, Mr. Adams said.

Regional continuing education programs using university extension centers can be created to offer staff development. At a girls' school in Oregon, a series of 12 weekly seminars on group care was held. Special faculty from Washington, California, Oregon and Idaho taught in the series.

Additionally, regional teaching centers could be established in a practice agency similar to a teaching hospital. The center could serve a number of states if it had a specialty program. Stipends from state institutions could be used to send personnel to the teaching center for short-term or intensive training programs.

Training films and tape recordings can be used by departments of corrections. Closed circuit television was suggested as a substitute for agency or departmental meetings that require travel time and expense. Region-wide use of training videotapes is also a possibility.

"Under a program called 'Operation Bookshelf,' each institution in the Florida Division of Corrections is mailed a fiberboard case of books, sign-out sheets and bulletin board material on a monthly basis.

At the end of the month, each institution forwards its case of six books to another institution according to a prearranged schedule. The books eventually return to the central office library where new books are grouped and circulated," Mr. Wainwright said.

A newsletter circulated within a state to agencies or organizations allied with corrections was suggested. The purpose of such a monthly publication would be to inform the entire community of programs and activities in the correctional field.

The Institute of Government of the University of North Carolina provides research, consultation and short-course training for both agency personnel and community leaders. The institute has provided these services for both adult and juvenile correctional agencies, and expanded the scope of its services with the opening of the Training Center on Delinquency and Youth Crime in 1963. The center was established under a grant from the Department of Health, Education, and Welfare.

The institute also developed a continuing training program for all state probation workers handling youthful probationers. This short course was geared to developing impact for change within the system.

A two-year short course to train administrative and supervisory personnel of the Department of Public Welfare also was conducted under the training center grant.

Also at North Carolina, a two-year series of seminars was conducted with middle-management supervisors (sergeants, lieutenants, captains) of the prison department. It was geared to changing attitudes and encouraging the treatment approach at the caretaker levels.

A seminar training program for juvenile court judges was conducted under a training center grant, and there were institutes for community action groups.

6.

UNIVERSITY-AGENCY MODELS

Three specific models of agency-university cooperation in practice were outlined in some detail by Dr. Vernon B. Fox, professor and chairman of the Department of Criminology and Corrections, School of Social Welfare, Florida State University; J. Kerry Rice, assistant professor, Kent School of Social Work; and Dr. George Killinger, director, Institute of Contemporary Corrections and the Behavioral Sciences, Sam Houston State College, Huntsville, Tex.

The first Ph.D.'s in the field of corrections in the United States were offered in 1963 at Florida State University, one of the few universities in the country with a criminalistic (crime lab) program and a law enforcement police program. The correctional internship is a non-social work internship. It includes juvenile as well as adult corrections. The program has a nationwide, even worldwide, attraction for students of correctional administration.

Under Dr. Fox's leadership, inservice training by Florida State University is offered to personnel of the state's prisons. The university also functions with the Florida Law Enforcement Academy, but the two programs are separated to maintain the university's academic focus.

The majority of students at the Kent School of Social Work in Louisville, Ky., comes from the Southern region.

Using the generic approach, Kent School exposes all students to all areas of social work. Student units have been set up in a new program of group field placements with supervision by faculty from the Kent School, rather than by the usual field instructors. Kent has three correctional placements.

The first is in the Federal Youth Center, Ashland, Ky., which is comparable to a state or federal reformatory. Four students are in this placement unit, and arrangements have been made with the Federal Bureau of Prisons to pay them. Some students receive additional grants to help cover the mileage and depreciation on their cars. One assistant professor, a regular faculty member at Kent School, supervises this placement, which was set up with a grant from the National Institute of Mental Health. He has other teaching assignments at the

school, but lives in Ashland and spends two days a week there in addition to doing liaison work at the institution.

Another Kent School placement was set up with the Kentucky Department of Corrections in 1965. First-year students are in this unit at the state reformatory with one assistant professor, one faculty instructor and one field instructor who is also superintendent of the women's division.

The Kentucky Department of Corrections provides offices, secretarial services and extra money to support a student library at the institution and travel expenses for instructors and students. This experimental group is sponsored by the Vocational Rehabilitation Administration.

