

AN ABSTRACT OF THE THESIS OF

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Title: EXPLORATION OF MALE INMATES IN THE DEUEL

VOCATIONAL INSTITUTION--A CASE STUDY

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Purpose of the Study

The purposes of this study were to (1) identify major problems faced by the youth who, in transition from school to work, have resorted to anti-social behavior and are now inmates of Deuel Vocational Institution, (2) identify the behavioral patterns of youth having employment problems that resulted in incarceration within our penal system, (3) identify a profile of students leaving school who have resorted to anti-social behavior, as indicated by their incarceration within Deuel Vocational Institution, and (4) identify changes in the existing educational programs to aid youth in their transition from school to work.

Procedures

Thirty-five randomly selected inmates between the ages of 18 and 30 were in the sample for the case studies. Each inmate was

interviewed using a directed interview instrument and allowed to express his own opinions regarding school and work. The inmate record jackets were searched to verify the data given in the interview, also for probable causes of anti-social behavior, employment history, family background and educational status.

Findings

The first part identified drugs as the most common link to anti-social behavior. In every case involving a youth indulging in the use of "reds" and alcohol, the crime was of the following nature: the smashing of a man's head with a concrete water meter cover; the apparently motiveless shooting of a man walking on a beach; the clubbing of a woman because "she called me a son of a bitch."

In each case involving a youth using heroin, the anti-social behavior was related to the procurement of the money necessary to support a habit costing up to one hundred fifty dollars per day. The heroin addict is a thief, a robber or a drug dealer. The drug user seemed to feel he could not support his habit through regular employment or have the time needed to use the drugs. There were no cases of drug addicts gainfully employed.

Every case investigated showed the inmate to be predominantly self-centered. There were no cases in which the inmate, either in his own statement about the crime or at any time during incarceration,

stated that he felt concern for the victim or the relatives of the victim.

A major portion of the inmates' records indicated anti-social behavior at an early age: the youngest was arrested at the age of nine and 90 percent were arrested before the age of 16. Most cases included two arrests before the inmate had left school.

Thirty-seven percent of the youth were involved in organized gangs. The gangs protected and provided for their members through a myriad of anti-social crimes. Four cases were involved in gang murders related to fights and recruitment drives.

"Hanging out," standing around on the street or in the park was reported by many of the cases. "Hanging out" is a form of unstructured gang promoting drugs, alcohol and a philosophy that excludes working--or the slang term for working, "snapping"--to provide subsistence.

Conclusions

The following conclusions were derived from this study:

(1) The major problems faced by the inmates in transition from school to work were developed before the age of 16.

(2) The major factors relating to the inmates' anti-social behavior had very little to do with their education.

(3) A major portion of those youth inclined toward anti-social behavior did not want to, and would not, work.

(4) Those youth inclined toward anti-social behavior that did desire work were successfully employed at the time of the crime.

(5) Anti-social behavior was not related to the inmates' transition from school to work.

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EXPLORATION OF THE PROBLEMS OF YOUNG MALE INMATES IN THE DEUEL VOCATIONAL INSTITUTE--A CASE STUDY

I. INTRODUCTION

Background of the Problem

American society epitomizes a culture of work (Veblen, 1912; Anderson, 1964). It is a culture that not only impels its adult males to work for a livelihood, but one that equates occupational accomplishment with "achievement and success" (Williams, 1951). "The whole occupational sphere," according to Parsons (1949), "is dominated by a single, fundamental goal: that of 'success'." It becomes a cultural imperative for the American male to identify with an occupation. As Becker and Carper (1956) state:

One of the most compelling instances of personal change and development in adult life in our society is to be found in the typical growth of an "occupational personality" in the young adult male who, as he matures, takes over an image of himself as the holder of a particular specialized position in the division of labor.

The fact that most males do work is readily apparent from examining labor force statistics. For instance, three-fourths of all males 14 years and older are labor force members and the proportion is greater than nine out of ten for men between the ages of 20 and 34 (U. S. Department of Labor, 1968).

The transition from school to work reflects one of the most

significant status changes experienced by the overwhelming majority of American males. Youth involved in this process are beset by obstacles resulting from the myriad socio-cultural changes that are taking place. Furthermore, the pace at which these changes are occurring is increasing rapidly (Garbin, Echols, 1970). It is evident that the school-to-work transition is becoming more problematic for many youth. In comparison to older workers, youthful labor force members have higher unemployment rates, greater accident rates, lower morale, and greater turnover rates.

The transition from school to work is not happening for some youth. Twenty-four percent of all California inmates are under the age of 24. The Department of Corrections, Youth Authority has control of these youth until they reach the age of 18 (C. D. C. 1975). In view of these facts, 24 percent of California's inmates represent the six year span of from 18-24.

Studies of young offenders as a group support the idea that there is a relationship between the under-educated and those that are unemployed, indicating that these youth are more likely to have difficulties with legal agencies.

Offenders are mostly male and the majority are young, being in the 16 to 30 year age group. More than 82 per cent of them have not finished high school. Almost 69 per cent have been in occupations requiring little or no skill, with approximately one-third of them classified as common labor. This is four times the average of the work force (Williams, 1968).

The Problem

Considering the importance attached to work and the difficulty many youth have in adjusting to their jobs and the work environment, there is a dire need for descriptive behavioral information relating to this transitional process.

The Purposes of this Study:

1. Identify the major problems faced by those youth who, in the transition from school to work, have resorted to anti-social behavior and are now inmates of Deuel Vocational Institution.
2. Identify the behavioral patterns of youth having employment problems that resulted in incarceration within our penal system.
3. Identify a profile of students who, having left school, resorted to anti-social behavior, as indicated by their incarceration within Deuel Vocational Institution.
4. Identify changes in the existing educational programs to aid youth in their transition from school to work.

In addition, a percentage comparison of the findings of this study were made between comparable findings for a national study. The center for a vocational and technical education at Columbus, Ohio, had developed data on 642 workers relating to their transition from school to the "world of work." This data was gathered by four separate researchers under a federal grant which was terminated in December 1970.

Need for the Study

The young worker must possess accepted goals and mannerisms in order to succeed in his job. Research (Fleishman, 1963; Ley, 1966) indicates that "youthful employees often fail on their jobs, not because they lack technical competencies, but because of an absence of skills relating to the non-technical complex."

As young people move from school to work, they move from a cultural setting where, within their peer group, they represent a numerical majority. The world of work places the worker overnight in a cultural setting where he is a minority without the power, prestige and privileges accorded the older worker.

Although the unemployment rate fluctuates and at times has dropped to less than four per cent of the American labor force, job opportunities are unevenly distributed throughout the occupational structure. In particular, young workers are disproportionately overrepresented among the "structurally unemployed." Persons between the ages of 14 and 19, and 20 and 24 rank first and second as having the highest national unemployment rates. Their unemployment rates run two to three times higher than the national average. Given these statistics, it is understandable why this problem has attracted national attention. These inflated unemployment rates document the difficulty youth are having in making the transition from school to work (Garbin Salone Jackson Bullweg, 1970).

Both the writer and the "Center for Vocational Technological Education" have found comparatively little effort being expended to understand worker-adjustment problems. No research has been found regarding transition problems prior to incarceration with

recommendations for alleviating the situation.

Generally speaking, school data on delinquents indicate that they are educationally bankrupt. Constant failure breeds frustration and frustration can lead to aggression against self, against other persons, or against property (Karavaceous, 1971).

Glasser in 1964 pointed out that, despite their deficiencies in education, the intelligence of men in prison is not markedly different from that of men out of prison. There would seem to be a need to know more about the causes of failure in young workers.

General demographic characteristics of inmates prior to incarceration show that they are underemployed, only 18.5 percent of the inmates having held jobs classified as skilled and 94 percent having not held a job longer than six months in the state of Oregon (Thorne, 1969). Thorne goes on to state that there is a need for "meaningful feedback to staff on program effects in allowing for them to make program adjustments."

The National Advisory Council on Vocational Education, recognizing the need for more information to improve our schools and the penal institutions, have identified four priority areas needing further study, one of which is Crime and Delinquency (Dellefield, 1972).

Limitation of the Study

In order to do a thorough, in-depth analysis of the problem areas encountered in the transition from school to work, this study has been limited in the following ways:

1. To the State of California
2. To inmates of Deuel Vocational Institution
3. To thirty-five (35) randomly selected inmates.

Definition of Terms

Adult Authority

A division of the California Department of Corrections responsible for the control and rehabilitation of prisoners over the age of 18 assigned to it by the courts.

Bucks

A slang term for money.

Chipping

Refers primarily to the use of heroin.

Convict

A person convicted of committing a crime.

Correctional Institutions

Institutions charged with controlling and rehabilitating persons assigned there by the court.

Correctional Officer

A person who by occupation has chosen to help in controlling and rehabilitating convicts.

Counselor

A person who has chosen, by training and occupation, to try to give inmates insight into sources of their anti-social behavior and direct them toward socially acceptable behavior.

Cutter-Cutting

Missing school without permission.

Directed Interview Instrument

A research paper listing questions to direct an interviewer so that no information is forgotten or missing due to human error.

Guard

A term used in the past in reference to the modern day correctional officer.

Hang Out

A slang term used to indicate a ritualistic type behavior: standing around on neighborhood streets from around two o'clock in the afternoon to eleven or twelve p.m. and then moving inside until around two or three in the morning. Hanging out is always done in groups that maintain the same membership, and large quantities of drugs and alcohol are typically consumed.

Incarcerated

A state of being confined to a correctional institution.

Inmate

A person convicted of a crime now residing inside a correctional institution.

Intrapsychic

Occurring within the psyche or personality.

Lead Man

A term used at Deuel Vocational Institution to designate an experienced inmate in a trade. The lead man sets up

equipment and helps instruct less experienced men in equipment operation.

Lock-Up

To be under maximum security precautions and to be visible to a correction officer at all times. At Deuel Vocational Institution H and L wings are the lock-up wings.

Normal Population

A group or groupings of people that have not been chosen for their abnormal behavior.

Nosology

A classification or a list of disorders.

Prison

Institutions charged with punishment and rehabilitating persons assigned there by the Court.

Recalcitrant

Resisting authority or control.

Recidivism

To relapse into prior criminal habits and be reincarcerated.

Reds

A slang term, red pill containing seconal or other depressants.

School

Public or private institutions founded on educational principles. Includes grade school, secondary school, community and four-year colleges.

Snapping

A slang term referring to working.

Strung Out

A person who is addicted to drugs; primarily refers to heroin.

Work

Any act or actions that result in monetary exchange.

X-Con

A slang term denoting a person who has spent time inside of a correctional institution and is now released.

Youth Authority

A division of the California Department of Corrections. Responsible for control and rehabilitation of persons under the age of 18 assigned to it by the courts.

II. REVIEW OF RELATED LITERATURE

The law charges the Department of Corrections with the task of providing secure custody for inmates committed to its care, as well as rehabilitating them so that they can return to society. This two-fold charge demands that the Department of Corrections take the kind of action that will increase their educational facilities and implement new treatment methods. For the Department of Corrections to achieve this goal, it must spend an increasing amount of time exploring all areas of rehabilitative technique; this interest in research is mandatory if a successful solution to the problem of rehabilitating the inmates is to be achieved.

Deuel Vocational Institution

The name was changed from the California Vocational Institution to Deuel Vocational Institution in 1951, in honor of the late Senator Deuel, who was active in the passage of legislation which created the Department of Corrections (Cal. Pen. Code, 1951). This institution for youthful male prisoners was opened in March 1946 in temporary quarters near Lancaster, Los Angeles County. The permanent plant was opened on July 20, 1953, on a 783 acre tract six miles southeast of Tracy, in San Joaquin County. Its primary purpose was to provide custody, care and training for young men deemed too mature to

benefit from correctional schools for juveniles, yet too immature in crime for penitentiary confinement.

Each year approximately 1,000 young men under the age of 25 are committed to California prisons; a fraction of these men are placed at the discretion of the Director of Corrections. About two-thirds of the inmates at Deuel are older youths who were wards of the Youth Authority, which assigned them to the institution and determined their length of stay. The institution has a capacity of 1,200 men; this total capacity was increased by the Reception Guidance Center with its capacity of 300. Vocational training, academic education, industries and farm operation provide a balanced and beneficial training program for these older youths and young men at Deuel.

The Deuel Vocational Institution came into existence at the direct request of the Youth Authority and others in the field of penology in California. The Youth Authority was created in 1941 to provide training and treatment for youthful offenders in their late teens and early twenties. Shortly after the establishment of the Youth Authority, the Board was asked to take over the active administration of all of the State training schools for juvenile offenders. None of these facilities provided an adequate program of training and treatment, nor proper facilities from a security standpoint, to meet the needs of youth between 18 and 24 years of age. The Department of

Corrections was established with the older and more experienced adult offender as its primary training and treatment responsibility. It was unable to meet the needs of the youth group in any of its existing facilities.

The State Legislature responded to a joint request from the Department of Corrections and the Youth Authority to create a separate facility to handle this group of offenders. This institution was authorized by the Legislature in 1945 (Cal. Pen. Code, 1945). The period of initial growth of this institution has closely paralleled the growth of the Department of Corrections. From the very beginning certain factors were selected from the program of the Youth Authority, as well as effective methods of the Department of Corrections' Institutions, in developing the program of this institution. Educational facilities and procedures, which were considered a part of Youth Authority institutions, were incorporated into the program as well as the care, custody, training and treatment techniques maintained in the Department of Corrections' institutions. Confinement procedures used in the Department of Corrections' facilities were incorporated in the plan of this institution.

Deuel Vocational Institution occupies a unique position in the Department of Corrections because of the clientele served and its administrative structure. Prison administrators have long agreed that the older juveniles and the younger adult offenders represent the

most unstable and difficult age group to handle in an institution. It would appear that Deuel is suitably established to deal with the difficult population confined there.

While the institution was located at Lancaster, the educational program, both vocational and academic, was developed. A Trade Advisory Council was set up in 1948 to aid the institution in teaching methods used in the trades and to establish standards to keep the training realistic and geared to meet the skill-needs of industry (Report for Governor's Council, 1948). In addition, the Trade Advisory Council serves as a body to advise on the qualifications of teaching staff, methods of instruction, and course content (Report for Governor's Council, 1948).

Since education has from the first been a major concern of this institution, it quickly assumed emphasis in the overall program, with half of the inmates' day devoted to various phases of education. The services of personnel on the institution staff and teachers provided by contract with the local school districts, as well as those from such other State agencies as the Bureau of Vocational Rehabilitation, are used in the educational program. The realization by the staff that merely providing a mass program of work, education and recreation does not fully meet the needs of the inmate was evident. Too many "reformatory type" institutions (Deuel must rightly be called the reformatory of the California system) fell heir to this

delusional thinking, which in the 19th century resulted in the temporary discrediting of the reformatory movement. The staff has taken an approach which deals with the total individual.

Toward this end, Lay Counseling was introduced in 1946 at Lancaster, the first institution to implement this concept in the Department of Corrections (Report for Governor's Council, 1951). Lay Visiting was another program introduced at this institution, in 1951 (Report for Governor's Council, 1951). These programs were on a non-professional basis, and were designed to bring about changes within the individual inmate through a one-to-one relationship of family and inmate.

Further extension of this relationship to small face-to-face groups headed by professionals or professionally trained personnel can be seen in the incorporation of Group Therapy for the more unstable and disturbed inmates in 1949 (Report for Governor's Council, 1949) and Occupational Therapy for a more general section of the population in 1954 (Report for Governor's Council, 1954). A Group Counseling Program was established by the Department of Corrections of the Group Counseling in 1954, and was the following year added to the Deuel treatment program (Report for Governor's Council, 1955). This allowed the original concept of the use of small groups as a therapeutic process to be extended to an even larger number of inmates within the institution. The use of "psychodrama"

or "sociodrama" was introduced in its group counseling process in 1957.

Because of the number of unstable personalities that are found in the youthful offender group, the Department of Corrections opened an Adjustment Center at the new institution in 1954 (Biennial Report, 1955-1956). The value of this program for recalcitrant and severely disturbed prisoners has been demonstrated with the return to the general population of some of the most unstable inmates, able and willing to conform to the standards of conduct of the general population.

Because of the age and types of inmates found at Deuel, and the need to validate the effectiveness of more intensive treatment with this age group, the Department of Corrections established the Pilot Intensive Counseling Organization (PICO) in 1955 (Biennial Report, 1955-1956). Here, again, the general "treatment orientation" of the institution equipped it to provide a proper setting for this kind of experiment. The program provides intensive counseling on an individual and group basis, aiming at about 45 minutes a week per inmate in individual counseling, supplemented by group sessions. Initially, the inmate may be aided in planning for his vocational training. Using this as a base to build a more solid relationship, he moves towards a change of concept of himself and others. By sharing and working through emotionally critical problems, the inmate can gain

insight into his own personality (Biennial Report, 1955-1956).

Each inmate is subjected to a series of psychological tests before starting and after completing the counseling program, to determine if any change in his basic attitude pattern has been made. Experimentation and investigation have not been limited to the PICO experiment in the history of this institution. Deuel has been the base of previous research on the subject of alcoholism (Biennial Report, 1959-1960) and also on success rates of inmates released from the institution (Report for Governor's Council, 1970). Research at Deuel is limited by the lack of funds and available staff.

As part of the efforts of the staff to meet the needs of the inmates, many developments in the form of cultural, educational and recreational opportunities have been provided as part of the school program: for example, the physical education program in which all inmates are required to participate daily. This program functions in accordance with the concepts of general secondary educational theory, which recognize the value of physical education in the general curriculum. In line with this program, the development of an inmate's Recreation Council is significant. This council was established in 1952 to give the inmates a chance to develop some ability in evaluating the various kinds of recreational outlets, and better acquaint them with the different outlets that are available to them (Report for Governor's Council, 1952). This is a further application of the concept of

individual and small group treatment of the inmates at this institution.

Because of the relative instability of offenders on this age level, it is necessary for the institution to be at least a medium security facility. However, it is recognized that within so large an inmate population there are inmates who rightly belong in a less secure situation, but are not suited to farm or forestry camp work. To meet the needs of these individuals, an Honor Unit was established in 1955.

Two of the housing units of the institution have been classified as honor units. When assigned to an honor unit the inmate is issued a key to his room, thereby affording him more free access to, and exit from, his room during the day than that accorded to the general inmate population (Biennial Report, 1955-1956).

The role of the inmates themselves in formulating the basis of operation of this Honor Unit has considerable therapeutic value. This represents a practical approach to the problem of diversification of treatment within a fixed framework of custody.

Reception-Guidance Centers

The Reception-Guidance Centers, originally called "diagnostic clinics" in the Reorganization Act of 1944, were set up to implement the individualized treatment approach that the Department of Corrections was striving for by providing for an individual study, made by a staff of trained professionals, of each prisoner as he is received

by the Department of Corrections. Youthful offenders were received originally at the Deuel Vocational Institution at its temporary location near Lancaster, and are now received at the permanent facility. The above facilities receive male inmates directly from the county jails and other places of detention for processing into the Department.

While in a reception center or unit, the inmate is entirely separated from the general inmate population of the institution to which the center is connected. The diagnostic and other procedures carried out during the inmates' stay in the center are:

1. Psychological and aptitude tests.
2. Preparation of a social history, compiled from information gathered from the inmate, judges, sheriffs, probation officers, Youth Authority institutions, parents, wives, friends, relatives, and employers.
3. Work assignments to determine skills.
4. Orientation classes.
5. Academic classes to determine the functional level (D. V. I. Handbook, 1970).

The findings at the centers determine the recommendations as to the institutional assignment, vocational training, academic training, custody requirements and work assignment of the inmate.

Although the Prison Reorganization Act of 1944 provided for the Reception-Guidance Centers or diagnostic clinics, this service was not given autonomous status, but was put under the supervision of the Adult Authority. Because they were to be located at the Department's institutions, the active administrative control was put under the Director of Corrections for day-to-day operation. This

procedure was found to be unsatisfactory, as the centers relied on the main institutions to supply all services of a non-diagnostic nature, including custodial services and personnel. The 1953 survey by the Department of Finance recommended that the warden or superintendent of the parent institution, under the director, be made responsible for the day-to-day supervision necessary to carry out the functions of the unit. An associate warden or superintendent was placed in charge of each Reception-Guidance Center, which thus became a functional unit of the institution it was attached to, although its general policies and procedures were still controlled on the Department of Corrections level (Department of Finance, 1953).

The facility at Deuel Vocational Institution is reserved for those inmates received from the Department of the Youth Authority direct from jails or other detention facilities who have not been processed at either Perkins or Norwalk, the Youth Reception-Guidance Centers.

Psychological and Psychiatric Treatment

The effective use of psychological and psychiatric treatment programs in correctional institutions is not new. During World War II, group methods were instituted at Army disciplinary centers and since then there has been a substantial increase in all forms of treatment programs. Group counseling was established as part of the California penal system in 1944 and was instituted in New York

and New Jersey soon after (McCorkle, Elias, 1960).

According to Myers (1958) about 22 percent of correctional institutions now have some form of group therapy but only nine percent have reported using "dynamically oriented or analytic group psychotherapy."

More recently, McCorkle and Elias (1960), resurveying the extent of group therapy in correctional institutions in 1959, noticed a marked increase over 1950 in the number of institutions using some form of group therapy. Thus, 72 percent of the reporting federal and approximately 50 percent of the state institutions have such programs. According to McCorkle and Elias (1960), however, most group therapy programs are recent additions, although some have been in operation for periods of up to ten years in some instances, usually at institutions for juveniles. Psychological testing for classification and assignment purposes was introduced as far back as 1930 and perhaps earlier.