A number of orientation field trips is made to a variety of institutions and agencies that deal with people with problems of deviancy (i.e., a penitentiary, slum areas, police squad duty).

Students from Kent also will be placed at the probation-parole office and in a juvenile court in Louisville. Students will rotate in their placement assignments.

The Institute of Contemporary Corrections and the Behavioral Sciences was established at Sam Houston College, Huntsville, Tex., in 1965 under mandate of the Texas House of Representatives.

The fact that both the college and Texas Department of Corrections headquarters—plus some of its institutions—are in Huntsville provided an opportunity to utilize their resources and develop mutual programs in personnel training and the study of all phases of crime.

The administrative staffs of the two agencies developed a continuing program of statistical research, training and study in criminology, penology and juvenile delinquency. They instituted a broad program to include:

1. training for graduate and undergraduate students preparing for careers in the various correctional specialties (crime control, correctional administration, probation and parole).
2. workshops and institutes for the continued professional training of those already employed.
3. consultation and technical assistance to correctional agencies in program development, personnel training and institutional management.
4. promotion of research, demonstration projects and surveys of pertinent problems in the fields of delinquency, crime and corrections.

A description of the program, as well as class schedules, was published in the Department of Corrections' newsletter.

The Department of Sociology was reorganized to encompass a comprehensive degree-granting program, both bachelor's and master's in

corrections, criminology and law enforcement, as well as a non-degree program leading to a certificate in corrections.

Teaching positions were assigned to the able faculty already in the Department of Sociology, and recruitment of additional specialized institute staff was begun. To make strong course work in criminology and corrections immediately available, the regular college faculty was augmented by part-time instructors and lecturers currently working in corrections in Texas.

The bachelor's degree program consists of 36 hours of academic course work, including an approved internship of no less than three months. The major internship program is with the Texas Department of Corrections, although it is not the only cooperating agency.

The master's program stresses original research with concurrent application of criminological and behavioral theory in a contemporary correctional setting. Graduate students have daily access to the Texas Department of Corrections' Diagnostic Center, the Medical and Psychiatric Center, the Institutional Division of Parole Supervision and institutions for youthful and adult offenders. Even the extensive data processing centers at the Texas Department of Corrections and the institute have been coordinated, and much joint reserach is being carried on by the staffs. The institute faculty assists in the formulation and execution of research.

At both the undergraduate and graduate levels, the internship is an integral part of the institute curriculum. This summer 53 institute students worked for three months in correctional agencies, chiefly the Texas Department of Corrections. They received college credit and were given careful supervision by both the institute faculty and Department of Corrections personnel.

One of the most worthwhile aspects of the Texas internship program was the extent to which the Department of Corrections opened all levels of institutional and correctional management.

A typical workday found interns engaged in such activities as: observing in the visiting room, coaching a basketball team, giving tests in the educational department, supervising the making of brooms, understudying an assistant warden. The assignments were rotated. At the Diagnostic Center, interns did everything from standing picket to conducting sociological interviews with incoming inmates. Other students at the pre-release center studied release procedures and took part in the entire pre-release program.

The internship program proved an excellent recruiting device for the Department of Corrections. Many of the college graduates knew after the internship that corrections was the field for them. Many are now full-time employees of the system. Others are working part-time while completing degree work at Sam Houston.

Selection of the interns and training schedules for the summer were made by the institute and the Department of Corrections. All

interns were required to report to the institute three days prior to starting their internships. The first two days were spent at the Department of Corrections, where the students received careful instructions from Dr. George Beto and his assistants in charge of the various treatment and administrative phases of the correctional system. The interns came to campus on the third day for an orientation session with the director and faculty of the institute.

All students were asked to keep a daily record of their activities for the entire working period, and at the end of each week the students summarized their activities in reports.

It was pointed out to the student that the object of his internship was to integrate theory and practice. In order to continue his training in theory, he was required to send in weekly reports based on assigned readings.

A final report, submitted by each student during the last week of the internship, was entitled "How I Evaluate Myself as a Correctional Worker." In this report, the student was to show what he had learned, indicate how his ideas had changed during the summer and why, list his strengths and weaknesses as a practitioner, estimate his further training needs, and grade himself on his job performance. These final reports were shared by the institute and the department and were most enlightening to the administrators of both.