In the District of Columbia, the Department of Corrections has stressed for many years the importance of treatment and training in prison and has introduced a variety of innovations to implement its treatment and training programs. It was recognized, however, that this was not enough; therefore, in 1957, the Karrick Committee studied the whole problem of prisons, probation, and parole and subsequently proposed a "pilot treatment program" with the hope

that even a minimum of additional success could be obtained in the treatment of criminals during incarceration, and that this plus expanded probation and parole applied with safety and reason, would help avoid the expense of a new penitentiary. It was recommended that, in addition to the broad training and treatment program now provided, a particular (pilot-like) undertaking should be carried out with more advanced offenders to determine if still additional treatment personnel may be beneficial.

The Department of Corrections established at its Lorton, Virginia, reformatory a Pilot Treatment Center, now the Psychological Services Center, consisting of a staff of three psychologists, two social workers, and one sociologist. This concentrated individual and group therapy approach to treatment of recidivist behavior was the first of its kind to be authorized specifically by an Act of Congress under Public Law covering the District of Columbia Appropriations Act for Fiscal Year 1959 (Vedder, 1964).

The primary purpose of the unit is to improve character, attitudes, and work skills of habitual offenders so that they may return to the community without further resource to crime (Vedder, 1964).

The basic tool which has been chosen to accomplish this goal is intensive individual and group psychotherapy. Through the use of therapeutic techniques, the behavior and personality of individual inmates in relation to their criminality is being studied.

The Psychological Services Center inaugurated its program of individual and group psychotherapy and psychodiagnostic testing in November of 1958. Each therapist was provided his own office, one

corner of which was set aside as a "therapy corner." This avoided the usual client-counselor formality behind a desk and allowed for an easy, friendly communication. Also, each room was appropriately but modestly decorated and furnished with new standard desks and chairs as would be seen in any government office. The windows were attractively draped and helped to dispel the usual drab, dismal appearance of prison buildings.

Functionally, the Psychological Service Center is under the broad, immediate general supervision of the Director of the Department of Corrections and hence independent of, and not completely identified with, the administration of the Reformatory. This functional dichotomy facilitates the identification of the inmate with an independent staff therapist and helps establish a therapeutic relationship more quickly. Thus, in actual operation, the Psychological Services Center, in turn, maintains liaison with the superintendent of the Reformatory for administration purposes.

Each therapist usually carries an individual caseload of 11 to 13 inmates but by increasing the number of operating groups the size of each group has been reduced so that there are about seven to eight inmates to a group. Each inmate remains a part of the institution and depends upon it for all security, custody, and welfare matters. Each man accepted for treatment is issued a pass allowing him to visit the Psychological Services Center for only his scheduled

therapy hours.

The Center is attempting to understand each inmate better in terms of his unique set of problems, his drives and attitudes, his temperament and his potentialities so that he can develop insight towards a better understanding of his problems. Through the intensive program of individual group psychotherapy, it is hoped he will learn to establish good interpersonal relations with others and how to express his feelings and emotions without resorting to antisocial acts for release of pent-up feelings and frustrations. The Center feels that in a permissive atmosphere, through group identification and expression, he will learn self-acceptance and mutual trust, and become better equipped to cope with his own and his neighbor's problems and with his misperceptions of his role in the community.

Also, to further its treatment purposes, the Center has initiated a research program to identify significant psychological and sociological factors which contribute to criminality and rehabilitation and to evaluate the effectiveness of treatment efforts. All of the professional staff of the Psychological Services Center are now participating in this research program. It is hoped that when these projects are completed, valuable data will be available for correlation and evaluation.

Admission to the program is through voluntary application by the inmate. He may personally request an interview or he may be

referred by the institution Classification Committee correctional officer, shop supervisor or other institutional personnel. In all instances, however, each inmate to be considered for treatment must submit a written request. He is then called by the clinical psychologist for a battery of psychological testing, to screen his intelligence, personality, and attitudes; next is an initial interview with the Psychiatric Social Worker. On the basis of the inmate's testing reports and the interview material, the entire staff reviews the case and a decision is reached regarding his eligibility for treatment. Factors considered are age, education, intelligence, psychological evaluation, length of sentence remaining or date of eligibility for parole. When accepted, each inmate, thereafter, is seen one or more times per week in individual and group therapy sessions.

With a prison population, there is a danger that a therapist may become unwittingly enveloped in the manipulation by the inmate. Fortunately, despite this masked intent, the therapeutic relationship often develops into a genuine one. Forced interaction in groups, for example, leads to increased "intrapsychic" exploration of conflict and controversy and ultimately to compromise and harmonious agreement. The success of therapy often depends upon making this conversion (Vedder, 1964).

Individual Therapy

Individual therapy is conducted in an informal, permissive atmosphere. All material is confidential but the inmate is advised that a brief report of his therapeutic progress will be furnished to

the Parole Board when he is granted a hearing. To what extent this limits the free expression of feelings and attitudes is difficult to assess.

It has been our experience, however, this information has not been a deterrent to verbalization of feeling although it is recognized that this may limit therapy. Despite this limitation, however, we feel that the sessions are productive. The individual learns quickly enough that he can share and trust his confidence with his therapist and that he can express his conflicts and understand his tensions and hostilities (Vedder, 1964).

Group Therapy

Group therapy sessions are not as easy for the inmate. He typically approaches the group cautiously, frequently starting the session with a gripe (usually shared by others in the group) or remaining silent until he has assayed the situation. He is generally fearful about revealing himself but after a period of time he is willing to discuss "emotions and feelings" in a more abstract nonrevealing discussion (Vedder, 1964).

Groups are structured but remain informal and permissive.

The therapist is an integral part of the group, serving as a resource person when that need appears.

It has been found that the inmate prefers maintaining an interpersonal relationship with one person who can understand and accept him and therefore respond to individual therapy quite readily. Group therapy, on the other hand is accepted with more reluctance and defensiveness which need to be worked out before effective participation can occur. Since each person is carried in individual and group therapy, the problems and conflicts arising out of judicious selection for one type or the other or both are obviated although changes from group to group and from

individual are occasionally necessary for the most effective benefits to be derived (Meyers, 1958).

Not all criminal behavior is psychopathic or psychotic. A careful review of diagnostic classification would reveal many inmates who characteristically do not fall within the expected nosology.

For many, the behavior pattern resembles the impetuous acting-out of the immature, emotionally unstable individual who reacts with anxiety and depressive feelings. For others, it represents the angry, temper tantrum of a defective ego structure. The need for improving the ego structure and increasing one's self-esteem and personal worth is apparent. More important than the specific method of therapy employed is the attitude and ego strength and involvement which the inmate brings into therapy. As he feels more secure in the therapeutic relationship he is able to bring forth and appraise many more facets of his personality and emotional difficulties and, subsequently, to modify his perceptions of himself and others (Lyle, 1965).

In the early stages of casework and clinical services activity, there was frequent suspicion regarding the intrusion of professional staff in correctional institutions which had largely been preoccupied with custodial management. Although the need for the contributions of counseling, casework, and clinical services was gradually recognized and accepted, there was a pronounced tendency initially to place these activities in a specialized, auxiliary position separate from the mainstream of institutional activity. More recent is the realization that these professional services can most profitably be used when integrated into the total program of correctional management. When such integration takes place it contributes to a significant change in the administrative and social climate within the institution, tending

to bring into focus the mutual goals of custodial controls and rehabilitative processes.

The Pilot Intensive Counseling Organization

The Pilot Intensive Counseling Organization--the "PICO" program, as it is called--was a pioneer program in the field of research into the efficiency of treatment techniques used by the California Department of Corrections. It was set up in July 1955 at the Deuel Vocational Institution to offer counseling services to the Youth Authority wards there, as well as to provide statistical data of significance in evaluating the treatment program. The PICO program has a staff of four counselors and a supervisor. The rehabilitative technique employed is individual counseling supplemented by group counseling. It is the policy of this program to see each inmate in it for at least 45 minutes once a week.

The treatment techniques used in the PICO program are limited to the counseling relationship.

... the purpose of establishing an experimental pilot program of inmate counseling (is) to determine whether specific personal attention to the causes of inmate anti-social behavior and contribute to the earlier and more stable rehabilitation of inmates (Bennett, 1958).

This limitation does not imply that other areas of the inmate's life will not be greatly modified by counseling. It is the "aim of the counselors to make significant changes in the total integration of the

individual with his environment" (Bennet, 1958). Initially, the inmate might be aided in planning a training program. Then he might be afforded reassurance calculated to eliminate fears and support socially desirable behavior. As this relationship solidifies, the inmate begins to change his concepts both of himself and of others.

Finally, by working through emotionally significant problems, he is aided in gaining constructive insight into his own personality. This represents a major task for the counselor and, in order to gain these ends, the caseload is kept between 26 to 35 per counselor. Quality casework rather than quantity was stressed (Biennial Report, 1955-1956).

The structure of the project's operations is as follows:

- (1) The study would be limited to Youth Authority wards placed in Deuel Vocational Institution;
- (2) Inmates would be selected for the experimental (counseled) and control (non-counseled) groups by a random method;
- (3) Emphasis would be placed upon quality, rather than quantity of counseling, and staff would determine caseload size;
- (4) The project would be expected to yield such measurements of institutional experience as could be obtained, in addition to an evaluation of parole performance and recidivism statistics (Bennett, 1958).

A feature of this program is the psychological testing that each

inmate receives upon being admitted to the program. After the inmate has completed the program, he is again tested prior to leaving the institution to note any changes in his attitude that may be indicated by these tests. All of these data are being used in a research scheme to determine what degree of validity the program has. In addition to the testing procedure the inmate is given follow-up supervision when he is released from the institution. To provide data on the parolee, the Youth Authority Parole Section forwards a copy of all actions on the individuals under study to the PICO section so that their records may be kept current on the success rate of the group (Bennett, 1958).

The Intensive Treatment Program

The Intensive Treatment Program ("IT Program") stems from a direct request of a legislative committee investigating the growing needs of the Department of Corrections for institution capacity. The committee felt that:

A controlled pilot program of more intensive rehabilitation should be conducted to determine the maximum benefits, in the form of making possible earlier release dates, which can result from a better rehabilitative program (Legislature Committee, 1954).

As a result of this pressure to "show results" with respect to the effects of the rehabilitation methods being used by the Department, the Intensive Treatment Program was designed. It was the desire of the Legislature to determine: (1) what is treatment? (2) how much

is needed? and (3) how long should it take? Since the treatment methods being used by the Department of Corrections at this time had not been used previously, it was impossible for the Department to study the history of the California Correctional System to determine the answers to these questions.

The IT Program does not use different methods of treatment, but steps up the amount of treatment which the individual inmate receives. It is the primary purpose of the IT Program to test scientifically the hypothesis that intensification of the treatment process will increase the success rate of inmates when they are released, particularly in regard to their will and ability to refrain from further criminality and to become responsible members of their respective communities. To accomplish this goal, the program is operated by a team of trained specialists, consisting of seven caseworkers, a clinical psychologist and a part-time psychiatrist. The program is coordinated by a supervisor. These counselors have a caseload of 50 inmates, a situation which is not possible to arrange for the general inmate population, where the correctional counselors have an average caseload of 350 (Biennial Report, 1965-1966).

The program does not rely on the casework relationship only to bring about changes in the inmate, for this would be a very specific treatment technique. Instead, the program relies on the caseworker developing a close relationship with his client, so that he can delve

deeper into the hidden causes of the inmate's behavior, and can bring about change in the basic personality structure of the individual.

While motivating and aiding the inmate toward change, the worker is able to "sell" him on participating in other aspects of the general treatment program not offered by the IT team (Biennial Report, 1965-1966).

It is anticipated that this program will pay for itself by: (1) the earlier release of inmates to parole, (2) enabling them to make a more successful adaptation to society's demands while on parole, and (3) increasing the number who refrain from criminal behavior in the future. These three factors are felt to be important in the recidivism rate, so that improvement on these lines should improve the overall rate. Any change in this rate is felt to be significant in that the increased cost of the trained staff will be offset by savings. It was the hope of the Legislative Committee that this would be a result of this program (Legislative Committee, 1954).

Group Counseling

Group counseling represents a major effort on the part of the Department of Corrections to utilize the values of group experience in mobilizing the individual members of the group toward more acceptable standards in society.

... (that) they may become through necessity more sensitive to the demands of the group, develop a capacity through

association to comprehend the interests and values of others, and come to realize that their own welfare is contingent upon the demands of others (East, 1946).

The use of this group technique was contrary to the traditional concepts of penological treatment, which held that intercommunications between inmates were of no value (Barns, 1951). The Department utilized intercommunication in a group setting, with the aid of an institutional staff member, as a treatment technique.

The aim of the program was to provide periodic meetings, at least weekly, during which the inmate may release feelings leading to self-analysis and greater understanding of his personal problems in the presence of a sympathetic and accepting employee of the Department. These sessions may resemble other discussion groups, but the difference lies in the focus on the aim of shaping the lives of the participants rather than enlightenment on a specific topic or subject matter. The meetings are conducted by various members of the institution personnel--correctional officers, clerical workers, etc.--with about 12 inmates each, in a relaxed atmosphere conducive to encouraging them to voice their feelings about the institution itself, their future life on parole, problems, frustrations and fears which they may have. When exposed to this kind of receptive and therapeutic environment, the inmates are less likely to remain as emotionally charged as before. The method enables the individual to arrive at solutions to his problems, aided by his fellow group members

(Biennial Report, 1970-1971).

Educational Programs

Early in the history of American prison systems, there are references to the need of evaluation for prisoners. The goal of early educational programs was to provide the prisoner with the degree of literacy required to enable him to read the Bible and religious tracts, since religion was the keystone of the reformation process. The task of teaching fell to chaplains employed by various societies interested in prisoner reformation, and to lay visitors who were members of religious organizations or of the societies interested in penal reforms (Barns, 1951). The need for education beyond this point and its practicability were not generally recognized until relatively late in the history of American prisons, and general education by many people was considered actually dangerous. As a writer in 1822 stated:

If the projectors are serious, it is sufficient to reply that their scheme of refining the intellectual powers of the lower classes, were it practicable, would put the whole community into an unnatural state of excitement; and they would do well to consider that the possessing these classes with the absurd notion that they are upon a footing with their superiors, in respect to their rights to mental improvement, may be in effect as dangerous to the public peace as the projects of certain revolutionary maniacs who teach the people that the convenience of man, and not the will of God, has considered them to labor and privation (British Ministry, 1919).

The influence of the spreading concept in America in the late 19th century that everybody needs and is entitled to an education filtered

into the prison system during that period, particularly after 1870. In the early 1800's a writer appealing for funds for schools for adults stated, "Give liberally because adult education will put an end to existing crimes and encourage the principles upon which society depends for its security" (British Ministry, 1919). Another writer stated the case for "general education" in this way: "But education is one of the most powerful instruments for the formation of character. Hence the first duty of Governments is education" (British Ministry, 1919).

The emergence of modern concepts of prison education in California began in 1915, when the University of California offered correspondence courses to inmates of the State prisons without cost. These courses, called cell study courses, provided the major source of education for most prisoners in the institutions, although inmate teachers were used both at Folsom and San Quentin to give a few courses via the classroom. They were under the direct supervision of a staff member who coordinated the program. In 1932, due to increased population, it was necessary to convert the school room at Folsom into a dormitory, and classroom instruction was terminated there (Blakely, 1957).

In 1941, the educational system was reorganized in the prisons, with inmate teachers being replaced with civilian teachers (Blakely, 1957). With the creation of the Department of Corrections, further

reorganization took place. Certain goals of literacy were established, so that all prisoners would be required to attend school full time until they had achieved the fourth grade level. This level of literacy may appear to be very low, but, in reality, it enables the inmate to read and write and do basic arithmetic. Within the range of intellectual ability and educational achievement found in an institutional population, this represents a major improvement in the academic functioning of many prisoners.

Early in the history of the Department of Corrections, efforts were made to raise the level of literacy of the mentally defective inmate. Classes were established at Folsom to provide special training for this group, and inmates found to be defective were sent to this unit (Report for Governor's Council, 1945). An outside teacher was brought into the institution to provide this service.

With the reorganization and improvement of the educational system from 1944 on, major changes were brought about. Inmates were allowed to attend classes during the daytime hours as their major activity (Report for Governor's Council, 1947). A complete grammar school course was made available, as well as a four year vocational high school course. Inmates completing these courses received diplomas issued by the State of California and the local school district which did not bear any identification that they were obtained for work done in a prison.

Those inmates who were not given a full-time day assignment at school were permitted to take evening courses to satisfy the grammar or high school requirements toward a diploma. Instruction for an average of three semesters a year was provided at the various institutions, permitting rapid advancement through the educational program. It should be noted that women inmates were permitted to attend a maximum of only four hours of classes during the day, but were permitted to attend evening classes.

An Educational Advisory Committee was established in September, 1948 at Departmental Headquarters in Sacramento to help in the planning of the goals and operations of the educational programs in the Department's institutions.

This Committee, of which (the) Superintendent (of Public Instruction) is Chairman, consists of specialists in the field of Education. The purpose of the committee is to advise the staff of the Department of Corrections in regard to various aspects of its program of academic education, vocational training and recreation (Report for Governor's Council, 1949).

The members of the Committee were:

1. State Superintendent of Public Instruction.
2. Chief, Bureau of Trade and Industrial Education.
3. State Director of Vocational Education.
4. Chief, Bureau of Vocational Rehabilitation.
5. Chief, Bureau of Adult Education (Report for Governor's Council, 1948).

The superintendents of cooperating school districts were invited to attend the meetings of this Committee. The Committee helped the Department make use of effective practices found in the outside

educational world in the solution of the special problems experienced in the administration and operation of a prison education program.

Educationally, the effort to keep the professional standards as high as those of outside agencies is constant. In order to insure the acquisition of qualified teachers, the Department in 1949 restricted the use of emergency credentials by its teaching staff to those subjects in which an acute shortage existed (Report for Governor's Council, 1949). All those teaching with an emergency credential were required to work toward full certification in their specialty. Another method of securing qualified teachers was the use of teachers supplied by the local school districts, under their local Adult Education programs. These programs permitted the institutions to acquire additional educational personnel through the use of the Average Daily Attendance funds of the State. Under this program, the State guaranteed to pay the cost of teaching adult classes on the basis of daily attendance if a set minimum number of students enrolled in the courses. Although the prisoners benefitted by having a wider choice of subjects that met their interests and needs and by having trained and certificated instructors who met state educational standards (Biennial Report, 1953-1954), the educational program itself was expanded far beyond the limits of the institutional support budgets.

In 1954, vocational instruction was removed by legislative

action from the Average Daily Attendance fund program and placed in the institutional support budgets, and the instructors were employees of the institutions instead of the school districts (Report for Governor's Council, 1954). The new method of financing did not provide the ease and flexibility in forming classes that the former method did. In addition, retirement funds and administrative costs were charged to the appropriate funds so that the amount available for the employment of teachers was less than it appeared to be (Legislative Committee, 1954). It was necessary for the Department to submit requests for educational funds prior to the start of the academic year. The per capita amount was calculated on the basis of an estimated population. This did not allow the Department to provide extra funds to take care of sudden and unexpected increases in population caused by any of the many variables that influence commitment rate.

A major problem was encountered in the teaching of elementary subjects in the educational program. The text books that were available for teaching reading and other subjects were written for children and were not suitable for the teaching of adults. To meet this need, a grant was secured in 1954 from the Columbia Foundation of San Francisco to provide the salary and expenses of a teacher from the cooperating school districts assigned to write a set of texts suitable for use in teaching elementary subjects in the prison setting (Report

for Governor's Council, 1954).

As the Department of Corrections established diversified institutions it was necessary to adapt the educational methods and course content to meet the needs of these populations. Classes were started for inmates of the California Men's Colony in September 1955 (Report for Governor's Council, 1955). The experience of these classes is now helping the Department and the cooperating school district to establish teaching methods that are suitable for prisoners in the upper age levels.

When the California Institution for Women was located at Tehachapi, it pioneered in providing Junior College resident courses for the inmates. The institution received its instructors from San Bernardino Junior College. When the institution was moved to Corona, arrangements were made with Chafee Junior College to provide college courses (Report for Governor's Council, 1957).

Because of changes in industrial production quotas in 1957, it has been necessary to cut down on the number of inmates employed in the industries at Soledad in order to keep the production standards up to those of non-prison industries. The cut-back in inmate employment has forced some idleness at this institution. To compensate for the lack of work assignments, the Department stepped up its educational programs, thus helping to fill the gaps in the men's schedules (Report for Governor's Council, 1957). This represents a method of

partially meeting the idleness problem, since there is relatively little expense and capital investment involved in expanding the educational programs. The additional courses can be timed to meet slumps in the industrial production cycle, as well as emergency unemployment problems that may develop from time to time. General Education is also being used at San Quentin to combat an increasing idleness problem which started to develop early in 1958 (Report for Governor's Council, 1958).

Classroom instruction is a traditional method of education in the California prisons, going back many years. This type of instruction was introduced at San Quentin in 1925 with the "inmate system" of education. Under this plan, a Director of Prison Education who was a qualified educator was employed. Under his supervision, a staff of inmates was assigned to the various divisions of the prison school system. These divisions were: (1) the History Division, which secured information on the inmates' personal history; (2) the Testing Division, which administered intelligence, achievement and personality tests to the incoming inmates; (3) the Counseling Division, the functions of which were to:

- (a) advise each inmate on the courses to be taken on the basis of this history, test scores, educational and vocational interests;
- (b) conduct a follow-up program to determine the progress

of each inmate taking courses;

- (c) provide personal service to inmates regarding veterans' affairs, state aid for dependents, notary public certification, and legal affairs ;

(4) the Classroom Instruction Division, which provided courses in academic subjects, agriculture, business, applied science, languages, art and music, and a lecture course on Sundays for those unable to participate in the above courses; (5) the Local Correspondence Division, which offered Cell Study Courses covering 40 academic and vocational subjects; (6) the University Extension Division courses, providing through the University of California over 125 courses at no cost to qualified inmates; (7) the Division of Registration, which kept the administrative records of the institution school on enrollments, changes, completions, drop-outs, grades and the standing of the students.

In addition, the Division of Registration provided a registration period four times a year for those taking classroom courses, as well as adjustment interviews with those who had been previously enrolled in the program and dropped out. A teacher training program was provided for the inmates who were assigned as teachers prior to their taking over classes. As can be seen from the above list of services, the school program at San Quentin was the forerunner of the present day classification and Reception-Guidance Center program in many

of its social and diagnostic services.

The educational staff was composed entirely of inmates, with the exception of the Director; each Division was in charge of a "chief clerk," with the exception of the Instruction Division, which was under the supervision of an "Inmate Principal." Only the Chief Clerks of Testing and Counseling Division was composed of inmates who had developed special skills in counseling in their assigned areas. A former member of the Bar handled the problems of legal counseling.

This extensive school program existed only at San Quentin up to 1941; at Folsom there were correspondence courses and limited classroom courses for illiterates. The California Institution for Women had a rather extensive school program under the supervision of a civilian Education Director. No civilians were employed as teachers; 11 inmates, three full time and eight part-time, handled the teaching assignments. The Educational Director was responsible for interviewing each woman as she was admitted to determine her interest in the educational opportunities of the institution. Classes were taught five days a week, from 8:00 to 11:30 in the morning and from 1:00 to 4:30 in the afternoon (Osborne, 1942).

The educational program at San Quentin 30 years ago, as previously described, presents a picture of effective utilization of education in a prison setting. However, the actual functioning of the program is best described by Dr. MacCormick, who stated:

San Quentin is not a good field for any type of regeneration project. There is a great deal of idleness and various other factors combine to lower the morale. The educational work has many handicaps. There is no staff of civilian teachers and no pronounced impetus or encouragement from above. The space available for classroom instruction is far too small; the chapel, with seating capacity of 250, is educational headquarters. It is necessary to use five large dormitory-cells and a few unsuitable and isolated rooms to supplement the chapel for the day and evening classes. The lights in the cells are 15-watt bulbs, the smallest to be found in any prison or reformatory in the country (MacCormick, 1940).

The Prison Education Program underwent its first major change in 1941 and 1942 when Directors of Prison Education were approached and classes were organized under free teachers (Report for Governor's Council, 1942).

Emphasis was placed on the provision of a strong academic base so that the inmates could undertake vocational training with enough academic foundation to be able to complete the requirements of the technical training successfully (Report for Governor's Council, 1942).

We would suggest that coordinated courses of technical instruction should be further broadened by the inclusion of studies which will enable the student to relate his own occupation to the industry in the economic life of the nation and the world, and to interpret the economic life of the community in terms of social value (D. V. I. Handbook, 1952).

Further training was provided for those able and willing to continue their studies toward completion of the requirements for a commercial high school diploma.

One serious problem that developed with the use of civilian

teachers in the prison educational system under Average Daily Attendance financing was that of professional education. Because they taught an average of three or more semesters in the Department of Corrections' institutions, little more than a month was left to the full time instructors for vacation. This did not allow them time enough to attend summer sessions to acquire credits for in-grade promotions. When the vocational instructors were blanketed in under the Department's budget in 1954, they were granted a six-weeks sabbatical leave every four years for the purpose of attending summer sessions to qualify for in-grade pay increases. This was in addition to their normal vacation period of one month a year (Biennial Report, 1955-1956).

Every effort that could be taken to induce the inmate to complete a unit of education on the elementary or high school level, or a vocational training program, was made by the staff. One of the ways used to emphasize the attainment of goals was graduation exercises. Because of the number of semesters and the different levels of achievement of the students, these exercises were held two or three times a year. An effort was made to make the occasion a memorable one for the inmates who were graduating, as well as for those who were observing and the friends and relatives who attended the exercises.

Religious Education

As has been pointed out, religious education was the first kind of formal education introduced in the prison systems of America; from this kind of education other types gradually developed. By religious education was meant formal efforts to teach the inmate the tenets of his faith or general religious concepts.

Religious programs in California's institutions were originally conducted by volunteer clergy who served as chaplains, or laymen who came into the prisons and provided religious instruction and counseling. Provision for the appointment of a "Prison Chaplain" was first made by the Legislature in 1855 (California Statistics, 1855). When the Department of Corrections was established in 1944, it was realized that religious worship and instruction played an important part in the life of the inmates, and in 1945 chaplains were appointed under civil service for the various institutions. An effort was made to provide at least one chaplain for each major faith: Protestant, Catholic and Jewish. In some cases, the chaplains of the Jewish faith were on a part-time basis, but every major religious group was served by chaplains (Biennial Report, 1955-1956). In addition to these state employed chaplains, many clergymen volunteered their services to come into the institutions and conduct religious classes for their denominations. Provision was also made for such religious groups as

the Christian Scientists. These special groups used the regular chapels and other facilities.

Vocational Education

Vocational education has played a role in the prison system of California from its beginning. It is difficult, however, to justify the use of this term when referring to the training in "habits of industry" which inmates were assumed to receive in the San Quentin Jute Hill, the Folsom Quarry, and similar places of work. In 1858 the contract system was established; contractors paid the State a daily rate for the use of prisoners as workers in industries or on other projects. Some prisoners received rudimentary vocational training in these projects; some developed a great deal of skill in manufacturing processes. For most prisoners, this training was limited to learning to perform a particular operation in the process, without regard for the overall aspects of the production routine. Some of the products manufactured under this system were shoes, furniture, harnesses, bricks and wagons. The prisoner who was fortunate enough to be shifted around among the different types of production was able to learn something about a number of trades. The contract system was terminated in 1882, when a constitutional bar against the use of prison labor in this way took effect (California Constitution, 1897).

With the termination of the contract system, the State established its own prison industries under the "state account system;

under this system the State was the entrepreneur and sold the products on the open market. Among the products manufactured were felt hats, carpets, furniture and jute (burlap) bags. In 1887, when this system was under attack, the State Penological Commission argued in vain that these industries were necessary to teach a prisoner a trade so that he could earn a living when he was released from prison. The state account system was abolished in 1891, except that the manufacture of jute bags at San Quentin and quarrying of stone at Folsom for sale on the open market were still authorized.

In 1911, effort was made to establish trade training to provide the prisoner with employable skills. Tailor, shoe, tin, machine, printing and furniture shops were established at San Quentin. Here again, as under the other systems of prison labor, there was a conflict of desire for profitable production with recognition of the need to give the prisoners vocational training.

This was the status of the vocational training program for many years; the first change came with the opening of the California Institution for Men at Chino in 1941. Vocational training was given in animal husbandry as well as modern methods of farming. This training, however, reached only a rather small number of inmates because of the limited size of Chino. With the coming of World War II, prison industries in all the institutions shifted into high gear to meet war production contracts. Some of the industries brought in

as a result of these contracts were as varied as the manufacture of mattress covers and pillow slips, the laundering of clothing for the Navy, and the building of landing barges and assault boats.

These projects required skilled operators to handle the equipment, and courses were set up to teach inmates some of the skills involved. These courses were called War Production Training Classes, and they offered training in a number of fields. The first course offered, in 1942, was one in electric welding in ship building for inmates who would be paroled within six or seven months. The classes were very well received, and it was decided to offer additional training courses for shipfitters, marine cooks and bakers, marine electronics, marine draftsmen and machinists.

All of these courses were designed to teach vocational skills that could be used directly in a war-time industry. They thus met the requirements of practical vocational education, and avoided inadequacies as previously stated, from which earlier vocational training in the prisons tended to suffer. As a result of the success of these courses, Warden Duffy of San Quentin asked the College of Marin to come into the prison and give a course in typing. This was considered a vocational training course, for it was intended to help men learn clerical skills that could be utilized when they were released (Report for Governor's Council, 1947).

With the termination of the war production contracts at the

end of the war, it became necessary for the Department of Corrections to formulate plans for systematic vocational training. The first major step came with authorization to establish the Deuel Vocational Institution on a temporary basis at Lancaster. Here it was intended to operate a facility that would be devoted to the vocational training of younger offenders committed or transferred to the Department of Corrections. In spite of the fact that this institution focused particularly on the training of a special age group, the vocational programs of the entire Department of Corrections were reorganized as a result of the experience gained from working out the training program at this Institution.

In 1948, a Trade Advisory Council was formed at Deuel. This Council was composed of volunteer representatives of various industries and labor unions, who served as a board to advise the institution on the planning, equipment and operation of its vocational training program.

In 1949, the State Apprenticeship Council met with prison officials for the purpose of standardizing the vocational training courses so that those completing the training would be eligible to receive credit under the State apprenticeship program (Report for Governor's Council, 1949).

Another indication of the developing importance of vocational training in the Department of Corrections program was the change

in 1949 of the qualifications for the job of Associate Warden (Superintendent), Care and Custody, to include a background in education as a suitable prerequisite for the job. This was in place of ordinary correctional experience in any area, as had previously been the requirement. The educational experience could be either in the academic or the vocational field, indicating the increasing interest of the Department of Corrections in the area of vocational education.

All of these programs represented an effort to provide an education that was realistic in terms of the future employability of the inmates. Most did not represent an effort to find something for idle inmates to do, although the provision of educational programs helped cut down idleness. These programs were a far cry from the education described by the State Board of Prison Directors in 1924.

Case Studies

The use of case studies in the social sciences has traditionally been the approach to most research. Kraffteting (1881) and Lundber (1926) employed case studies with an emphasis on autobiographical documents in their studies of social and psychological deviations. Kraepelin (1904) recorded his observations of mentally disturbed patients being based upon case studies. This initiated the trend in psychology and sociology to utilize the case study method for descriptive, explanatory and illustrative purposes.

It is natural that this use of the case study method would originate in psychology and sociology, for the orientation focuses on the individual and the nature of the clinical setting based on complex interpersonal relationships discourages experimental methods. Etiological investigation and research into unknown areas involving intra-psychic subjective variables encourages the employment of case study method (Haytin, 1968).

Criminologists found particular value in life history data in the forms of autobiographies and interview records. Healy and Brouner's (1945) case studies of youthful criminal offenders, Shaw's (1959) "The Jackroller," and Sutherland's (1937) "The Professional Thief" exemplify individualized criminological uses of the case study method. Collective uses of the case study method are typified by Thrasher's (1927) "The Gang" and Whyte's (1943) "Street Corner Society." The case study has been an exceedingly invaluable method in the analysis of non-normative behavior and the criminogenic study of social deviations.

The case study process is essentially one of problem-solving. Immediately it must be said that this idea does not imply that casework resolves all the problems brought to it. It is an idea that stems from a conception of human life as being in itself a problem-solving process, a continuous change and movement in which the human being works on, adapting himself to external objects or them to himself as to achieve maximum satisfactions. This is the work in which every human being engages from the moment of birth to that of death. It is both unconscious and conscious. It is concerned with problems,

some small, some large, of two kinds: of replacing dissatisfactions or discomforts with satisfactions or comfort and of seeking to achieve maximum satisfactions.

In order to understand what the case study process must include in its problem-solving, it is necessary to first look at the kinds of blockings which occur in people's normal problem-solving efforts. These six are among the most common:

(1) A problem cannot be solved if the necessary tangible means and resources are not available to the person.

(2) Sometimes people are not able to solve their problems simply out of ignorance or misapprehension about the facts of the problem or the facts concerning the existing ways of meeting it.

(3) A problem is difficult of resolution when the person who has it is depleted or drained of emotional or physical energy.

(4) Some problems arouse high feelings in a person--emotions so strong that they overpower his reason and defy his conscious controls.

(5) The problem may lie within the person; that is, he may have become subject to, or victim of, emotions that chronically, over a long time, have governed his thinking and action.

(6) Some people find problems difficult of solution because they have never developed systematic habits or orderly methods of thinking and planning (Perlman, 1965).

Problem-solving to the person whose inner or outer resources have failed him must involve engaging and working with his own motive powers, feelings, attitudes, ideas, and behavior in their interrelatedness to the nature of the problem itself and to the existing resources. How to manage all this is the professional problem the caseworker faces.

The intent of the case study process is to engage the person himself both in working on and in coping with one or several problems that confront him. These means are, in the main: (1) the provision of a therapeutic relationship that sustains the client and affects the nature of his emotional relation to his problem; (2) the provision of a systematic, though always flexible, method by which the client may discuss and work over the nature of his problem, his relation to it, and its potential solutions; and (3) the provision of such opportunities and aids (those of communication and/or of resource) as will further exercise and implement the client's adaptive action upon his problem (Perlman, 1965).

In more formalized terms, sometimes called the data of the casework "study," the facts sought are these:

(1) The nature of the present problem. What are the circumstances of the difficulty with which the client is faced?

(2) The significance of the problem. What is its importance to the person in terms of psychological, social, and physical

welfare implications?

(3) The cause(s), onset, and precipitants of the problem.

What has the client thought to do, or actually tried to do, himself or with the help of others, to work at the problem? What are his fantasies or wishes in relation to its solution? What has been his problem-solving behavior - his protective or adaptive operations? And what resources does he have - within and outside himself?

From the two-way exploration of these data the caseworker and client come to a joint understanding of their roles and then begin to tackle the problem (Perlman, 1965).

In a case study, an educator makes an intensive investigation of a social unit--a person, family, group, social institution, or community. He gathers pertinent data about the present status, past experiences, and environmental forces that contribute to the individuality and behavior of the unit. After analyzing the sequences and interrelationships of these factors, he constructs a comprehensive, integrated picture of the social unit as it functions in society.

Nature of Case Studies/Social workers and guidance counselors conduct case studies with the intent of diagnosing a particular condition and recommending therapeutic measures. Their interest is confined to the individual as a unique personality. Research workers, on the other hand, are interested in individuals as representative types. They gather data about a carefully selected sample of subjects with the intent of deriving valid generalizations about the population that the sample represents.

Case studies probe in depth; they may examine the total life cycle of a social unit or may focus attention on a specific phase of it. An investigator may make a detailed study of the relationships of boys with members of their gang or the relationships of teachers with their administrators.

On the other hand, if he wants to ascertain what has contributed to the social maladjustment of hardened criminals or to the success of teachers, he may investigate almost every aspect of their lives--their childhood, home, school, work, and social experiences, and many of their behavioral traits.

A case analysis is cast within an adequate social framework, and the nature of the case determines the dimensions of the framework. To discover what conditions or forces cause youth to commit crimes, for example, the investigation must go beyond the incidents themselves--the time, place, nature, and immediate cause of the acts. Case studies that are confined to an isolated fragment of a man's life are superficial and meaningless; they do not produce the data necessary to probe the fundamental cause-effect relationships. Since human beings function in a dynamic social setting, a case study must include considerable information about the people, groups, and conditions that the subjects contact and the nature of their relationships with them. Human beings interact constantly with diverse environmental factors; consequently, their behavior cannot be understood without examining these varied relationships.

Case study data may come from numerous sources. An investigator may ask subjects to recall past experiences or to express present wishes in interviews or on questionnaires. Personal documents, such as diaries and letters, and various physical psychological, or sociological measurements may yield valuable information. Data may be obtained from parents, brothers, sisters, and friends, or from court, school, hospital, business, social agency, or church records.

A case study is similar to a survey, but instead of gathering data concerning a few factors from a large number of social units, the investigator makes an intensive study of a limited number of representative cases. A case study is narrower in scope but more exhaustive and more qualitative in nature than a survey. Because word descriptions reveal a wealth of enlightening information that a quantitative study might not be able to produce, the case study is often used to supplement the survey method. Young claims that "the most meaningful numerical studies in social science are those which are linked with exhaustive case studies

describing accurately the interrelationships of factors and of processes" (148:230). Case studies may reveal relevant factors in a given situation that the surveyor can measure quantitatively. Statistical surveys, on the other hand, may provide a guide for selection representative subjects for case studies. Thus, the two methods are more or less interdependent.

Contributions and Limitations/Case studies make useful contributions to research, but they have certain limitations that the investigator must keep in mind. The expansive, exploratory nature of a case study may provide insights that will help him formulate a fruitful hypothesis, for knowledge that a particular condition exists in a unique instance suggests a factor to look for in other cases. But a generalization drawn from a single case or a few casually selected ones cannot be applied to all cases in a given population. Evidence derived from one case study cannot be generalized to a universe, but a negative piece of evidence produced in a single case will alert the investigator to the possibility that he may need to modify his hypothesis. Case study data also prove useful when the researcher needs to illustrate statistical findings, for concrete examples drawn from individual cases may help readers understand statistical generalizations more readily.

Are case study data too subjective to be of scientific value? Some data such as those concerning height and weight, are as objective as data collected by other research methods. But elements of subjectivity may enter into a report, particularly when judgments are made about a subject's character and motives. An investigator must guard against permitting personal biases and standards to influence his interpretation. Facts must be reported precisely and objectively and judgments must be suspended until adequate evidence supports a conclusion. When collecting evidence from records, interviews, and questionnaires, one must exercise every possible precaution to detect data that are the product of faulty perception, deliberate deception, a poor memory, unconscious biases, or the reporter's or subject's desire to present the "right" answer. The tendency to overemphasize unusual events or to distort them for dramatic effect must also be kept in mind (Van Dalen, 1966).

Psychologically and sociologically, the case study was utilized as both an exploratory, explanatory method often leading the way toward the development of new hypotheses and discoveries. Further usage was discouraged by the scientific objectivity required in experimental method. While most researchers in social science acknowledged this use of the case study for the generation of hypotheses, few would recognize its use as a legitimate method for validation of hypotheses. Experimentalists argue that single cases were not generalizable by a quantifiably objective means. Allport (1947, 1955, 1961) developed the opposing ideology which emphasized that the understanding of one single individual is a legitimate scientific goal. Allport stressed the subjectivity of human behavior and the irreducibility of human characteristics into quantifiable variables (Maytin, 1968).

The case study method has now become acceptable in the fields of psychology, sociology, education and is especially prevalent in the field of criminology.

III. PROCEDURES

Case Study Method

An intensive review of the literature related to this study, prior to its inception, prompted the writer to select a case method type of study. The Manual for Interviewers, prepared by the Institute for Social Research, points out that in dealing with social problem areas, the case study method in a 'face-to-face situation' insures complete answers. Thorne, 1969, in his study using a mailed questionnaire received less than 18 percent return in one area of his population, invalidating that area of his research. Galloway (1972) has pointed out that when working with inmates the indirect interview technique is necessary for information of a personal nature.

One of the most important insights gained from the study of a particular culture is the manner in which adaptation, adjustments, and problem-solving are carried out. A culture inevitably offers ways to solve problems (Cohen, 1964).

The Sample

The sample for this study consisted of thirty-five (35) randomly selected inmates between the ages of 18 and 30 incarcerated at Deuel Vocational Institute. Age stratification was necessary to insure

a population which had recently undergone the transition from school to work and to insure a population from the same level as the Center for Vocational and Technical Education Study, with which a percentage comparison is made.

The Instrument

The original form for the directed interview instrument on worker adjustment problems of youth in transition from high school to work was developed as a questionnaire, numbered OEG-3-7-001-2037, project number 7-0158. This grant was awarded through the Center for Vocational and Technical Education at the Ohio State University. The questionnaire was developed by A. P. Garbin, University of Georgia; J. J. Salomone, Louisiana State University; D. P. Jackson, the Ohio State University; J. A. Ballweg, Virginia Polytechnic Institute. The questionnaire was pre-tested in three different cities representing a cross section of the United States. Deletions, additions and modifications were incorporated into the final instrument.

The questionnaire was modified into a directed interview instrument for this study. It has been reviewed for changes and is recommended by the following group of people: Dr. Lawrence A. Bennett,

Ph. D. , Chief of Research, Human Relations Agency, State of California; Mr. Robert M. Dickover, M. A. , Assistant Director of Research, Research Division, Department of Corrections, State of California; Mr. Frank Gibson, M. S. , Director of Education, Deuel Vocational Institution, Tracy, California. The final form of the instrument was reviewed for its applicability to the penal system by the Department Research Advisory Committee, Department of Corrections, State of California.

The instrument follows the format as developed by Garbin (1967) and Eggeman (1969) including the following specific areas and variables:

1. Career Preparation - Lack of experience, unrealistic expectations, lack of basic job skills, and training.
2. Attitudes expressed in behavior or adjustment to situation - Immaturity, irresponsibility, disregard for personal appearance and health habits.
3. Behavior - Inaccuracy, absenteeism, tardiness, poor work habits, and inability to follow directions.
4. Personality variables - Individual differences, related needs, aspirations, values and goals.
5. School program and services - Inadequate curriculum, teaching staff, guidance and placement services.
6. Family background - Socio-economic status, parent's

occupational aspirations, and lower-class attitudes.

The Interview

Each inmate was interviewed personally and in private for the length of time necessary to collect all of his opinions, ideas, and beliefs about the following subjects:

1. The Instrument (See Appendix I): Its purposes, and answer to each individual question.
2. His achievements in school.
3. His vocational and educational counseling while in school.
4. His first job while "on the streets."
5. His other jobs while "on the streets."
6. What he would do to facilitate the transition from school to work for students "on the streets."
7. What he would change, if it were in his power, to help students stay in school, get a job and stay out of trouble.
8. His present vocational status.

The Records

The inmate's composite records jacket was searched for each inmate interviewed and the following information was recorded:

- A. Present offense: reason for present incarceration.
- B. Sentence: time expected to spend in the institution.

- C. Present age: for comparison to normal population and cross check on reliability of inmates' answers on Instrument.
- D. Age when incarcerated at Deuel to check for comparison data and indicate at what age he committed a felony.
- E. Prior arrest record: to determine age that anti-social behavior started and extent of anti-social acts.