The creative manner in which the supervisors and employees in the Department of Corrections promoted learning opportunities for the interns was undoubtedly related to the fact that so many of the staff members are themselves students at the institute. Two wardens and several associate wardens are pursuing master's degree programs, but more than 100 department employees of all ranks and disciplines are candidates for bachelor's or master's degrees at the institute. Additional department employees are enrolled in the special certificate programs. Other students commute from metropolitan Houston and represent many other phases of corrections and law enforcement in Texas.

The director of the Department of Corrections encourages employees to take part in institute offerings in a variety of ways. Schedules are arranged to permit some class attendance during the working day. Records of completed courses become a part of each employee's personnel file and are given consideration along with other factors in promotions.

The institute has cooperated by arranging late afternoon and night classes four evenings a week to benefit the working students, and by offering a wide range of course work oriented to their needs.

"While the institute was placed at Sam Houston because of its proximity to the institutions of the Texas Department of Corrections, the institute program has had such acceptance that we have had to move into concentrations not only for a career in institutional correc-

tions but also for law enforcement, juvenile counseling and juvenile corrections. Still other concentrations place special emphasis on adult corrections, probation and parole. The example set by the institute and Department of Corrections has given impetus to similar, though as yet less extensive, cooperation with the other agencies," Dr. Killinger said.

Common to all of these programs, and given to all students, are certain basic courses, such as Understanding Human Behavior, Dynamics of Delinquent Behavior, and Correctional Treatment and Custody. Other suggested courses in the various concentrations include Techniques of Social Welfare, Law of Criminal Corrections, Police Problems and Practices, Penology, The American Correctional System, Probation and Parole, Social Stratification, Sociology of Child Development, Legal Aspects of Corrections, Prediction of Criminal Behavior, Social Sources of Deviant Behavior, Problems of International Crime Control, Specialized Problems in Police Technology, Research Problems in Police Science, Education and Resocialization in Corrections, Jail Administration, Social Legislation, Case Work Techniques in Corrections, and Techniques of Interviewing and Interrogation.

"This past summer we provided two interagency workshops designed to furnish continued professional training to those already employed in correctional programs throughout Texas. Surveys by the institute showed that while the basic educational level of correctional practitioners in Texas is unusually high, there is great need for specialized training in order to make these workers more efficient in their present jobs," Dr. Killinger said.

"Our first workshops were so successful that we plan to offer them each summer on the Sam Houston campus, as well as at regular intervals in other areas of the state.

"For example, at the Gatesville Training School, there are 286 employees presently needing and seeking on-site instruction and training. Additional requests have been received from agencies in such diverse areas as Houston, Dallas, Austin, Beaumont, Wichita Falls and El Paso," he said.

A faculty member from the institute commutes each Friday to Dallas, where 38 graduate students from the juvenile court staff are receiving graduate instruction.

"We see ourselves more and more involved in taking information to the practitioner, since in most cases it is impossible for him to leave his job for any considerable period," Dr. Killinger said.

"Courses offered at these metropolitan branches are not considered as extension courses, but are the same on-campus, in-residence courses. They are taught by our regular institute staff, with no dilution of material and no relaxation of standards. Library facilities available to the students in some of the metropolitan 'branch' classes

match the present library resources on the Sam Houston State College campus.

"This past summer our two interagency workshops were composed of students from many different Texas correctional agencies, as well as students from welfare departments, visiting teachers, Big Brother organizations, the Office of Economic Opportunity and the Job Corps."

The interagency workshops focused on introducing participants to the body of knowledge that is developing in law enforcement and corrections. Material presented in the workshops covered the areas of Understanding Human Behavior, Criminological Theory, Legal Aspects of Law Enforcement and Corrections, Correctional Counseling, and Measurements and Evaluation. Programs and classes were held five hours a day for 10 days. Sessions were a combination of lectures by members of the institute faculty and open discussions. Evenings were devoted to showing training films and studying tapes which demonstrated counseling problems and techniques. A highlight of the program was "Institution Day," during which the groups toured units of the Texas Department of Corrections. These included a maximum security unit, a unit for young first offenders, the women's institution and the Diagnostic Center.