Family

- A. Mother - to determine guardianship and family income as a reliability check.
- B. Father - to determine guardianship and family income as a check on data reliability.
- C. Brothers and sisters - to determine size of family, arrest record, if any, and reliability check on Instrument data.

Education

- A. Grade completed as claimed in Instrument, compare to verified data and tested grade as well as reliability test for Instrument.
- B. Intelligence/Quotient - to give general indication of mental abilities.
- C. Type program completed in high school, vocational, college

preparatory or general as a reliability check on Instrument.

Employment History

A. Present vocational status to check reliability of inmates' replies in interview.

B. Past verified jobs to check reliability of Instrument.

Any discrepancy between the Instrument, the interview or the records has been reported in each case study. "Manipulation--a skill of self defense was common to trainees. Manipulation 'conning' was a way to get along, get out of work, achieve the small goals necessary for day to day living." Quoted from the Draper Project (1968) in the context of describing correctional inmates in the Draper Correctional Center.

Treatment of the Data

The purpose of this study was to identify four major problems:

1. Identify major problems faced by youth, in the transition from school to work, who have resorted to anti-social behavior and are now inmates at Deuel Vocational Institution.
2. Identify the behavioral patterns of youth having employment problems that resulted in incarceration with the correctional system.
3. Identify a profile of students leaving school, who have

resorted to anti-social behavior as indicated by their incarceration within Deuel Vocational Institution.

4. To identify changes in the existing educational programs to aid youth in their transition from school to work.

The treatment of the data assumed the following pattern:

1. A composite was made of all data gathered to provide a complete case study for each of the 35 inmates, to identify major problems, behavior patterns and the inmates' suggestions in regard to their transition from school to work.
2. A percentage comparison of selected questions was made between the inmate population and the normal population to compare general characteristics and patterns of behavior in the transition from school to work.
3. A percentage profile was constructed to identify group behavior patterns of the inmates in their transition from school to work.

IV. PRESENTATION OF FINDINGS

The data collected are presented in three sections. The first section contains the case studies, a summary of the records search and the interview. The second section contains a comparison of the inmate population to the normal population. This section is divided into two parts, Part I the General Characteristics and Part II the Transition from School to Work. The Third section contains a profile of the inmate population recorded on the interview form.

Section I. The Case Studies

Section one contains information from the inmate's interview, the directed developed interview and a search of the inmate's records.

Each of the 35 selected inmates at Deuel Vocational Institution was interviewed for the length of time necessary to obtain answers to all of the questions on the Directed Interview sheet. Each inmate was asked in addition to make suggestions on "how high schools could be improved and what could be done to help kids on the street to get jobs."

Each inmate's records were searched for items that would verify the answers given by the inmates during the interview in reply to the Directed Interview sheet. The records were also examined to determine the extent of the anti-social behavior and at what age it started.

CASE NO. 1

Present Age: 22

Race: Afro American

Commitment: Life + 7 years

Present Offense: Murder I
Bank Robbery

Age Committed for Present Offense: 20

Age at Which First Arrested: 11

Prior Arrests from First to Present: Runaway
Car theft
Car parts theft
Marijuana
Car theft
Car theft
Burglary
Arson

Mother - not married, welfare recipient

Father - Navy, does not reside with mother

Brothers and Sisters - 8.

Brother - sheet metal polisher

Brother - San Quentin

Brother - Deuel

Sister - County clerk's office (clerical)

all others are still in school

The subject's records indicate that he has had three prior arrests with older brothers. Present offense was also committed with older brothers.

Subject was employed at time of arrest as a welder's helper and

had been gainfully employed for a year prior to commitment for present offense. Employment record was good; he spent six months in the Job Corps, quit only when he found a higher paying job.

Subject reported occasional use of marijuana and social drinking. He had no recorded usage of hard drugs. He quit school at the age of 17 while in the 10th grade. Tested at grade level 7.8, he had an intelligence quotient of 96. He was considered average in intelligence by counselors.

Subject stated that students were not mature enough to be in school. They needed work experience before going to school. He recommended that schools show the logic behind what they are teaching and show the positive and negative side of all the choices in a subject area.

CASE NO. 2

Present Age: 24

Race: Caucasian

Commitment: Life

Present Offense: Murder I 2 counts
Rape
Robbery

Age Committed for Present Offense: 22

Age at Which First Arrested: 22

Prior Arrests from First to Present: None

Mother - housewife

Father - retired railroad engineer

Brother - computer operator

Subject had vocational counseling by his Distributive Education instructor in high school. Subject had no record of drug usage. Was a social drinker - one or two beers with friends occasionally, was not a member of any organized group or gang, and had no prior record of anti-social behavior, nor was there a record of anti-social behavior or mental illness in his family.

Subject graduated from high school with an emphasis in Distributive Education. His high school record indicated employment as a stock clerk; later he was in charge of the returned goods department for one of the stores in a large chain of dry goods stores. The store manager in his letter of recommendation stated that the subject had management potential, and would eventually work up to be a store

manager. Subject was in the Air Force at time of arrest, and was a shift manager of the swing shift at a fast food restaurant.

Subject's measured grade level was 13.2, with an intelligence quotient of 110. The counselors considered him bright and likeable. Subject stated that he was president of his local Distributive Education Club of America, that this experience and the Distributive Education program enabled him to have an overall view of problems in his occupation. He suggested Distributive Education for all students in high school.

CASE NO. 3

Present Age: 25

Race: Caucasian

Commitment: Life

Present Offense: Murder II

Age Committed for Present Offense: 21

Age at Which First Arrested: 14

Prior Arrests from First to Present:

- Runaway
- Traffic warrants
- Failure to appear
- Failure to appear
- Burglary
- Receiving stolen property
- Drugs
- Burglary
- Parole violation
- Burglary

Mother - divorced

Father - supervisor large aircraft company

Wife - no children

Foster Father

Subject had taken 15 to 20 reds and consumed a half gallon of wine prior to anti-social behavior. Subject was a known user of reds, cocaine, and LSD.

Subject's employment record was sporadic. He had four jobs in three years, the longest lasting six months. In each case the subject got into a fight and quit, or was fired. His record of losing his temper was documented in the Institution due to his having his

program changed three times because of a fight or argument with his supervisor.

He completed high school while incarcerated in youth authority camp. He was tested at grade level 11.5, with an intelligence quotient of 118. The counselors considered him bright and manipulative. He stated that only the individual could make up his mind to get a job or stay in school.

CASE NO. 4

Present Age: 21

Race: Afro-American

Commitment: Life

Present Offense: Murder I, Robbery I

Age at Commitment for Present Offense: 19

Age at Which First Arrested: 14

Prior Arrests from First to Present: Out of control
Burglary
Battery
Loitering
Auto theft
Burglary

Mother - unemployed, convicted of manslaughter

Father - retired, never employed

Brothers and Sisters - 11; of seven brothers, three are employed.
1. Janitor 2. glass polisher 3. machine operator

The only major identifiable factor leading to anti-social behavior in this case was environment. Subject reported spending a major portion of his time "hanging out." Records indicated that the subject's mother spent seven years in an institution for the crime of manslaughter. The father was 89 years old at the time of this study. A combination of no parental supervision, a large family, idle time and coming from a neighborhood where he had to "fight for survival" left the subject with no work habits or desires for a normal occupation. Subject reported consistent use of marijuana and alcohol, but records indicated he was not drunk or under the influence of drugs

at the time the crime was committed. Record jackets indicated a great deal of aggression towards authority. Due to hostile behavior while in the institution, he was classified as a management problem.

Subject attended school until age of 18. He was expelled permanently from 11th grade. Subject claims principal was prejudiced against his race, but the principal reported that subject assaulted one teacher and threatened another. Subject tested at grade 5.4 and had an intelligence quotient of 88; considered dull-normal by the counselors. Subject was in elementary school at the Correctional Institution. He had been sent to lock-up four different times for threatening teachers and the director.

Subject claimed employment as an Electronics Helper, but records showed he was employed at this occupation for only three months out of the one and a half years claimed. He was unemployed at the time of arrest.

Subject suggested that the school offer part time jobs to students that stay in school - "that way they would have some bucks in their pockets." Also that schools should find out the individual interests of each student and "teach him about that interest."

CASE NO. 5

Present Age: 21

Race: Chinese

Commitment: Life

Present Offense: Assault with intent

Age at Commitment for Present Offense: 18

Age at Which First Arrested: 13

Prior Arrests from First to Present: Disturbing the peace
 Auto theft
 Gambling
 Assault and battery
 Kidnapping
 Conspiracy

Mother - employed as maid

Father - janitor

Brother - farm worker

Subject openly stated that he did not want to work, "I can get by, ok." He was a member of a gang which supported its members through illegal means. Environment was probable cause of anti-social behavior: both parents were employed and reported that "He never listened to what I told him."

Subject was enrolled in Continuation School, 11th grade when he was arrested. The principal reported that he rarely attended. Subject stated that he did not want to go to school, that it "Takes too much time." His tested grade was 3.6 and Intelligence Quotient was 93. He was considered average in intelligence by counselors.

Subject was assigned to the Clothing Room and considered dangerous and violent by the Institution.

Subject's suggestions for changing the school were as follows:

1. Teach students to "play the game," to "give them (employer) what they want, to go along with his (employer's) scheme."
2. That schools should change - "youth want something new and exciting."

CASE NO. 6

Present Age: 23

Race: Caucasian

Commitment: Life

Present Offense: Armed Robbery

Age Committed for Present Offense: 20

Age at Which First Arrested: 15

Prior Arrest from First to Present:	Burglary
	Drugs
	Burglary
	Burglary
	Murder
	Robbery
	Narcotics
	Burglary
	A. W. O. L

Mother - housewife

Father - retired postal worker

Brother - welder

Sister - married

Subject was a member of a motorcycle gang and was with six members of the gang when the crime was committed. Subject admitted use of drugs, including "chipping," and regular use of alcohol. All prior crimes were committed while in company of gang members.

Subject was away without official leave from the Marines at time of crime. His employment records showed that the only job held was to satisfy parole; he got into a fight and quit after two months. Subject attended a small engine repair class at Community College

but was dropped after a fight with the teacher. He claimed to have learned the carpentry trade from his grandfather but there was no record of his being employed at that trade.

Subject graduated from high school; his tested grade was 11.6. His intelligence quotient was 120 and the counselors considered him average in intelligence but immature. He claimed to be enrolled in college while at Deuel, but his record showed he dropped school after a fight with the principal. He was assigned to work in the canteen.

He suggested that all high school students should be given an aptitude test and then forced to take two or three classes in that area. "They are too young to really know what they want in high school." He further suggested that high school be a combination of Vocational and College preparation education.

CASE NO. 7

Present Age: 23

Race: Afro-American

Commitment: Life

Present Offense: Murder I

Age Committed for Present Offense: 18

Age at which First Arrested: 16

Prior Arrests from First to Present: Purse snatching

Mother - welfare recipient

Father - unknown

7 sisters and brother - all employed or in school

Subject blamed partner for not planning the crime correctly. He claimed money was easy to get, "you just got to go it alone, and not try to do big time stuff." Subject had no record of drugs, alcohol or gang membership - he was a loner, "friends get you in trouble."

Employment was in the form of two jobs held at the same time for a period of three months. A teacher told him that he would not be able to get a job if he dropped out of school. He got the two jobs to prove the teacher wrong. Since quitting these jobs, he had not looked for another job.

Subject dropped out of school while in the 11th grade; tested grade level was 7.2, with an intelligence quotient of 92. The counselors considered him bright, cold and immature.

He stated that the problem with high school was that the teachers

take their home problems to school. Teachers should be screened better when they are hired. There should not be a principal at high school so the teacher would have to handle all situations without sending students down to the principal.

CASE NO. 8

Present Age: 20 Race: Mexican American

Commitment: Life

Present Offense: Murder I - 2 counts

Age Committed for Present Offense: 19

Age at Which First Arrested: 8

Prior Arrests from First to Present: Runaway
Battery
Drunk in public
Battery
Illegal weapon
Drunk in public
Drunk in public
Petty theft

Mother - welfare recipient

Father - possibility that he moved to Mexico - undetermined

Brothers and Sisters - 5, no records available

Subject was a member of "the new family" while "on the streets." Reported: "When I take a drink I just want to drink more." Subject was with a gang leader and under the influence of alcohol when the offense occurred.

The only record of employment was with a community service organization for four months. Subject reported that he "kind of looked for a job once," but that he didn't need a job. "Someone in the gang always had a few bucks for some wine."

He claimed he attended school to the eleventh grade. He tested

at grade level 4.3, intelligence quotient 87. The counselors considered him average, dull with a short attention span.

His comments about school and work were "Let them try it, if they want."

CASE NO. 9

Present Age: 24

Race: Mexican American

Commitment: Life

Present Offense: Murder I
Cruelty to Child

Age at Commitment for Present Offense: 23

Age at Which First Arrested: 16

Prior Arrests from First to Present:	Malicious Mischief
	Forgery
	Auto theft
	Forgery
	Forgery
	Burglary
	No driver's license
	Narcotics
	A. W. O. L.
	Parole violation

Mother - not married, welfare recipient

Father - living in residence, known narcotics dealer

Brother - working as a laborer

Sisters - six, all unemployed

Wife - welfare recipient

Children - two, one deceased

Subject had a leadership position in "the new family." Admitted to "chipping" and social drinking. Also admitted to having a "terrible temper," documented in prior arrests, his military history and during incarceration.

Subject had no employment record other than a dishwasher in

a restaurant for two months and farm field work for three weeks. Subject was A. W. O. L. from the Army for seven months prior to committing offense. He stated that when he was released he was just going to "hang out. "

Subject dropped out of school at the age of 16 while in the 9th grade, tested grade level 5. 5. His intelligence quotient was 95 and he was considered normal in intelligence, violent and dangerous by counselors. '

He suggested that, "High school classes should visit the prisons, so that the students would see how bad it is and stay straight. "

Subject also suggested that "Students should be shown that their neighborhood is not all of society and that they can get out, if they want to. "

CASE NO. 10

Present Age: 27

Race: Afro-American

Commitment: Life

Present Offense: Robbery I

Age Committed for Present Offense: 25

Age at Which First Arrested: 19

Prior Arrests from First to Present: Robbery
 Robbery
 Petty theft
 Stolen property
 Stolen credit cards

Subject had occupational counseling while in high school, by Vocational counselors. He started using heroin at the age of 18, which was documented at the time of arrests. His anti-social behavior started as his drug habit began to cost more money than he could make at legal trade, since he needed \$40.00 to \$75.00 per day to maintain his "use."

Employment record of subject was irregular: he worked steadily while undergoing drug treatments, but quit both the job and treatment after six months to a year. He moved to avoid arrest and continued anti-social behavior until he was arrested.

Subject attended high school during the day and underwent machinist training program at a large aircraft company at night. He was a fully qualified machinist with letters of recommendation from a ship building firm, an aircraft company and a private machine

tool design company.

Subject graduated from high school and attended a mechanical technology program at the University of Texas. Tested at grade level 10.7, with an intelligence quotient of 108. He had passed the qualification test for machinist at Deuel and was working as the head man in the machine shop.

Subject stated that Vocational programs in the high school were Hobby shops, that schools should teach mass production techniques and should use modern equipment. "If the schools produce a student that will make the company money they will get hired."

CASE NO. 11

Present Age: 27

Race: Caucasian

Commitment: Life

Present Offense: Robbery II, Burglary II

Age Committed for Present Offense: 22

Age at Which First Arrested: 14

Prior Arrests from First to Present: Marijuana
Drunk in public
Traffic warrant
Resisting arrest
A. W. O. L.
Marijuana
Receiving stolen goods
Drunk driving
Traffic warrants
Ten other prior arrests

Mother - Unemployed, housewife

Father - Employed, Lumber Company

Brothers and Sisters - 5 each, no records

Major cause of anti-social behavior was drug related: subject had a verified heroin habit costing \$100.00 per day. In order to support this habit, subject reported being involved in one or two robberies per day.

Subject was employed as a roofer for three months, but since the income was not enough to support his drug habit, he quit. Employment during high school was in a service station from which he got fired for theft after six months.

Subject claimed an 11th grade education, but the principal's report showed he attended school only occasionally. He was allowed to take classes with junior class standing, but only had seven credits toward graduation. Tested grade was 5.9 and intelligence quotient was 87; he was considered normal in intelligence by counselors. Subject started school at Deuel but requested reclassification after two months. Later assigned to shoe shop where he received fair reports.

Subject suggested more vocational and on the job training during high school. He reported that he could have had "all sorts of jobs" during high school, but the jobs did not offer enough money to interest him.

CASE NO. 12

Present Age: 28

Race: Mexican American

Commitment: Life

Present Offense: Escape with force, robbery, kidnapping

Age at Commitment for Present Offense: 21

Age at Which First Arrested: 9

Prior Arrests from First to Present: Fireworks
 Minor in possession of alcohol
 Burglary
 Robbery I
 Possession of stolen goods
 Conspiracy of murder
 Conspiracy to overthrow
 the government
 Grand theft
 Reckless driving
 Reckless driving

Mother - welfare recipient, common law marriage

Father - painter, disabled, welfare recipient

Brothers and Sisters - two of each, brother, unemployed; brother, college student; sister, college student; sister, housewife

Married - divorced with two children

Subject was a known political activist; his anti-social behavior was related to the "New Family" - recruiting of new members and securing a financial base for the group. He had a history of association with the "New Family" since age 11. Military records indicated he was incarcerated because of political activity, but subject did receive an Honorable Discharge from the Army.

Subject's employment record showed two months as a construction laborer and four months as a painter. He reportedly quit both jobs when Parole Officers were satisfied that he was gainfully employed.

Subject reported that he wanted no part of any Educational program, Vocational program or Religion. "They are nothing but a bunch of B. S. trying to make everyone think the same." He was assigned to the Culinary Crew.

Subject completed tenth grade and passed the G. E. D. test while in the Army. Tested at grade 6.4, with an intelligence quotient of 86, he was considered normal in intelligence with an anti-social, repressed personality by his counselors.

Subject suggested that inmates should be considered as counselors in the high schools so that the students "Get the straight story."

CASE NO. 13

Present Age: 18

Race: Black

Commitment: Life

Present Offense: Murder II

Age at Commitment for Present Offense: 18

Age at which First Arrested: 16

Prior Arrests from First to Present: petty theft
 marijuana
 murder

Mother - domestic laborer

Father - laborer

Brothers - 8, 3 disabled, 1 factory worker, others unemployed

Sisters - 1

Wife - single

Removed from metals, non-cooperative; removed from school, non-cooperative, disruptive; removed from upholstery, non-cooperative. Education, 9th grade tested 7.2. Intelligence quotient 99.

No religion, passive aggressive personality.

Subject's suggestions for changing the school were as follows:

1. Don't force policies, let people alone.
2. Black, white, chicano schools.
3. Don't judge on the basis of a few.
4. Include Black history.
5. Jobs on personal basis, jobs should not be dull.

6. Improve working conditions. Do something with mind.
7. Don't limit jobs.
8. No disrespectful jobs - labor policies and rules don't apply.
9. Don't stop people.

CASE NO. 14

Present Age: 26

Race: Afro-American

Commitment: Life

Present Offense: Rape

Robbery I

Assault with a deadly weapon

Age Committed for Present Offense: 23

Age at which first arrested: 14

Prior Arrests from First to Present: Suspension from school

Burglary

Petty theft

Rape

Drunk driving

Burglary

Rape

Mother - Welfare recipient

Father - Federal Institution on check forging charges

Sister - Nurse, divorced

Brother - in school

Subject was very sullen. He refused to talk except when asked a direct question, but did volunteer that he was in on a "bum rap." He did not rape the girl: "She can't survive on the streets, she just got in the way."

Listed his occupation as a pool shooter. Subject claimed he made his income betting on pool shooting. Employed as a cook for six months to satisfy parole requirements.

Subject left school at age of 14. Graduated from high school

while in forestry detention camp, refused to take the grade level test. Intelligence quotient was 94. Subject either refused to or can not read.

He suggested that schools pay students \$4.00 or \$5.00 per hour so students "don't quit." We should not force people to work: "Let them do their own thing."

CASE NO. 15

Present Age: 27

Race: Caucasian

Commitment: Life

Present Offense: Murder I
Burglary I

Age at Which Committed for Present Offense: 19

Age at Which First Arrested: 14

Prior Arrests from First to Present: Stealing gas
Traffic warrants

Mother - Housewife

Father - Retired Air Force

Brothers and Sisters - 6 each, no records available

Subject had no record of drugs or excessive use of alcohol. There was no record of gang association, and the family background appeared stable. Subject's employment record was good: he worked in building maintenance; after two years of high school was employed as a checker and then promoted to assistant manager of a fast food restaurant after graduation from high school. Subject had vocational auto mechanics in high school and started as a mechanic in a civil service job six months prior to arrest. Job supervisor stated that he was a good mechanic and a willing worker. He received probationary promotion three weeks prior to crime.

Subject graduated from high school with only minor confrontations with teachers. Tested grade level was 11.0 and intelligence

quotient was 112. Counselors considered him bright-average.

Subject suggested no changes to the high school program, only that the vocational programs needed newer equipment.

He stated that in order to get the job one really wanted, "You have to be a little patient and wait for an opening but jobs are available and if you can do that job you will get hired."

CASE NO. 16

Present Age: 20

Race: Afro American

Commitment: Life

Present Offense: Murder I

Age at Which Committed for Present Offense: 19

Age at Which First Arrested: 16

Prior Arrests from First to Present: Auto theft
Drunk in public
Drunk in public
Traffic warrants
Interference with officer
Marijuana
Robbery

Mother - welfare recipient

Father - unknown

Brothers and Sisters - 5, all unemployed or still in school

Subject reported to consume a minimum of a half gallon of wine daily. He was under the influence at the time of the crime.

Occupation was a mail sorter for the U. S. Postal Department. Employer reported that he was dependable, and a good worker.

Subject left school while in the 10th grade at the age of 18. He was tested at grade level 5.6. His intelligence quotient was 101. He was reported as not wanting school while in the institution.

Subject suggested that each student's parents might attend school for one day a month to see how things were going. He stated that

"Employment was easy to obtain," and he just took the job that paid the most when he quit school.

CASE NO. 17

Present Age: 27

Race: Caucasian

Commitment: 7 to 10 years

Present Offense: Marijuana for sale

Age at Commitment for Present Offense: 27

Age at Which First Arrested: 15

Prior Arrests from First to Present: Smuggling marijuana into jail
Possession of codeine
Possession of marijuana
Concealed fire arms
Possession of marijuana
Possession of heroin
Paraphernalia
Paraphernalia
34 prior arrests--all drug
related

Mother - housewife

Father - deceased, was a store owner

No brothers or sisters

Married - divorced, 2 children

Common Law wife - 2 children

Subject claimed that he could not keep a job because he kept getting "busted," claimed to have been "on the streets" for only a total of 90 days. Records indicated a total of four years "on the streets" since the age of 15. He had a documented heroin habit costing \$150.00 per day.

Employment "on the streets" is easy: "I became a warehouseman

because it is easy to be a thief there. My occupation "on the streets" is a thief, in the can it's a clerk."

He claimed education to the tenth grade, tested at level 6.4. No intelligence quotient was reported. Counselors considered him bright and likeable. He quit school and was "on the streets" at the age of 15.

Suggested that "Since it's the poor kids that quit school why doesn't the state pay the parents if their kids stay in school and get good grades?"

CASE NO. 18

Present Age: 23

Race: Chinese

Commitment: Life

Present Offense: Murder I

Age Committed for Present Offense: 19

Age at Which First Arrested: 19

Prior Arrests from First to Present: None

Mother - Unemployed housewife

Father - Owner of Restaurant Supply

Brother: In law school

Brother: In elementary school

Subject was a member of a gang, starting as early as in middle school. A rival gang started a war, the subject finished the war.

Employer reported that he was a dependable, honest employee. He was especially good at public relations. Employer offered to re-hire subject when he was released, if he could be bonded.

Subject graduated from high school with a 3.7 grade point average, tested grade level was 13.7. Intelligence quotient 115. Counselor considered him bright, above average.

Subject suggested that the major problem with high schools is that the administration doesn't know "what is going on," that the students and teachers should get together to plan the curriculum.

CASE NO. 19

Present Age: 21

Race: Caucasian

Commitment: 14 years

Present Offense: Manslaughter (reduced)

Age Committed for Present Offense: 18

Age at Which First Arrested: Juvenile records held by court, reported twenty-two arrests, and three convictions before the age of 16.

Prior Arrests from First to Present: Drugs
 Burglary (reduced)
 Petty theft

Mother - teacher and owner of a printing shop

Father - Oral Surgeon

Brother - in boys home

Sister - owns a lock company

Sister - Respiratory Therapist

Subject reported that he should not be in prison, that he paid for all of the expenses in his friend's death, and it was just an accident. Parents were in the process of suing the Institution for not giving their son sufficient psychological treatment. Parents stated that their son would not be in prison if they had not gone along with the Judge to try to gain psychological treatment for the boy. Parents' opinion was that the other boy was at fault, "for messing around."

Subject's employment record indicated that he worked part-time in his mother's print shop "when he felt like it." Mother purchased

the print shop when subject showed interest in the printing trade while at high school.

Subject reported that "School is o. k. , " that he would not change it, and that "most students find jobs if they really want to. "

CASE NO. 20

Present Age: 23

Race: Caucasian

Commitment: Life

Present Offense: Murder II

Age at Which Committed for Present Offense: 22

Age at Which First Arrested: 16, no juvenile record shown

Prior Arrest from First to Present: Juvenile records not shown
Breaking and entering
Drugs
Failure to appear
Armed Robbery I

Mother - divorced

Father - had custody, unemployed labor

Brothers and sisters - brothers 4 each in school
brother 1 machinist
sister - Chaplain Assistant Army

Subject was known to have a heroin habit costing \$20. 00 per day.

Anti-social behavior related directly to the procurement of money for the purchase of heroin; drug usage started at the age of 16.

Employed as a carpenter; standard four year apprenticeship was served after which subject moved from job to job as each job was completed. Income and Employment Record show fairly regular employment.

Subject graduated from high school; tested grade level was 9.2, intelligence quotient 96. He was considered average in intelligence by counselors.

Subject suggested the following to help students and promote work habits :

1. Schools should teach the "words of Jesus. "
2. Vocational programs should be mandatory.
3. Parents should stop supporting youth, "make them depend on themselves. "
4. The school should run an employment agency "guaranteeing employment.

CASE NO. 21

Present Age: 26

Race: Caucasian

Commitment: 7 to 11 years

Present Offense: Auto Theft/Arson

Age Committed for Present Offense: 24

Age at Which First Arrested: 6

Prior Arrests from First to Present: 45 arrests as a juvenile
28 arrests since age of 16
committed to Clayton's
Children's Home Age 11

Mother: Divorced, now in mental institution

Father: Divorced, Incarcerated

Grandmother: Court appointed guardian

1 Brother: Maintenance Mechanic, employed

1 Sister: Divorced

Common-Law Wife - 1 child

This subject's anti-social behavior could be linked to a possible mental deficiency. His parents were divorced; mother was in a mental institution. Grandmother very protective, denied that subject had caused any problems, claimed police were prejudiced against subject. Subject's records showed he had been involved in assault arrests since the age of 6. Subject had record for assault while on bail for present offense.

Subject's employment record indicated that at the age of 11 he

went to work for a used car lot. His first job was to wash and clean cars. At the age of 12 he started repossessing cars sold through the car lot, receiving \$50.00 per car repossessed. Subject worked for a wrecking yard driving a tow truck, which he used to tow cars back to the same car lot at the age of 19. Due to an accident while at Vacaville Medical Facility, subject was eligible for rehabilitation training money, which he used to become a proficient locksmith. According to his own report, this trade allowed him ample opportunity to repossess or steal.

Subject graduated from high school and attended the University of California, Berkeley for 3 months under the Upward Bound program. He tested at grade 11.3, with an intelligence quotient of 103; he was considered bright, average by counselors.

He felt high school should not repeat all the history, English, and science that students have had since elementary school.

The last two years of high school should be work experience or vocational training.

CASE NO. 22

Present Age: 23

Race: Afro American

Commitment: Life

Present Offense: Robbery I

Assault with a deadly weapon

Age Committed for Present Offense: 22

Age at Which First Arrested: 16

Prior Arrests from First to Present: Robbery I

Car theft

Forging credit cards

Forgery

Escape

Theft

Kidnapping

Mother: Housewife, unemployed

Father: Ink Mixer

Brothers: 3 each, 2 unemployed, 1 employed as a stock clerk

Sisters: 2 each, both married

Common Law Wife: 1 child

Subject's major source of income was from the sale of heroin. He kept three strong arm men for protection and usually stole heroin for resale. Subject was an addict with a habit costing approximately \$100.00 per day.

Only verified employment was at an ink mixer's, which he quit after the boss told him he would have to come to work on time. The subject reported it was a "dirty job."

Subject claimed a 9th grade education and tested at 6.0, with an intelligence quotient of 86. Considered dull-normal by counselors.

Subject felt school was a waste of time. "You have to learn to survive by 'doing it' on the streets. School does not help a person get a job or survive at all."

CASE NO. 23

Present Age: 23

Race: Caucasian

Commitment: 7 years

Present Offense: Burglary II

Age Committed for Present Offense: 21

Age at Which First Arrested: 18

Prior Arrests from First to Present: Traffic warrant
Traffic warrant
Drunk driving
Burglary

Mother: keypunch operator

Father: construction labor

Sister: Married

Wife: 1 child

Subject reported to have drinking problem which was probably linked to economic problems. He reported full employment as a maintenance mechanic, and prior to that was a mechanic in a speed shop. Records indicated he was a farm laborer, unemployed, with his wife refusing to accept welfare.

The state inspected his living quarters and found no food or furniture. Landlord had started proceedings for eviction.

Subject committed burglary to provide family with food and shelter. He had graduated from a correspondence school and tested at 11th grade level. Intelligence quotient was 110. Counselors

considered him dull-average.

He suggested that high school classes were "too general, especially for the girls. School will not help most people if they don't want it to, age is what most kids need, age contributes to responsibility, ambition, and personality changes. Kids just need time to grow up before they have to go to work. "

Subject was performing well in the vocational auto program at the time of this study.

CASE NO. 24

Present Age: 28

Race: Caucasian

Commitment: Life

Present Offense: Rape 30 accounts
Armed Robbery

Age at Which Committed for Present Offense: 28

Age at Which First Arrested: 16

Prior Arrests from First to Present: Possession of deadly weapon
Burglary
Armed robbery
Sex perversion

Mother: Divorced Housewife

Father: No record

Stepfather: Ranch Owner

Brother: 1 ranch foreman
1 maintenance mechanic

Sister: 1 beauty shop operator
1 in school

Wife: Married, 4 children

Subject was employed as a farm laborer on a salaried basis with living quarters furnished. There was no record of drugs or an alcohol problem. Prior record was before subject was married at the age of 18.

Subject quit school at the age of 16 while in the 8th grade.

8. 1 with an intelligence quotient of 98. Counselors considered him average.

He stated that jobs were no problem if students wanted to work. That he himself had quit school to support his mother when his father left her.

He suggested that schools should have special groupings so that "the slower kids don't get left behind and can't do the work. Financial aid should be given the kids so that they can finish school."

CASE NO. 25

Present Age: 22

Race: Caucasian

Commitment: Life

Present Offense: Burglary I
Attempted Murder
Sodomy

Age Committed for Present Offense: 19

Age at Which First Arrested: 12

Prior Arrests from First to Present: Trespassing
Battery
Petty theft
Battery

Mother: Divorced

Father: No record

Stepfather: In Navy

Brothers: 2 each in school

Wife: No children

Subject's only record of employment was as a guard in a Massage Parlor while in high school. He stated that everyone thought it was a "neat job." Subject was in the Marine Corps at time of arrest. He reported that he did not want a job when he got out, that he was in vocational auto only so he could work on his own car. There was no record of drugs and he claimed to be only a social drinker. Records indicated the crime was racially related.

Subject claimed ninth grade education; he tested at 7.7 with an

intelligence quotient of 98. Counselors considered him average and violent.

Subject talked only when asked specific questions. He did state that he earned more money while in high school as a guard at a Massage Parlor than his "old man ever made," so he quit school.

CASE NO. 26

Present Age: 23

Race: Filipino

Commitment: Life

Present Offense: Murder II

Age Committed for Present Offense: 23

Age at Which First Arrested: No records

Prior Arrests from First to Present: No record of prior arrests

Mother: Teacher

Father: Deceased

Brother: 1 in school
1 Microfilm Operator

Wife: and two children in Philippine Islands

Anti-social behavior was directly related to a gang war.

Subject had been in the United States for 1-1/2 years, was a member of the Aswang gang. He had looked for a job twice without success, started making clothing for other gang members "for a few bucks to spend."

Subject had training in the Philippines as a draftsman and completed private high school there, but he had never worked as a draftsman in the Philippines.

Subject's tested grade level was 7.5 with an intelligence quotient of 109.

Subject stated that he "knows nothing about American schools," but that to get a job in America you have to have experience in your trade.

CASE NO. 27

Present Age: 24

Race: Caucasian

Commitment: Life

Present Offense: Robbery I

Age Committed for Present Offense: 23

Age at Which First Arrested: 14

Prior Arrests from First to Present: Marijuana
Hit run
Trespassing
Unlicensed driver
False information for
driver's license
Drunk driving
No license
No license
Possession of LSD
Sale of drugs
Robbery
Robbery

Mother: Divorced, Technician for hospital

Father: Engineer Highway

Sisters: 8, all employed

Subject unmarried: Has 1 child

Subject had a verified heroin habit of \$150.00 per day. His last 5 arrests were related to this heroin habit.

Subject had not held a job longer than 3 months.

Subject quit school in the 11th grade; tested grade was 7.6;
intelligence quotient was 95, considered average by counselors.

Subject stated that his continuation school had a placement

service, so he could have had a job "any time" he wanted one.

He suggested that "Schools should let students smoke and have long hair."

CASE NO. 28

Present Age: 30

Race: Caucasian

Commitment: Life

Present Offense: Murder I

Age Committed for Present Offense: 29

No Prior Arrest Record. No juvenile record.

Mother - Real Estate Sales

Father - Colonel Army Retired/Real Estate Broker

No brothers and sisters

Wife - deceased (victim)

Children: 3 - custody given to brother-in-law

Subject's report documented employment as a computer operation manager. Subject had no record of drugs or alcohol. Subject was a high school graduate and attended college until his junior year. He tested at grade 13.6; Intelligence Quotient 132. Considered extremely bright by counselors.

Subject suggested the following changes be made in the present educational system:

1. No forced or social promotion
2. Promotion based on tests
3. Vocational education should be supported by lobbying; thus the types of jobs and number of people graduated would coincide.

CASE NO. 29

Present Age: 18

Race: Mexican-Indian

Commitment: Life

Present Offense: Robbery I

Age Committed for Present Offense: 18

Age at Which First Arrested: 12

Prior Arrests from First to Present: Breaking and entering
Resisting arrest
Stealing auto
Drugs
Attempted murder

Mother - Welfare recipient

Father - Disabled

Brothers - One in county jail
One unemployed
Two employed

Subject claimed one child residing with his parents at the time of this study.

Subject had no record of gang membership or habitual use of drugs. Anti-social behavior apparently related to either economic gain or loss of temper.

Subject reported that he was employed on the night shift during high school and, after quitting school, as a gardener. He got a job as an electrician's helper because it paid more money. He was happy with the job and felt it would be his life's work, but he was laid off when he got arrested. Employer reported that subject was a good

worker, but could not read. Subject reported that he was now attending school and intended to go into social work when he was released. "Social workers can't get fired, and they don't have to do much work, just talk to people and things."

Subject quit school while in the 10th grade. His measured grade level was 3.0; Intelligence Quotient 116. Counselors considered him average in intelligence.

Subject suggested that schools should not have people who have used drugs or "dropped out" come in to talk to the classes. If someone "can use drugs and quit," then anybody else could, too; if someone else "dropped out and is now doing O.K.," then anybody else could do the same.

CASE NO. 30

Present Age: 21

Race: Afro-American

Commitment: Life

Present Offense: Robbery, assault with deadly weapon

Age Committed for Present Offense: 18

Age at Which First Arrested: 9

Prior Arrests from First to Present: Runaway
Incorrigible
Burglaries
Assault
Firearm possession

Mother - Housewife

Father - Truck driver

Sisters - 3, 1 unemployed
2 in school

Grandmother resides in home

Wife:

Subject reported that this writer would find a discrepancy to what he had said in the Interview and the Institution Records: "I never gave them any information about my family 'cause that is where they will look for me next time." He reported not wanting visitors while incarcerated because that gave the police a place to look for him after he "got out." Records verified only two visits, both by the girl he married while in the Institution.

Subject stated that he worked part time while still in high school

as a carpenter. Records verified work as a construction laborer for three weeks. When asked about his occupation he stated, "I cut and shoot." When asked to explain, he answered, "I take what I want and I cut them up or shoot them if they try to stop me." Subject's institution record verified that he has had 57 write-ups for unacceptable conduct in the past three years. Subject stated that he did not need to work "to get by," that he did not want a job: "Just not interested."

Subject had taken wood and metal shop before dropping out of school in the tenth grade. He attempted employment through the Job Corps, but was asked to leave because of fighting.

Subject tested at grade 5.4 and had an Intelligence Quotient of 107. Counselors considered him normal in intelligence with violent tendencies.

CASE NO. 31

Present Age: 23

Race: Mexican-American

Commitment: Life

Present Offense: Crime against nature

Age Committed for Present Offense: 22

Age at Which First Arrested: 14

Prior Arrests from First to Present: Curfew violation
Robbery
Stolen property
Traffic warnings
Selling heroin
Selling drugs

Mother: Welfare recipient

Father: unknown

Brother: unemployed

Sisters: 3 unemployed or in school

Common Law Wife - three children

Subject was a drug "runner" for the gang, the "New Family."

Anti-social behavior was due to gang rivalry while he was in county jail.

Subject's occupation was an iron worker; he had been solicited by the union as a minority member. He had not finished his apprenticeship. Had worked approximately six weeks for two different employers. Subject stated that he could be released from the institution without a job, but he could not get a job with the union without

"sitting on the bench at the union hall, waiting for a call. "

Subject quit school while in the eighth grade. Tested grade level was 5. 1. Intelligence Quotient of 91. Counselors considered him of average intelligence.

He suggested that the schools hire teachers of the minority races only since "there are too many white teachers that don't understand the problems" faced by minorities.

CASE NO. 32

Present Age: 21

Race: Caucasian

Commitment: Life

Present Offense: Murder I

Age Committed for Present Offense: 19

Age at Which First Arrested: 15

Prior Arrests from First to Present: Car theft
Drunk in public

Mother - divorced, remarried 2 times

Father - labor, deceased

Brothers, 2 each salesman and general labor

Sisters: 3 each unemployed/housewives

Wife: Presently divorced, some chance of reconciliation/on welfare

Children: 1 living, 1 deceased

Subject was unemployed at the time of the crime, having been recently discharged from the army. Admitted being an alcoholic and was a member of Alcoholics Anonymous; he was on reds and alcohol at the time of crime. He blamed his anti-social behavior on his mental condition, which he in turn blamed on his recent return from Viet Nam. Subject's arrest record was minimal, and he had been employed continuously through high school. He had an Honorable Discharge with only one minor incident reported in the Army. He completed the 11th grade, passed a G. E. D. test while in the service,

and tested at grade 11.3. His intelligence quotient was 106. He was considered average in intelligence by counselors. He had attended Vocational Air Mechanics School, Vocational Drafting and college while in Deuel, but had dropped out of each program because of lack of interest. Subject was then assigned to Furniture shop, where he was head man in the wood area.

Subject felt all high school students should have counseling "about how to apply for jobs and how to look for jobs." Also that all students should be taught responsibility to themselves and to their families.

CASE NO. 33

Present Age: 27

Race: Caucasian

Commitment: 10 years

Present Offense: Manslaughter

Age at Commitment for Present Offense: 22

Age at Which First Arrested: 17

Prior Arrests from First to Present: Possession of stolen property
Auto theft
Property theft
Auto theft

Mother - unemployed, housewife

Stepfather - carpenter, unemployed (Father deceased)

Brothers - 1 employed as a draftsman

Wife - single

Subject claimed to have had vast experience in electronics, which was in part verified by records jacket, but he was unemployed at time of arrest. Subject's main source of income was through the sale of "soft drugs," drugs not including heroin. Subject had been in and out of institutions since the age of 17. He claimed his anti-social behavior was related only to drugs, but he was reassigned to lock-up two days after the interview for starting a fight that ended in a minor stabbing. Subject was transferred from Oregon State Penitentiary to Deuel because of behavior problems.

Subject graduated from Preston School for Boys. Tested grade

level was 11.8. Intelligence quotient was 124. He was considered exceptionally bright by counselors. He was enrolled in vocational education programs.

Subject's suggestions for changing the school were as follows:

1. Teach history of all countries, including communism.
2. Start math and science in first grade.
3. Allow students to follow their own direction - "if all they want to do is read, let them read."
4. The technical courses were good.
5. The union and school should work together: the school training and the union employing.
6. Guarantee employment through the unions or on school jobs; i. e. , fixing up houses for poor.

CASE NO. 34

Present Age: 19

Race: Mexican-American

Commitment: Life

Present Offense: Murder I

Age Committed for Present Offense: 19

Age at Which First Arrested: 12

Prior Arrests from First to Present: Runaway
Disturbing the peace
Runaway
Burglary
Drunk in public

Mother - Welfare recipient

Father - Unknown

Brothers: two, both in school with arrest records.

Wife - married at the age of 17 - has two children.

Subject stated that he was employed at time of arrest.

Records indicated that the only job held was to satisfy the Youth Authority; subject had worked two and a half weeks and quit. When asked about source of income he stated that there was always some, "loose change lying around." When asked to explain, he answered that his wife got money from the State, that friends would always loan him some money, that someone in the gang always had "bucks for wine."

Subject admitted regular "chipping" and constant use of reds, occasional use of marijuana. Source of subject's income beyond what was reported could not be identified.

School records indicated that subject was a "cutter." This was verified by the principal. Teacher stated that subject was no problem in classroom. "He just sat there, didn't talk, didn't do anything."

CASE NO. 35

Present Age: 30

Race: Caucasian

Commitment: Five years plus forty months for escape

Present Offenses: Burglary II
Possession of firearm

Age Committed for Present Offense: 28

Age at Which First Arrested: 16

Prior Arrests from First to Present: Traffic warrant
Grand theft
Drunk driving
Assault
Drugs - heroin
Robbery
Drunk in public
Traffic warrant
Plus 15 other offenses
Attempted escape (Deuel, 1971)

Mother - Divorced, remarried six different times, and unemployed.

Father - Divorced, not remarried, executive for Boy Scouts of

America, income estimated around 12,000 dollars per year.

Subject had six half brothers and sisters:

Two brothers are employed.

One brother in correctional institution.

Three sisters are married - no record of employment.

Subject was married and divorced, had two children by first marriage; also claimed a Common Law Wife and two children, but records verified only one child by Common Law Wife.