During the first year of operation of the institute, the director and staff have served as consultants and speakers to various correctional, law enforcement and welfare agencies. Consultative services are being given to the Governor's Commission on Law Enforcement Officers Standards and Education, the Harris County Probation Department, the Texas Department of Corrections Inservice Training Program, the Texas Woman's Prison Pre-Release Program, and the Texas Citizens' Committee on Crime and Delinquency.

"Employee libraries have been established at each unit of the Texas Department of Corrections, with selections being made by the institute. The director of the institute is the regular Monday morning instructor in the pre-service training program of the department," Dr. Killinger said.

"University training programs can provide basic theory in corrections, but only with a practical, experimental correctional situation, vigorously supported and coordinated with a department of corrections, can the academic institution hope to supply the body of knowledge and experience that will produce a truly professional worker."

SUMMARY

In summing up the three-day conference, Dr. Carl A. Bramlette, assistant director for mental health training and research, Southern Regional Education Board, listed five prevailing themes:

1. Ferment is occurring in the people-oriented services across the nation. The undereducated, the economically and socially deprived are demanding services, and they are demanding that agencies hear them. The concept of restricted referrals, restricted admissions and restricted programs is being rejected.

"Whether you are in education, health, welfare or corrections, the demand for your service will come from your clients. I think particularly this will occur in corrections as corrections moves from a custodial to a rehabilitative program. I think you are opening yourself to new client demands," Dr. Bramlette said.

2. Manpower does not exist where expected. Studies in many fields show that existing training programs and existing concepts of professions are barely sufficient to sustain the status quo, let alone meet future needs. Professional roles are changing, and the demand is to look at professions, jobs, employees and potential employees in different ways. Corrections may have to come up with totally new answers to manpower problems.

"Fully professional manpower does not exist, and it is not going to exist in our present scheme of things. We have to look at the whole range of educational levels—the high school graduate, B.A., M.A., A.B.D. ('*a*ll *b*ut *d*egree'), Ph.D. and post-Ph.D. Particular attention should be paid to the '*a*ll *b*ut *d*egree'. This is a resource often overlooked. Another exciting idea is the possibility of using our clients as manpower. If carefully selected, such people, who have learned through the program itself, can perhaps perform a real service," Dr. Bramlette said.

3. The task is complex. Some university people, as well as vocational rehabilitation people who have not been much involved with corrections, are overwhelmed with the total task of corrections.

"The tendency is to pick out our segment of program and thereby close ourselves off from the process itself. We develop restricted programs which make it difficult for easy transition from one stage of the process to the other to take place," Dr. Bramlette said.

4. Although much is known in the field of corrections, this knowledge is not being used. A lot is yet to be learned. How can existing knowledge be given to those who need it?

"In considering inservice training, staff development, pre-service training and continued education for all employees, we recognized the need to make contact with the universities.

"The universities will be interested in the research possibilities of your program and the discovery of knowledge that can take place. It is an exciting idea that you administer perhaps as good a human laboratory possibility as anybody in the country. You can offer this laboratory to the university as a training experience in research," Dr. Bramlette said.

It was suggested that faculty members be brought into the correctional system for their own education.

5. The corrections program will directly reflect those in the field and their basic commitments.

"If your commitment is really to do something about manpower, then I believe it will reflect itself in your attitudes toward the development of people. If you approach your institution, not from a custodial standpoint or a rehabilitative standpoint, but from a human development standpoint you can create a 'learning community.' "

Special recommendations and suggestions that came from the conference included:

1. Contiguous states can do more to share their resources, particularly in terms of training resources.

2. Discussion and action groups can continue in individual states and involve other people and agencies.

3. SREB can keep the governors informed through the Southern Governors Conference on the manpower needs in this area.

4. A regional training program in corrections, and counseling as it deals with corrections, could be developed with the assistance of SREB.

5. A newsletter might keep the line of communication open.

6. A post-conference meeting in six months would help to evaluate the effectiveness of this conference and to plan future efforts.

7. Individuals could become more informed about the possibilities for federal financial support of program and training activities.

8. The organization of a pilot training center for correctional rehabilitation staffs should be considered.

9. A smaller conference might involve university deans and presidents and top correctional administrators.