Subject stated that he enjoyed his work. In fact, at one time

he had moved a complete assembly line from an old building to a newly constructed one. Records verified employment as maintenance mechanic and past truck driver.

Section II. Comparison of Inmate Responses to the Normal Population

The second section of the Presentation of Data is a comparison of the data from the group considered the normal population as presented by Worker Adjustment Problems of Youth in Transition from High School to Work, as compared to Deuel Vocational Institution inmates' responses to similar questions. Section II is in two parts as groups of questions were categorized together. The second section consists of General Characteristics and Transition from High School to Full Time Employment.

Part I. General Characteristics

A percentage comparison of general characteristics of the two groups was made. The general characters compared were age, race, marital status, place of residence, education and annual income. This comparison was made to show the differences and similarities of the two populations.

Table I-1 shows that there was a similarity in the ages of the groups. The average age of the normal population was 23 with the average age of the inmate group 22.3.

Table I-1
Comparison of Average Age

Normal Population	Inmate Population
Average Age 23	23.3

A difference in the two groups as identified in Table I-2 was the difference between white and non-white: 7.5% of the normal population was non-white, as compared to 47.3% of the inmate population.

Table I-2
Comparison by Race

	Normal Population	Inmate Population
White	92.5	52.7
Non-White	7.5	47.3
TOTAL	100.0	100.0

Table I-3 indicates that there was a difference in the marital status between the two populations. The normal population consisted of 39.5 percent singles, while the inmate population of non-married's was 57.1 percent. This difference could perhaps be attributed to the number of common law relationships mentioned in the inmates' records; or, because of the length of time incarcerated, the inmates' lack of any outside, normal social contact. The number of married convicts was 25.7 percent, while the normal population shows 62.1 percent. The percentage of inmate divorces was 17.1 as compared to 1.2 percent divorced normals.

Table I-3
Comparison of Marital Status

	Normal Population	Inmate Population
Single	35.5	57.1
Married	62.1	25.7
Divorced	1.2	17.1
TOTAL	98.8	99.9

In comparison of Place of Residence, as shown in Table I-4, 45.7 percent of the inmate population lived with their parents, compared to 28.9 percent of the normal population. The inmate population living with their spouses was 14.3 percent; the normal population was 60.3 percent. The percentage of inmates living alone was 14.3 percent, whereas the normal population percentage was 3.8. The inmate population living with relatives and friends was 8.6 percent for each category, while the normal population was 1.6 percent with relatives and 3.4 percent with friends. These data reflect the marital divorced status of the inmates.

Table I-4
Comparison of Residence

	Normal Population	Inmate Population
Spouse	60.3	14.3
Parents	28.9	45.7
Relatives	1.6	8.6
Friends	3.4	8.6
Alone	3.8	14.3
Other	2.0	8.6
TOTAL	100.0	100.0

A comparison of the education completed by the inmate and the normal population was supported by the related literature in that 37 percent of the inmate population had not graduated from high school, compared to 12.4 percent of the normal population. In the normal population, 30.5 percent had completed from 1 to 3 years of college and 8.1 percent had Baccalaureate degrees, while only 5.7 percent of the inmates had attended college. The normal population showed a 15.1 percent involvement in post high school programs, while the inmate population was only 11.5 percent involvement. These data were surprising, in view of the fact that the inmate population had, while incarcerated, both college and post high school, business and technical programs available.

Table I-5
Comparison of Education

	Normal Population	Inmate Population
Less than 8 years	1.3	2.9
Grade school graduate, 8 years	1.6	2.9
Some high school, 1-3 years	9.5	31.4
High school graduate	33.6	45.6
Some post high school, technical or business	6.2	2.9
Completed post high school, technical or business	8.9	8.6
Some college, 1-3 years	30.5	5.7
College graduate	8.1	0.0
TOTAL	99.7	100.0

The most interesting comparison was in terms of annual income, as shown in Table I-6. The inmate population had 11.4, 22.9, and 17.1 percent of their income in the 8,000 to 8,999 dollar, 9,000 to 9,999 dollar, and 10,000 dollar or over annual income bracket, respectively, while the normal population showed only 17 percent above the 8,000 dollar per year bracket. The inmate population showed 20 percent of their earnings as less than 4,000 dollars annually, compared to 10.8 percent of the normal population. The writer did find that the larger income of the inmate population could not be documented by the Internal Revenue Service. But the records jackets on several inmates revealed the following: one subject was in possession of three new Cadillac automobiles at time of arrest; several subjects were supporting heroin habits estimated by the counselors at over \$150.00 per day; one subject was in possession of stolen jewelry valued at over \$2,000.00 dollars at time of arrest. The income report was evidently accurate in showing the younger, less experienced inmate at the lower income bracket and the older, more experienced inmate obtaining an average yearly income that was far above that of the normal population.

Table I-6
Comparison of Income

	Normal Population	Inmate Population
\$ 3,000 or less	3.9	8.6
\$ 3,000-3,999	6.9	11.4
\$ 4,000-4,999	10.6	2.9
\$ 5,000-5,999	17.4	5.7
\$ 6,000-6,999	22.4	14.3
\$ 7,000-7,999	19.6	5.7
\$ 8,000-8,999	7.3	11.4
\$ 9,000-9,999	4.7	22.9
\$10,000 or over	5.0	17.1
TOTAL	97.8	100.0

Part II. Transition from High School to Full Time Employment

Part II compared the normal population to the inmate population in relation to the transition of youth from a student status to a full time worker status. Part II explored educational status, linkage between school and work, and job seeking behavior.

The first comparison in this section as shown by Table II-1 is the percentage of workers classified according to the educational attainment of their parents. Percentages of mother and father with less than a high school education are similar - 42.1 percent for father, 34.21 percent for mother of the normal population and 40.3 percent for father, 31.4 percent for mother of the inmate population.

There was a difference in the high school or-beyond category, with 51.5 percent of the normal population fathers and 61.6 percent of the mothers accounted for here. Fathers of the inmate population graduating from high school or having more than a high school education totaled only 22.8 percent; mothers 31.4 percent. There was also a great deal of difference apparent in the no response column: the percentage of normal population not responding was less than 7.0 percent, whereas the no response percentage for the inmate population was over 36. The writer was informed in the interview by a major portion of the inmates that they never talked about their parents' education at home.

Table II-1
The Percentage of Workers Classified According to
the Educational Attainment of Their Parents

	Some H. S. or Less	Graduated From H. S.	More Than High School	No Response	Total
Inmate Pop. Father	40.3	17.1	5.2	36.9	100.0
Normal Pop. Father	42.1	29.0	22.5	6.2	99.8
Inmate Pop. Mother	31.4	25.7	5.7	37.2	100.0
Normal Pop. Mother	34.2	42.8	18.8	4.0	99.8

In Table II-2, the answers to the question "What was the most important reason why you decided to end your education when you did?" are broken down into three categories: reasons beyond the individual's control, lack of motivation, and lack of response. The comparison in the area of Beyond the Individual's Control were approximately the same for both groups--37.8 for the normal population and 34.3 for the inmate population. Whereas 57.1 percent of the inmate population selected answers involving "lack of motivation," this area accounted for only 36.4 percent of the normal population responses. The largest difference was in the No Response category, with a 25.7 showing from the normal population and only 8.6 from the inmate population. The inmates interviewed often answered that they were expelled and so could not go back to school, which could account for the 8.6 response in the No Response category.

Table II-2
Percentage of Workers Classified According to the Reasons They Cited for Terminating Their Education

	Normal Population	Inmate Population
BEYOND INDIVIDUAL'S CONTROL		
Had to work	11.5	11.4
Couldn't afford it	14.5	11.4
Lack of ability	3.1	2.9
Military Service	<u>8.7</u>	<u>8.6</u>
TOTAL	37.8	34.3
LACK OF MOTIVATION		
Wanted to work	15.1	14.3
Disliked School	14.9	25.7
No particular reason	<u>6.4</u>	<u>17.1</u>
TOTAL	36.4	57.1
NO RESPONSE	<u>25.7</u>	<u>8.6</u>
OVER-ALL TOTAL	99.9	100.0

In order to make the transition from school to work the individual must seek gainful employment. In answer to the question "How long after leaving school did you start looking for a full time job?" 25.7 percent of the inmate population responded in the miscellaneous category, compared to 15.9 percent of the normal population (see Table II-3). A major portion of this 25.7 percent of the inmate population were incarcerated prior to leaving school. Only three cases stated that they did not want a job. It is interesting to note that all inmates claimed to have looked in some way for a job. The difference between the normal population having been promised a job upon leaving school--5.8 percent, compared to 22.9 percent of the inmates--is probably due to the number of Youth Authority parolies meeting parole requirements.

Table II-3
Percentage of Workers Classified According to the Length of Time
Prior to or After Leaving School That They Started Their Job Search

	Normal Population	Inmate Population
Started looking before leaving school	20.9	8.6
Promised a job before leaving school	5.8	22.9
Within a month after leaving school	12.0	14.3
Entered armed services	16.5	17.1
Miscellaneous	<u>15.9</u>	<u>25.7</u>
TOTAL	99.8	100.0

In Table II-4, the response to the question "Did you use your school education on your first job?" displayed a marked difference between the inmate population and the normal population, in that 65.7 percent of the inmate population responded "no," while the normal population response was only 45.9 percent, "no." The percentage of the inmate population not responding was 5.7 percent; this group seemed to feel they did not have enough education to answer.

Table II-4
Percent of Workers Classified According to Whether
They Used Their Education on a Job

	Normal Population	Inmate Population
Yes	52.2	28.6
No	45.9	65.7
No Response	1.9	5.7
TOTAL	100.0	100.0

Table II-5 is a composite of questions relating to the workers' orientation concerning personal aspects of work. The most obvious difference, as found by a 5 point scale response, was in opportunity for advancement. Twenty-two percent of the inmate population felt that there was less chance for advancement than in the normal population. The inmate groups also reported 10.5 percent higher in the negative aspects regarding a regular routine on their jobs. The inmates were either more neutral or 15.8 percent less positive about a feeling of service to others in relating to their employment. The inmate population and

the normal population were less than ten percent apart in the rest of the answers regarding the personal aspects of their jobs.

Table II-5
Percentage of Workers Classified According to Orientations
Concerning Personal Aspects of Their Work

	Normal Population			Inmate Population		
	+	0	-	+	0	-
Opportunity for advancement	45	36	18	25.7	38.6	40.0
More than filling a day	51	33	14	51.5	37.1	11.5
Self Respect	54	35	10	45.8	42.9	11.5
New and Interesting Experiences	55	20	23	57.1	28.6	14.3
Opportunity to use skills and abilities	44	29	25	40.9	28.6	25.7
Opportunity to use own ideas	32	26	38	25.7	28.6	40.0
Regular routine	48	32	18	42.9	25.7	28.5
Opportunity to tell others what to do	17	27	42	24.3	25.7	42.9
Purpose in life	33	39	22	31.5	34.3	28.6
Good working hours	58	28	14	40.1	37.1	22.8
A feeling of useful service to others	53	34	11	37.2	42.9	17.1

+ Positive high and very high evaluations

0 Neutral or average evaluation

- Negative low and very low evaluation

The percentage distribution in most cases does not total to 100 percent because the No Response answer is omitted.

Section III. Profile of the Inmate Population

In summarizing the inmate profiles as shown in Table III-1, the first and most revealing insight was that 82.9 percent had no vocational counseling and the same percentage reported no counseling of any type except that relating to what class they must take the next semester/trimester to meet graduation requirements. The only counseling these students received was by teachers in regard to school academic requirements. Of the 17.1 percent that did have vocational counseling 11.4 were directed into their first job by that counseling. Forty-eight percent of the group reported that they did not want advancement or more responsibility on their job contrasting with 80.0 percent that wanted to be a boss or foreman on that job. Over half of the group reported items showing dissatisfaction with their first job. They felt that it was not the right job for them, that their job was unimportant to the company and other places are better to work.

A major portion were realistic in their expectations about work with only two percent expecting jobs that they could not attain because of training or education requirements. The desire to be a truck driver was the most frequent job selected as a future goal. Race discrimination was prevalent (28 percent) in answer to why they were not placed at a higher job position when first hired.

An unrealistic percentage (80.0) stated that they would continue to work even if it was not financially necessary, with 40 percent stating that they would stay in their present occupation. This writer felt that, due to the unemployment record as shown by their records jacket, this answer was part of the inmates' desire to give the "right answer." Over 65 percent stated that leisure time activities were most important in their lives, with family relationships counting for 17.1 percent, and career or occupation only 5.7 percent. Most of the inmates were not married and reported spending a major portion of their time "hanging out," or "jiving" with their buddies.

A negative attitude towards work in general was indicated by 36.1 percent of respondents, who considered work as something for which "you are paid or have to do." A great number referred to work as "snapping," as in "I got to go snap for the man." Twenty-two percent reported to have liked the people for whom they worked, yet the indication was that they did not get along with co-workers. Over 34 percent reported that other workers were not kind or helpful, and 88 percent reported that other workers were hard to get to know. Most of the inmates (85 percent) reported that other workers acted friendly just to get the job done, and only 22 percent reported having anything in common with other workers.

The union presented a problem for both the young worker who could not get in the union and to the inmate who could not get out to

"sit on the bench," to get the job needed to apply for parole. Twenty-five percent agreed that the unions were good and 20 percent disagreed.

The family income appeared to be evenly split: 24 percent of the inmates' parental family earned less than 9,000 dollars per year, and 21 percent earned over 9,000 dollars per year. The writer felt that the 34 percent who did not report was an honest indication that there was little or no communication between the inmate and his parental family. Forty-five percent of the inmates lived with their parental family; a typical first juvenile crime in approximately 57 percent of the cases, however, was "runaway" or "beyond parental control," the youngest occurring at the age of nine. Large families were common within the inmate population, with 45 percent reporting four or more brothers and sisters; the records indicated one family with 14 siblings and no father.

The youth authority provided 14.3 percent of the inmates with their high school education, 35 percent not having finished high school before incarceration, and two percent having not graduated from elementary school.

The most common field of study in high school were general studies, accounting for 60 percent of the student population. Preparation for college involved another 23 percent, and vocational education, 17 percent. The inmates' recommendation for others would be

vocational training first, according to 40 percent of the respondents, followed by 34 percent suggesting academic preparation, and only five percent general education. If the inmates had a choice, 31 percent would go to college, 57 percent would go into a special skill training program and 11 percent would go to work.

Sixty-two percent of the inmates reported having had jobs during high school, but only 21 percent were employed at other than odd jobs--such as mowing lawns. Thirty-four percent of the inmates having had jobs reported that the job during high school interfered with their education. One case, however, worked 40 hours a week as a machinist trainee and finished high school in the top one-third of his class.

Table III-1
Percentage Profile of Inmate Population

-
1. Did you think that jobs for beginning workers were hard to get in the community where you live?
 1. (57.1) Yes
 2. (31.4%) No
 3. (0%) Don't know
 2. Did anyone at your high school tell you about the different kinds of jobs for which you might be qualified? (e.g., principal, counselor, etc.)
 1. (17.1%) Yes
 2. (82.9%) No

If Yes, who? (by title) - 4 each - Counselor, 1 each - Teacher, 1 each - Career Day.
 3. How long after leaving school did you start looking for a full time job?
 1. (8.6%) started looking before leaving school
 2. (22.9%) promised a job upon leaving school
 3. (11.4%) within a month after leaving school
 5. (17.1%) entered Armed Services after school - did not seek job until discharge
 6. (25.7%) other, specify - Most in youth authority camp, when graduation occurred.
 4. How did you find your first job?
 1. (31.4%) on my own
 2. (2.9%) through employment agency
 3. (5.7%) through newspaper ad
 4. (40.0%) personal contacts (i.e., friends, neighbors)
 5. (11.4%) teachers or guidance counselors
 6. (2.9%) family or relations
 7. (5.7%) don't remember
 8. (0%) Other, specify
 5. Why did you take that job?
 1. (5.7%) needed the money
 2. (62.9%) it was the best offer in terms of advancement
 3. (5.7%) knew people who worked there and they liked it
 4. (2.9%) only company that offered a halfway decent job
 5. (2.9%) only job offer received
 6. (2.9%) don't remember
 7. (17.1%) other, specify - Had to have job for parole

Table III-1 (Continued)

6. Why do you think you got the job?
 1. (8.6%) educational background was geared in that direction
 2. (14.3%) past work (part-time) experience
 3. (22.9%) personal recommendations
 4. (2.9%) school record
 5. (14.3%) personality
 6. (22.9%) no particular reason; a vacancy existed
 7. (14.3%) other, specify _____
7. Why did you leave your last full-time job?
Largest Number Employed Reported Arrest
8. What was the most important reason why you took that particular job?
 1. (2.9%) needed the money
 2. (51.4%) thought it was the best offer in terms of advancement
 3. (17.1%) knew people who worked here and liked it
 4. () only company that offered a halfway decent job
 5. () only job offer received
 6. (17.1%) work was the kind enjoyed
 7. (11.4%) other, specify _____
9. What was the most important reason why you think you got that job?
 1. (8.6%) educational background was geared in that direction
 2. (17.1%) past work (part-time) experience
 3. (17.1%) personal recommendations
 4. (17.1%) school record
 5. (8.6%) personality
 6. (25.7%) no particular reason; a vacancy existed
 7. (5.7%) other, specify _____
10. What is the title and principal duties of your last work?
Major portion had general labor type of job
11. What did you like most about your job? Various reasons
12. What did you dislike most about your job? One report of not liking job
13. Was there any other job in your company, paying about the same as your job that you would rather have had?
 1. (17.2%) yes (if "yes, " why?) Advancement/Easier Work
 2. (48.6%) no (if "no, " why not?) Too much work/responsibility
 3. (34.3%) don't know

Table III-1 (Continued)

14. Answer "yes," "no," or "D/K" (don't know) for each of the following questions.

	YES	NO	D/K
1. Was your job too monotonous?	25.7%	68.6%	5.7%
2. Were you doing as well in your job as you expected to?	82.9%	17.1%	0
3. Have you ever thought seriously about changing your job?	68.6%	25.7%	5.7%
4. Did you feel you could work at your own speed?	88.6%	11.4%	0
5. Was your work often frustrating?	34.3%	60.0%	5.7%
6. Did the firm give you sufficient training for the job you were doing?	45.7%	48.6%	5.7%
7. Were you satisfied with your earnings?	45.7%	54.3%	0
8. Would you have chosen another "boss" if you could?	25.8%	65.7%	8.6%
9. Did you think that the job you were in was the right sort of job for you?	48.6%	34.3%	17.1%
10. Did you have too many bosses?	17.1%	80.0%	2.9%

15. Each of the following statements is to be rated on the basis of the following numbers: 1 = very high;

2 = high; 3 = average; 4 = low; 5 = very low; and 6 = not applicable. Select the one number in each case which you think best describes how your job rates on each of the following characteristics.

DID YOUR JOB:

1. provide you with the opportunity for advancement or promotion?

1 = very high	2 = high	3 = average	4 = low	5 = very low	6 = N/A
11.4%	14.3%	28.6%	14.3%	8.6%	5.7%

2. more than merely keep you occupied by filling your day and giving you something to do?

1 = very high	2 = high	3 = average	4 = low	5 = very low	6 = N/A
22.9%	28.6%	37.1%	2.9%	8.6%	0

3. give you a feeling of self respect?

1 = very high	2 = high	3 = average	4 = low	5 = very low	6 = N/A
22.9%	22.9%	42.9%	8.6%	2.9%	0

4. provided you with new and interesting experiences?

1 = very high	2 = high	3 = average	4 = low	5 = very low	6 = N/A
25.7%	31.4%	28.6%	8.6%	.7%	0

5. enabled you to make a "good" living for yourself and your family?

1 = very high	2 = high	3 = average	4 = low	5 = very low	6 = N/A
8.6%	20.0%	31.4%	28.6%	11.4%	0

6. served as source of satisfaction because your family was proud that you had the job you did?

1 = very high	2 = high	3 = average	4 = low	5 = very low	6 = N/A
20.0%	20.0%	40.0%	8.6%	2.9%	8.6%

Table III-1 (Continued)

7. made use of your skills and abilities?						
1 = very high	2 = high	3 = average	4 = low	5 = very low	6 = N/A	
20.0%	20.0%	28.6%	17.1%	8.6%	5.7%	
8. gave you the chance to work with and be with people?						
1 = very high	2 = high	3 = average	4 = low	5 = very low	6 = N/A	
37.1%	11.4%	42.9%	219%	2.9%	2.9%	
9. provided you with enjoyment because you can use your own ideas?						
14.3%	11.4%	28.6%	22.9%	17.1%	5.7%	
10. provided a secure future for you and your family?						
1 = very high	2 = high	3 = average	4 = low	5 = very low	6 = N/A	
11.4%	14.3%	34.3%	14.3%	22.9%	2.9%	
11. made it possible for you to have influence in the community?						
1 = very high	2 = high	3 = average	4 = low	5 = very low	6 = N/A	
2.9%	11.4%	22.9%	17.1%	28.6%	17.1%	
12. demanded you follow a pretty regular routine on the job?						
1 = very high	2 = high	3 = average	4 = low	5 = very low	6 = N/A	
28.6%	14.3%	25.7%	17.1%	11.4%	2.9%	
13. gave you the chance to tell others on the job what to do?						
1 = very high	2 = high	3 = average	4 = low	5 = very low	6 = N/A	
2.9%	11.4%	25.7%	22.9%	20.0%	17.1%	
14. gave purpose to your life?						
1 = very high	2 = high	3 = average	4 = low	5 = very low	6 = N/A	
5.8%	25.7%	34.3%	14.3%	14.3%	5.7%	
15. gave you and your family the respect of others in community?						
1 = very high	2 = high	3 = average	4 =low	5 = very low	6 = N/A	
8.6%	5.7%	45.7%	14.3%	11.3%	14.3%	
16. provided you with "good" working hours?						
1 = very high	2 = high	3 = average	4 = low	5 = very low	6 = N/A	
2.9%	14.3%	22.9%	37.1%	11.4%	11.4%	
17. made it possible for you to be of service or useful to others?						
1 = very high	2 = high	3 = average	4 = low	5 = very low	6 = N/A	
14.3%	22.9%	42.9%	5.7%	11.4%	2.9%	

Table III-1 (Continued)

For the following questions, answer "yes, " "no, " or "don't know"

18. In the performance of your work, did you usually work alone?

yes no don't know

2.9% 28.6% 68.6%--In this question don't know means that some work was with other and some alone--around 50% each way

19. Did you have a boss on your job?

yes no don't know

2.9% 88.6% 8.6% -- Reflect attitude toward authority "The Boss wasn't a boss just a friend.

20. Did your boss have a boss?

yes no don't know

74.3% 20.0% 2.9%

21. Was there anyone over boss's boss?

yes no don't know

42.9% 37.1% 20.0%

22. Was there anyone over whom you were the boss?

yes no don't know

34.3% 60.0% 5.7%

23. Did you feel the rules that determined company policy were set up to consider the worker?

yes no don't know

40.0% 31.4% 5.7%

24. Did this company expect too much of the young people who worked for it?

yes no don't know

22.9% 31.4% 22.9%

25. Did you feel that you were told enough about what is going on in the firm to keep you informed?

yes no don't know

54.3% 40.0% 2.9%

26. How much influence did you and others like you have on the way the place where you worked was run?

1. (28.6%) a lot

2. (37.1%) some

3. (17.1%) very little

4. (17.1%) no reply

Table III-1 (Continued)

27. In your opinion, which one thing gives a person the best chance to advance--to get ahead--in that company?
1. (40.0%) the quality of his work
 2. (25.7%) his energy and willingness to work
 3. (14.3%) how long he had been with the company (seniority)
 4. (2.9%) how well he got along personally with the boss
 5. (14.3%) personal and educational qualifications
 6. (2.9%) other, specify _____
28. Was your job one of the more important jobs in the overall functioning of the company?
1. (42.6%) yes
 2. (48.6%) no
 3. (8.6%) don't know
29. Did you feel that your company did some things in ways that you see could be made more efficient?
1. (48.6%) yes
 2. (31.4%) no
 3. (20.0%) don't know
30. Did you ever offer them your suggestions?
1. (54.3%) yes
 2. (45.7%) no
31. For a person in your trade or occupation, do you think this company was about as good a place as there is to work, or do you think there are other places that are better?
1. (42.9%) this company is as good
 2. (40.0%) other places are better
 3. (17.1%) don't know
32. If you could start over, would you have gone into the same kind of work that you did?
1. (28.6%) yes
 2. (45.7%) no
 3. (25.7%) not sure
33. In the work you were doing, were you making less, more, or as much money as you expected to be making?
1. (42.9%) making less money than I expected
 2. (11.4%) making more money than I expected
 3. (45.7%) making about as much money as I expected

Table III-1 (Continued)

34. When you first started working, did you expect to be placed at a higher job level than the one you were placed at?
1. (11.4%) yes - why would you say you weren't? Racial discrimination was the most common answer
 2. (88.6%) no
35. What job would you like to have five years from now?
- Each differently - truck driver was the most prevalent
36. How important is it to you to get this job?
1. (14.3%) very important
 2. (51.4%) important
 3. (14.3%) somewhat important
 4. (11.4%) unimportant
 5. (8.6%) very unimportant
37. What job do you really think you will have five years from now?
- Most were realistic answers, only 2% were not realistic
38. If replies to questions #32 and #34 are different (if they are the same, go on to question #39)
If the job you really think you will get is different from the one you would like to get, what are the most important factors which you feel are responsible for this difference? Indicate the most important as 1 and second most important as 2.
1. not qualified because of inadequate education, training or experience
First choice = (31.4%) Second choice = (74.3%)
 2. health; do not have the physical qualifications
First choice = (0%) Second choice = (2.9%)
 3. racial discrimination
First choice = (28.6%) Second choice = (2.9%)
 4. economic reasons: not enough money to start own business
First choice = (11.4%) Second choice = (2.9%)
 5. family responsibilities: can't leave to seek employment elsewhere
First choice = (0) Second choice = (0)
 6. no opportunity in this city: no openings available, etc.
First choice = (8.6%) Second choice = (2.9%)
 7. afraid to leave security of present occupation, afraid of new occupation
First choice = (0) Second choice = (0)

8. too much invested in present occupation, have gotten special training for it, etc.
First choice = (0) Second choice = (2.4%)
9. too young
First choice = (0) Second choice = (5.7%)
10. other, specify - Prison Record
11. does not apply
First choice = (8.6%) Second choice = (2.9%)
39. Would you like to have a job in which you are responsible for other people's work, in addition to your own (e. g., foreman, manager, etc.)? If answer is (3) skip to question #40.
1. (80.0%) yes
2. (14.3%) no
3. (5.7%) does not apply, already does
- Would you say that the chances are good, or not so good, that you will some day be offered such a job?
1. (68.6%) good
2. (20.0%) not so good
3. (11.4%) does not apply
40. In general, how do you feel about working?
1. (40.0%) loved working
2. (54.3%) enjoyed it some of the time
3. (5.7%) had to do it, doesn't really feel anything, one way or another
4. (0) found it unpleasant
5. (0) hated working
41. Let us imagine you inherited enough money to make a good living (live comfortably) without working. Do you think you would work anyway? (If no or don't know, skip to question #42)
1. (80.0%) yes
2. (11.4%) no
3. (8.6%) don't know
- If yes, what is the most important reason you would continue working? To keep active was the most frequent answer.
- Would you keep your present occupation or get another?
1. (40.0%) keep it
2. (28.6%) get another
3. (14.3) don't know
4. (17.1%) does not apply

Table III-1 (Continued)

42. Let us imagine that you have been offered two jobs. For each of the following pairs, choose either "1" or "2" as that which is more important to you in deciding between jobs, other things being equal. Circle response.
- A. Job Offering:
- | | |
|--|--|
| 1. good pay (40%) | 2. work you like (60%) |
| 1. good pay (51.4%) | 2. opportunity for advancement (48.6%) |
| 1. good pay (54.3%) | 2. security (45.7%) |
| 1. work you like (71.4%) | 2. opportunity for advancement (28.6%) |
| 1. work you like (68.5%) | 2. security (31.4%) |
| 1. opportunity for advancement (62.9%) | 2. security (37.1%) |
43. Would you wish to get together with others to discuss the job and how to improve the quality of work?
1. (91.5%) yes
2. (8.6%) no
- Have you ever tried that?
1. (60.0%) yes
2. (40.0%) no
44. Which number below will best apply? Which one thing do you feel gives a person the best chance to advance to get ahead, where he works?
1. (5.7%) the quality of his work
2. (54.3%) his energy and willingness to work
3. (22.4%) how long he has been with the company (seniority)
4. (5.7%) how well he gets along personally with the boss
5. (5.7%) good luck
6. (5.7%) other, specify _____
45. Mark "1" for most important and "2" for next most important. Which of the following do you consider most important in your life? The next most important?
1. (5.7%) your career or occupation
2. (17.1%) family relationships
3. (65.7%) leisure time recreational activities
4. (8.6%) religious beliefs or activities
5. (2.9%) other, specify _____
46. What do you think is the most important difference between work and other activities?
1. (2.9%) work is not enjoyed, not liked

Table III-1 (Continued)

2. (14.3%) work is effort, physical or mental
 3. (25.7%) work is something for which you are paid
 4. (11.4%) work is required, something you have to do
 5. (37.1%) work is something productive, a contribution
 6. (8.6%) work is scheduled and done regularly
47. How often do you do things in your work that you wouldn't do if you didn't have to?
1. (22.9%) frequently
 2. (45.7%) occasionally
 3. (22.9%) rarely
 4. (8.6%) never
48. Do you consider yourself to be a better worker than most of the others there?
1. (45.7%) yes
 2. (54.3%) no
49. If you were offered a job similar to the one you had with the same pay but with more responsibilities, would you accept it?
1. (63.9%) yes, why? Challenge/Eventually pay would come
 2. (37.1%) no, why not? No pay/no work
50. If you were offered a higher paying job which involved more responsibilities, would you accept it?
1. (91.5%) yes
 2. (8.6%) no
51. When a worker does something extra for the boss, is he usually (Read alternatives)
1. (11.5%) trying to show up the rest of the workers
 2. (37.1%) looking for special privileges
 3. (48.6%) trying to help the company
 4. (2.9%) making it rough on the rest who don't help
52. In your past job, were you willing to accept duties beyond those that were required of you?
1. (85.8%) yes
 2. (14.3%) no
53. When you make a mistake in your work, what do you do? (Read alternatives)
1. (2.9%) tell your boss
 2. (22.9%) forget about it
 3. (37.1%) try to figure out how to correct it by yourself
 4. (37.1%) get someone to help you straighten out the problem

Table III-1 (Continued)

54. How often are you late for work?
1. (11.4%) frequently
 2. (11.4%) occasionally
 3. (62.9%) rarely
 4. (14.3%) never
55. Do you generally take off days when you don't feel like working?
1. (22.9%) yes
 2. (77.1%) no
56. On the average, about how many days per month are you absent from your job?
1. (54.3%) 1 day or less per month
 2. (17.1%) 2 days per month
 3. (2.9%) 3 days per month
 4. (2.9%) 4 days per month
 5. (2.9%) 5 days per month
 6. (20.0%) never.
57. To what extent do you consider yourself to be a responsible worker? Read alternatives.
1. (2.9%) very high
 2. (34.3%) high
 3. (38.6%) average
 4. (34.3%) low
 5. (0) very low
58. Did you really know what it would be like to work eight hours a day, five days a week when you first started working?
1. (42.8%) yes
 2. (57.1%) no
59. To what extent did you know what your job would require in terms of accuracy, neatness, being on time, etc., when you took your first job? Read alternatives.
1. (20.0%) very high
 2. (31.4%) high
 3. (28.6%) average
 4. (8.6%) low
 5. (11.4%) very low
60. How many days did it take you to learn the skills and to "catch on" to the things you needed to know about all parts of your job? (14.3%) = 0 days; (14.3%) = 3 days; (14.3%) = 5

Table III-1 (Continued)

Did you really know what you were required to do?

1. (88.6%) yes

2. (11.4%) no

61. What would you say is the most difficult thing you had to learn in order to do your job well?

Various answers. Most common was learn terminology

62. Were there things asked of you on your job that are just impossible for you to do?

1. (88.6%) no

2. (11.4%) yes, specify Work faster/do a 2 man job/find a part that was missing

63. How often did you get mad and lose your temper when the boss criticized your work?

1. (8.6%) frequently

2. (8.6%) occasionally

3. (25.7%) rarely

4. (57.1%) never

64. At the present time, what kinds of training would help you to get a better job? Most stated training in a vocational program or education

65. Here are some descriptions that can apply to "the boss." I will read through the list and you indicate those which apply or do not apply to your past boss (that is, the person you thought of as most directly in charge of your work).

1. fair	(25.7%) no	(74.3%) yes	
2. strict	(85.7%) no	(14.3%) yes	
3. expects too much		No (97.1%)	Yes (2.9%)
4. knows his job		(22.9%)	(77.1%)
5. listens to what you had to say		(40.0%)	(60.0%)
6. nagging		(91.4%)	(8.6%)
7. too old		(97.1%)	(2.9%)
8. breathes down your neck		(88.6%)	(11.4%)
9. praises you when you do well		(68.6%)	(31.4%)
10. explains things clearly		(45.7%)	(54.3%)
11. stands up for us		(65.3%)	(34.3%)
12. has favorites		(82.9%)	(17.1%)
13. treats you like a human being		(28.6%)	(71.4%)
14. you never know where you are with him/her		(91.4%)	(8.6%)
15. listens to others because they have been there longer		(82.9%)	(17.1%)

Table III-1 (Continued)

66. If you felt your boss was being unfair to you, would you - (read the alternatives)		
1. (11.4%) complain to "higher-ups"		
2. (2.9%) suffer in silence		
3. (2.9%) quit		
4. (77.1%) tell him about it in private		
5. (5.7%) get the support of co-workers and speak to the boss as a group		
67. In general, do you like or dislike the people for whom you worked?		
1. (91.4%) like		
2. (8.6%) dislike		
68. At first did you (check all that apply)		
	No	Yes
1. find the other workers very kind and eager to help	(34.3%)	(65.7%)
2. find the other workers likely to play tricks on you	(91.4%)	(8.6%)
3. find the other workers hard to get to know	(88.6%)	(11.4%)
4. find the other workers pleasant but distant	(85.7%)	(14.3%)
5. know most of your fellow workers as friends	(74.3%)	(25.7%)
6. associate with the others	(57.1%)	(42.9%)
7. act friendly just to get the job done	(80.0%)	(20.0%)
8. have many things in common with the other workers	(62.9%)	(37.1%)
69. When you left, did you -		
1. find the other workers very kind and eager to help	(60.0%)	(40.0%)
2. find the other workers likely to play tricks on you	(94.3%)	(5.7%)
3. find the other workers hard to get to know	(88.6%)	(11.4%)
4. find the other workers pleasant but distant	(88.6%)	(11.4%)
5. know most of your fellow workers as friends	(62.9%)	(37.1%)
6. associate with the others	(71.4%)	(28.6%)
7. act friendly just to get the job done	(85.7%)	(14.3%)
8. have many things in common with the other workers	(77.1%)	(22.9%)
70. Did you make any new close friends at your job?		
1. (65.7%) yes		
2. (34.3%) no		
71. If you saw something that should be done (that some other forgot to do), would you -		
1. do it	(28.6%)	(71.4%)
2. ignore it	(97.1%)	(2.9%)
3. tell the boss that it needs to be done	(100.0%)	(0)

Table III-1 (Continued)

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Table III-1 (Continued)		No	Yes	
4.	tell the worker responsible	(60.0%)	(40.0%)	
5.	report the worker to the boss	(100%)	(0)	
72.	Did you find it hard to work with older workers?			
1.	(11.4%) yes			
2.	(85.7%) no			
3.	(2.9%) don't know			
73.	Were you a member of a union?			
1.	(31.4%) yes			
2.	(68.6%) no			
74.	If yes, did you participate in your union?			
1.	(71.4%) yes			
2.	(28.6%) no			
75.	Unions play a significant role not only in bettering conditions for a certain group of people but also in contributing to the welfare of the society as a whole.			
1.	(25.7%) agree			
2.	(54.3%) don't know			
3.	(20.0%) disagree			
76.	What is your marital status?			
1.	(57.1%) single			
2.	(25.7%) married			
3.	(0) separated			
4.	(17.1%) divorced			
5.	(0) widowed			
	At what age did you marry? 17 yrs-(2.9%), 18 yrs-(14.3%), 19 yrs-(20%), 20 yrs. - (2.9%), 21 yrs. - (2.9%), 23 yrs. - (2.9%)			
77.	How many children do you have? 1 - (20%), 2 - (17.1%), 3 - (2.9%), 4 - (8.6%)			
78.	What was the last year of schooling completed by your father? By your mother? By you?			
	Father	Mother	You	
1.	Less than 7 years of school	(8.6%)	(8.6%)	()
2.	Finished 8 grades or graduated from elementary school	(5.7%)	(5.7%)	(2.9%)
3.	Graduated from junior high school	(2.9%)	(5.7%)	(2.9%)
4.	Some high school	(2.9%)	(11.4%)	(31.4%)
5.	Graduated from high school	(20.0%)	(25.7%)	(25.7%)
6.	Some post high school business or technical school	(17.1%)	(2.9%)	(2.9%)

	Father	Mother	You
7. Completed post high school business or technical school	(0)	(2.9%)	()
	(0)	(2.9%)	()
8. Some college or university	(2.9%)	(5.7%)	(17.1%)
9. Graduated from college or university	(5.7%)	()	()
10. Some graduate or professional training ()	()	()	(8.6%)
11. Completed graduate or professional training	(2.98)	(8.6%)	(5.7%)
12. Don't know	(31.4%)	(22.9%)	(2.9%)
79. What is the usual occupation of the head of the household in your parental family, what is the job called, what kind of business or industry does he work in and what does he do? (for example, carpenter, sales clerk, owner and president of a large grocery chain of 15 stores).			
80. What do you estimate as the present income of the head of the household in your parental family? (hand respondent card #7)			
1. (17.1%) less than \$3,000			
2. (2.9%) 3,000 to 4,999			
3. (2.9%) 5,000 to 6,999			
4. (11.4%) 7,000 to 8,999			
5. (11.4%) 9,000 to 10,999			
6. (5.7%) 11,000 to 12,999			
7. (5.7%) 13,000 to 14,999			
8. (8.6%) over \$15,000			
9. (34.3%) I have no idea, refused			
81. How many brothers and sisters (half or full) do you have?			
1. (17.1%) 1			
2. (20.0%) 2			
3. (11.4%) 3			
4. (45.7%) 4 or more			
5. (5.7%) none			
If brothers are full-time workers, what are their usual occupations, that is what is the job called - business or industry?			
1. 2 reported in professional status			
2. all the others are semi-skilled or labor			
82. With whom did you make your home?			
1. (45.7%) parents			
2. (8.6) relatives			

Table III-1 (Continued)

3. (8.6%) friend
 4. (14.3%) spouse
 5. (14.3%) spouse and relatives
 6. (8.6%) alone
 7. () specify
84. Considering everything, how satisfied would you say you are with this community as a place to live?
1. (14.3%) very satisfied
 2. (40.0%) satisfied
 3. (31.4%) neither satisfied nor dissatisfied
 4. (5.7%) dissatisfied
 5. (8.6%) very dissatisfied
85. Did you go to school in this community?
1. (85.7%) yes
 2. (14.3%) no
 3. () other, specify Youth Authority
86. What was your major course of study when you were in high school?
1. (22.8%) academic (college preparatory)
 2. (60.0%) general
 3. (17.1%) vocational
87. Do you use this training on your present job?
1. (34.3%) yes
 2. (65.7%) no
88. If someone was planning to eventually pursue the same job you have, and he was just entering high school, would you suggest that he enter the same major course of study that you did?
1. (42.8%) yes
 2. (57.1%) no
- If no, which would you suggest?
1. (34.3%) academic
 2. (5.7%) general
 3. (40.0%) vocational
 4. (20.0%) does not apply

Table III-1 (Continued)

89. How well did you do in high school? That is, would you say you were in the -
1. (14.3%) top quarter
 2. (34.3%) second quarter
 3. (31.4%) third quarter or
 4. (20.0%) bottom quarter of your class?
90. What kinds of jobs do your two closest high school friends have? Closest friend - major portion were in trades Other friend - outside the law
- Considering your job, would you say it is better than, equal to, or not as good as those your friends have taken?
1. (37.1%) better than
 2. (48.6%) equal to
 3. (14.3%) not as good as
91. If these are no longer your two closest friends, what do your two present closest friends do?
1. (82.9%) does not apply
 2. (5.7%) one is still a close friend
 3. (11.4%) present friend or friends
92. What was the most important reason why you decided to end your education when you did?
1. (11.4%) had to work
 2. (14.3%) wanted to work
 3. (11.4%) couldn't afford college
 4. (2.9%) lack of ability
 5. (25.7%) disliked school
 6. (8.6%) military service
 7. (17.1) no particular reason
 8. (other), specify _____
93. If you had a choice what would you do?
1. (31.4%) go to college
 2. (5.7%) work somewhere else
 3. (57.1%) go into a special skill training program
 4. (5.7%) other, specify Back to same job
94. During your last year of school, did you hold a full or part-time job that lasted four weeks or more?
1. (62.8%) yes
 2. (37.1%) no

Table III-1 (Continued)

If yes: What kind of work did you do? Odd job/lawns/newspaper boy. How many hours per week did you usually work? 12 to 40 hours.

Do you feel that this job interfered with your school work in any way?

1. (34.3%) yes
 2. (65.7%) no
95. Have you ever served in the U. S. Armed Forces?
1. (25.7%) yes
 2. (74.3%) no
96. What was your yearly gross salary?
1. (8.6%) \$3,000 or less
 2. (11.4%) 3,000 to 3,999
 3. (2.9%) 4,000 to 4,999
 4. (5.7%) 5,000 to 5,999
 5. (14.3%) 6,000 to 6,999
 6. (5.7%) 7,000 to 7,999
 7. (11.4%) 8,000 to 8,999
 8. (22.9%) 9,000 to 9,999
 9. (17.1%) 10,000 and over
 10. (0) refused

V. SUMMARY, CONCLUSIONS AND IMPLICATIONS

The Problem

The purpose of this study was to: (1) identify major problems faced by youth in transition from school to work who had resorted to anti-social behavior and were inmates at Deuel Vocational Institution, (2) identify the behavioral patterns of youth having employment problems that resulted in incarceration within our penal systems, (3) to identify a profile of students leaving school who had resorted to anti-social behavior, as indicated by their incarceration within Deuel Vocational Institution, (4) identify changes in the existing educational programs to aid youth in their transition from school to work.

Procedures

A complete case study was constructed for each of the 35 randomly selected inmates using a Directed Interview Instrument, inmate statements and the correctional institution records. A percentage profile of the group's responses to specific questions was constructed and a comparison was made between 642 non-inmates and 35 inmate responses for selected questions.

Summary of Findings

The summary of findings has been represented in four parts.

The first part summarizes major problems faced by youth in transition from school to work who had resorted to anti-social behavior and were incarcerated at Deuel Vocational Institute. The second part summarizes the behavioral patterns of youth having employment problems that resulted in incarceration. The third part summarizes the profile of students leaving school who had resorted to anti-social behavior. The fourth part identifies changes in the existing educational program that would aid youth in their transition from school to work.

Summary of Major Problems

The largest number of cases showing a common element was in the use of drugs. Reds and alcohol used together and heroin were the only drugs identified by the inmates' records.

The subjects identified as having taken reds--in quantities of ten to 15 at a time--and drinking alcohol, usually a shared half gallon of wine, committed the most crimes without provocation and without apparent reason: the smashing of a man's head with a concrete water meter cover; the shooting of a man walking on the beach; the clubbing of a woman to death because she "called me a son of a bitch"; the stabbing of a man 34 times after having robbed him of \$7.60, because "he could identify us."

The cases identified as heroin addicts did not have the same

viciousness in their crimes as compared to the cases involving reds and alcohol. The behavior of the heroin addict appeared to be sociable as long as he had access to the drug. Anti-social behavior among heroin addicts is related to the cost of the habit--from 50 to 150 dollars per day--and the method used to obtain the money.

All experienced addicts believe that there is no normal employment available that will allow them to purchase drugs and have time to enjoy them. The addict is, therefore, usually either a thief, a robber or a dealer of drugs.

The thief realizes that he has to move a lot of material to get his needed money. He has to have connections with an organization that can "fence" two or three valuable objects a day, such as television sets and tape decks. Consequently, there were comparatively few thieves in the younger age groups of drug addicts.

Robbery was the simplest and fastest way of producing the desired amount of cash for drugs. The experienced addict realized that the person being robbed may fight back; he would be very stupid to attempt a robbery without being armed. There were four cases involving killings committed in this type of "self-defense."

The drug dealer is in a special class by himself. He needs special connections in order to get his supply and is dealing with robbers and thieves as customers. Drug dealers either get killed while being robbed or get arrested while dealing with large quantities

of drugs.

The second major problem encountered among the inmates was the apparent desire for instant gratification. The inmate records and interviews indicated that they were oriented to very short term goals. They tended to change jobs rapidly, two to eight months being the normal length of time for an inmate to be employed. Several inmates stated that employment was not necessary "on the streets." Money and cars were all quickly available from others when needed.

All of the inmates were self centered. There was not one statement in any of the 35 cases in which the inmate expressed concern for the victim or the victim's family. In one case the inmate stated that it would just do him further harm to place him in prison with hardened criminals. Another case stated that he should be allowed to stay on probation to enable him to pay the victim's family for their funeral expenses. "I learned to survive on the streets, she just didn't know how to survive," was given as an explanation. Only one inmate stated that he wanted a job related to a service-type occupation. In two cases the inmates were involved in a crime that was considered justifiable because the victim was the member of another gang. A large number of inmates did not want jobs; they could get by without having to do anything that others wanted them to do. A large percentage criticized school, work and the correctional institution for not being personal enough. "It's up to the individual,"

was a common reply to the question of what we could do to help kids "on the streets" get jobs.

Survival "on the streets" was a common criteria for a major portion of the inmates. "I can survive on the streets, I can survive in here." "I fell because a friend turned me in." "I don't have friends, just associates." The inmate viewed himself as an outlaw fighting society for an existence. "We always had outlaws and we always will."

A major portion of the inmate's anti-social behavior could perhaps be attributed to his environment. Many of the parents reported no control of their offspring, depending on the schools to provide authority. One mother turned her 11 year old son in as a runaway after he had been gone for three days. "I thought something might have happened to him." Only eleven percent of the parents were able to describe the hobbies or activities their son was involved in; most just stated that he ran around or just wasn't at home after school or on weekends.

In two cases the guardian or parents excused or covered up for the youth consistently. The parents of one youth bought him out of trouble 23 times before the age of 16. The guardian of another accused the police of being prejudiced against her boy and actually attacked a police officer wanting to question the boy after he had been convicted four prior times.

Thirty-seven percent of the inmates had been involved in highly

organized gangs. All of the the gangs had ritualistic rules and worked together for the benefit of the group. Recruitment drives were made to weaken rival gangs and strengthen their own group. A 12 year old boy was shot standing on his front door step for refusing to join the gang. Five youths under the age of 17 were shot while driving down one of the main streets in San Francisco because they were forming a rival gang to protect themselves. Each member of the gang was expected to provide something for the welfare of the group. Two gang members would talk to the owner of a liquor store, for example, while two others would steal a case of wine. The owner would likely not report them, if he "knows better."

A member of the gang has no choice of going along or not. Peer pressure and threat of death urge conformity. It was often economically unfeasible for a youth under the age of 18 to leave this environment even if he wanted to.

"Hanging out" was the "in" thing to do, it was exciting and what everyone else was doing. "Hanging out" was a modification of the gang situation: it was unstructured activity, during which each person provided for himself yet was expected to have a bottle, usually wine, or some form of drugs with him. School was often seen as an intrusion on this afternoon "fun." "Hanging out is what the older men do, you know, down at the park or on the street corner."

These activities and values contributed to the attitude that school was not necessary or usable and that work was "stupid."

Employment Problems

The problems of youth in transition from school to work are numerous for all youth. For the youth having additional problems, such as a drug habit or a poor environment, the easiest way out is often to revert to anti-social behavior.

The employment problems should be categorized into two major classes: the youth who quits school or graduates and will not work, and the youth who quits school or graduates and seeks gainful employment.

Over 60 percent of the youth included in the 35 case studies had no desire to seek employment and did not do so. Various factors in their lives, prison, the gang, or families had led them to accept a way of life that did not include gainful employment. These youth did not even start the transition from school to work.

A major portion of these youth (all but three cases) were employed at one time; a major portion reported getting jobs to satisfy a parole obligation, but all had quit within a short period of time, reporting that "snappin' ain't necessary," "survival is too easy without working," "I ain't snappin' for no - - - - -."

Between the youth who will not work and the youth who was gainfully employed were these three cases: the job that offered big bucks and prestige--the guard in the massage parlor; the machinist trainee while still a junior in high school; and the car repossessioner--a new car every day, a kind of legal theft.

The youth who left school and wanted employment achieved his

desire in much the same way as the normal population, as represented in the study Worker Adjustment Problems of Youth in Transition from School to Work. Only one case could be considered unemployed and desiring work: his occupation was as a seasonal farm laborer, his crime was committed for financial gain during the off season. In all of the cases where the youth showed an earnest effort toward finding a job, he was gainfully employed. A breakdown of the employment classes in this group shows 18 percent in general labor, 20 percent in trade, technical and clerical type occupations and two cases in management or supervisory type positions. Most of the studies classifying the employment of inmates (Williams, 1968; Thorne, 1969; Karavaceous, 1971) do not illustrate the fact that a major portion of the inmates did not want to and in fact would not work.

The School System

A major portion of the cases either finished high school under the direction of the California Youth Authority, a private boys school or special education programs. This writer felt that the dropout rate or problems these youth had in high school were due to outside factors not relating to the present educational program. Our present educational programs did not help to eliminate the problem, but neither did they seem to be the cause of the problems encountered

in the inmate cases.

Changes in the educational program that would be helpful to these youth would be to attempt to identify youth potentially inclined toward anti-social behavior as soon as possible.

The Profile

The Average 50%

The average inmate quit school or just did not attend regularly beginning in the 9th grade. He would rather be "'on the streets,' where it is happening. "

His first arrest was before the age of 16, which would identify him as a potential problem. His second arrest was soon after, and he was sent to the Youth Authority where he finished or at least attended high school. When released from Youth Authority, he returned to his old environment where he was classed as an X-con. Any attempts at finding a job usually ended in frustration, so he did not look long. The only job he could get was from a friend--a contact. It became easier for him to make money "on the streets" than it was to work, so why work?

The Below Average 20%

He committed a crime so horrendous that he was treated as an adult before he left school. This inmate had been in custody since the age of 15. First arrested at age nine, when he refused to give the name of his relatives to the police because he knew this was where

they would look for him next time.

The Above Average 20%

He finished high school and got a job immediately. He was a steady worker with no employment problems. His prior involvement with anti-social behavior was only occasional and minor. Most of his friends and relatives were employed at similar trades or lower middle class jobs. His crime appeared to be because of an environmental need or drug related.

The Exceptional 10%

He graduated from high school, possibly some college or technical program. Employment was no problem; he was an excellent employee, with capabilities for management. In his one act of anti-social behavior, he was cold and calculating.

Conclusions

The following conclusions were derived from this study:

- (1) The major problems faced by the inmates in transition from school to work were developed before the age of 16.
- (2) The major factors relating to the inmates' anti-social behavior had very little to do with their education.
- (3) A major portion of the cases inclined toward anti-social

behavior did not want, and would not, work.

(4) Those cases inclined toward anti-social behavior who desired work were successfully employed at the time of the crime.

(5) Anti-social behavior was not related to the inmates' transition from school to work.

Implications

The following recommendations were made to the California Department of Corrections. The recommendations were made in an attempt to reduce the number of young male offenders:

(1) The potential offender should be identified as early as possible and given appropriate treatment.

Recommendations for Further Study

These recommendations were made to facilitate insight into the problems faced by youth who are inclined toward anti-social behavior:

(1) A case study should be made of youth who exhibit potential behavior problems prior to their first offense involving actual anti-social behavior.

(2) A study should be made with regard to man's "need for challenge," both physically and mentally.

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APPENDICES

APPENDIX I

Letter of Permission

Mr. L. N. Patterson, Superintendent
Deuel Vocational Institution

June 14, 1973

ATTENTION: Mr. Frank Gibson
Supervisor of Education

Research of
William McNelley

Mr. William McNelley of California State University, Chico, has brought the attached proposal into this office for our review. Since Mr. McNelley is doing this research in conjunction with his doctoral program at Oregon State University, we consider this project to be student research. That coupled with the fact that the research is not in a particularly sensitive area nor demanding of any significant amount of staff time means that it will be reviewed by the Departmental Research Advisory Committee (DRAC) for informational purposes. That is, the review is primarily a means of letting the DRAC members and the Director know what kind of research is going on in the institutions. This is in contrast to the decisional review given to a proposal involving research in a sensitive area or considerable staff time. Such a proposal would be discussed thoroughly and voted upon, and the decision of the committee would be referred to the Director for his action.

In the case of the proposal reviewed for informational purposes, it is basically up to the staff of the institution itself whether or not the research will be done. Since this is the case and since DRAC will not be meeting for some time anyway, my suggestion would be that if the staff of DVI finds Mr. McNelley and his proposal acceptable, he be allowed to go ahead with his work there. The proposal will still go to DRAC for informational review, probably at its next meeting some time in July.

Lawrence A. Bennett, Ph. D.
Chief, Corrections Research

LAB:RD:vs

ATTACHMENT

Student Project

- TITLE:** An Exploration of the Problems in the School-to-Work Transition of Young Male Inmates.
- PURPOSE:** The purpose of this study is to identify major problems perceived by young male offenders (18 to 24 years of age) in the transition from an institutional school program to the post-institutional work situation. Information will also be collected on the work experiences and work-related attitudes of the inmates that they represent themselves as possessing prior to this incarceration.
- PROCEDURE:** An interview questionnaire developed at the Ohio Center for Technical and Vocational Education will be administered to 35 inmates at DVI. This questionnaire is designed to elicit information about the respondent's attitudes, values, expectations, personal problems, and experiences as they relate to work. The information accumulated from the inmates will be compared with interview data derived from samples of non-institutionalized cases of roughly the same age.
- STAFFING:** The study will be carried out by William McNelley an Assistant Professor of Industrial Arts at California State University, Chico, in conjunction with his doctoral program.

APPENDIX II

Respondent's Name _____

	Last	First	Middle
Age	1 - 18	Date of Interview	_____
	2 18	Time Interview Started	_____
	3 19	Ended	_____
	4 20	Respondent's Attitude	_____
	5 21	Cooperative	_____
	6 22	Non-cooperative	_____
	7 23	Refused	_____
	8 24		
	9 25		
	0 25+		

I am going to ask some questions about your work

1. Did you think that jobs for beginning workers were hard to get in the community where you live?
 1. () Yes
 2. () No
 3. () Don't know
2. Did anyone at your high school tell you about the different kinds of jobs for which you might be qualified? (e.g., principal, counselor, etc.)
 1. () Yes
 2. () No

If "yes," who? (by title) _____
3. How long after leaving school did you start looking for a full time job?
 1. () started looking before leaving school
 2. () promised a job upon leaving school
 3. () within a month after leaving school
 4. () over a month after leaving school
 5. () entered Armed Services after school - did not seek job until discharge
 6. () other, specify _____
4. How did you find your first job?
 1. () on my own
 2. () through employment agency
 3. () through newspaper ad
 4. () personal contacts (i.e., friends, neighbors)
 5. () teachers or guidance counselors

APPENDIX II (Continued)

6. ☐ family or relations
 7. ☐ don't remember
 8. ☐ other, specify _____
5. Why did you take that job?
1. ☐ needed the money
 2. ☐ it was the best offer in terms of advancement
 3. ☐ knew people who worked there and they liked it
 4. ☐ only company that offered a halfway decent job
 5. ☐ only job offer received
 6. ☐ don't remember
 7. ☐ other, specify _____
6. Why do you think you got the job?
1. ☐ educational background was geared in that direction
 2. ☐ past work (part-time) experience
 3. ☐ personal recommendations
 4. ☐ school record
 5. ☐ personality
 6. ☐ no particular reason
 7. ☐ other, specify _____
7. Why did you leave your last full-time job?
- _____
8. What was the most important reason why you took that particular job?
1. ☐ needed the money
 2. ☐ thought it was the best offer in terms of advancement
 3. ☐ knew people who worked here and liked it
 4. ☐ only company that offered a halfway decent job
 5. ☐ only job offer received
 6. ☐ work was the kind enjoyed
 7. ☐ other, specify _____
9. What was the most important reason why you think you got that job?
1. ☐ educational background was geared in that direction
 2. ☐ past work (part-time) experience
 3. ☐ personal recommendations

APPENDIX II (Continued)

9. 4. () school record
 5. () personality
 6. () no particular reason; a vacancy existed
 7. () other, specify _____
10. What is the title and principal duties of your last work?

11. What did you like most about your job? _____

12. What did you dislike most about your job? _____

13. Was there any other job in your company, paying about the same as your job that you would rather have had?
 1. () yes (if "yes," why?)
 2. () no (if "no," why not?)
 3. () don't know
14. Answer "yes," "no," or "D/K" (don't know) for each of the following questions.
- | | <u>Yes</u> | <u>No</u> | <u>D/K</u> |
|--|------------|-----------|------------|
| 1. Was your job too monotonous? | 1 | 2 | 3 |
| 2. Were you doing as well in your job as you expected to? | 1 | 2 | 3 |
| 3. Have you ever thought seriously about changing your job? | 1 | 2 | 3 |
| 4. Did you feel you could work at your own speed? | 1 | 2 | 3 |
| 5. Was your work often frustrating? | 1 | 2 | 3 |
| 6. Did the firm give you sufficient training for the job you were doing? | 1 | 2 | 3 |
| 7. Were you satisfied with your earnings? | 1 | 2 | 3 |
| 8. Would you have chosen another "boss" if you could? | 1 | 2 | 3 |
| 9. Did you think that the job you were in was the right sort of job for you? | 1 | 2 | 3 |
| 10. Did you have too many bosses? | 1 | 2 | 3 |
15. (Hand Respondent Card #1) Each of the following statements is to be rated on the basis of the following numbers: 1 = very high; 2 = high; 3 = average; 4 = low; 5 = very low; and 6 = not applicable. Select the one number in each case which you think best describes how your job rates on each of the following characteristics.

APPENDIX II (Continued)

DID YOUR JOB:

1. provide you with the opportunity for advancement or promotion?
1 = very high 2 = high 3 = average 4 = low 5 = very low 6 = N/A
2. more than merely keep you occupied by filling your day and giving you something to do?
1 = very high 2 = high 3 = average 4 = low 5 = very low 6 = N/A
3. give you a feeling of self respect?
1 = very high 2 = high 3 = average 4 = low 5 = very low 6 = N/A
4. provided you with new and interesting experiences?
1 = very high 2 = high 3 = average 4 = low 5 = very low 6 = N/A
5. enabled you to make a "good" living for yourself and your family?
1 = very high 2 = high 3 = average 4 = low 5 = very low 6 = N/A
6. served as a source of satisfaction because your family was proud that you had the job you did?
1 = very high 2 = high 3 = average 4 = low 5 = very low 6 = N/A
7. made use of your skills and abilities?
1 = very high 2 = high 3 = average 4 = low 5 = very low 6 = N/A
8. gave you the chance to work with and be with people?
1 = very high 2 = high 3 = average 4 = low 5 = very low 6 = N/A
9. provided you with enjoyment because you can use your own ideas?
1 = very high 2 = high 3 = average 4 = low 5 = very low 6 = N/A
10. provided a secure future for you and your family?
1 = very high 2 = high 3 = average 4 = low 5 = very low 6 = N/A
11. made it possible for you to have influence in the community?
1 = very high 2 = high 3 = average 4 = low 5 = very low 6 = N/A
12. demanded you follow a pretty regular routine on the job?
1 = very high 2 = high 3 = average 4 = low 5 = very low 6 = N/A
13. gave you the chance to tell others on the job what to do?
1 = very high 2 = high 3 = average 4 = low 5 = very low 6 = N/A
14. gave purpose to your life?
1 = very high 2 = high 3 = average 4 = low 5 = very low 6 = N/A
15. gave you and your family the respect of others in the community?
1 = very high 2 = high 3 = average 4 = low 5 = very low 6 = N/A
16. provided you with "good" working hours?
1 = very high 2 = high 3 = average 4 = low 5 = very low 6 = N/A

APPENDIX II (Continued)

17. made it possible for you to be of service or useful to others?

1 = very high 2 = high 3 = average 4 = low 5 = very low 6 = N/A

For the following questions, answer "yes," "no," or "don't know"

18. In the performance of your work, did you usually work alone?

Yes No Don't know

19. Did you have a boss on your job?

Yes No Don't know

20. Did your boss have a boss?

Yes No Don't know

21. Was there anyone over boss's boss?

Yes No Don't know

22. Was there anyone over whom you were the boss?

Yes No Don't know

23. Did you feel the rules that determine company policy are set up to consider the worker?

Yes No Don't know

24. Did this company expect too much of the young people who work for it?

Yes No Don't know

25. Did you feel that you were told enough about what is going on in the firm to keep you informed?

Yes No Don't know

26. How much influence did you and others like you have on the way the place where you worked was ran?

1. () a lot

2. () some

3. () very little

4. () none

27. Hand Respondent card #2 - In your opinion, which one thing gives a person the best chance to advance--to get ahead--in that company?

1. () the quality of his work

2. () his energy and willingness to work

3. () how long he had been with the company (seniority)

4. () how well he got along personally with the boss

5. () personal and educational qualifications

6. () other, specify _____

APPENDIX II (Continued)

28. Was your job one of the more important jobs in the overall functioning of the company?
1. ☐ Yes
 2. ☐ No
 3. ☐ Don't know
29. Did you feel that your company did some things in ways that you see could be made more efficient?
1. ☐ Yes
 2. ☐ No
 3. ☐ Don't know
30. Did you ever offer them your suggestions?
1. ☐ Yes
 2. ☐ No
31. For a person in your trade or occupation, do you think this company was about as good a place as there is to work, or do you think there are other places that are better?
1. ☐ this company is as good
 2. ☐ other places are better
 3. ☐ don't know
32. If you could start over, would you have gone into the same kind of work that you did?
1. ☐ Yes
 2. ☐ No
 3. ☐ Not sure
33. In the work you were doing, were you making less, more, or as much money as you expected to be making?
1. ☐ making less money than I expected
 2. ☐ making more money than I expected
 3. ☐ making about as much money as I expected
34. When you first started working, did you expect to be placed at a higher job level than the one you were placed at?
1. ☐ yes - why would you say you weren't? _____

 2. ☐ no
35. What job would you like to have five years from now?

APPENDIX II (Continued)

36. How important is it to you to get this job?
1. ☐ very important
 2. ☐ important
 3. ☐ somewhat important
 4. ☐ unimportant
 5. ☐ very important
37. What job do you really think you will have five years from now?
-
38. (Hand Respondent Card #3) if replies to questions #32 and #34 are different. (If they are the same, go on to question #39). If the job you really think you will get is different from the one you would like to get, what are the most important factors which you feel are responsible for this difference? Indicate the most important as 1 and second most important as 2.
1. ☐ not qualified because of inadequate education, training or experience
 2. ☐ health; do not have the physical qualifications
 3. ☐ racial discrimination
 4. ☐ economic reasons; not enough money to start own business
 5. ☐ family responsibilities: can't leave to seek employment elsewhere
 6. ☐ no opportunity in this city: no opening available, etc.
 7. ☐ afraid to leave security of present occupation, afraid of new occupation
 8. ☐ too much invested in present occupation, have gotten special training for it, etc.
 9. ☐ too young
 10. ☐ other, specify _____
 11. ☐ does not apply
39. Would you like to have a job in which you are responsible for other people's work, in addition to your own (e. g., foreman, manager, etc.)? If answer is (3), skip to question #40.
1. ☐ yes
 2. ☐ no
 3. ☐ does not apply, already does
- Would you say that the chances are good, or not so good that you will some day be offered such a job?

APPENDIX II (Continued)

1. () good
 2. () not so good
 3. () does not apply
40. In general, how do you feel about working?
1. () loved working
 2. () enjoyed it some of the time
 3. () had to do it, doesn't really feel anything, one way or another
 4. () found it unpleasant
 5. () hated working
41. Let us imagine you inherited enough money to make a good living (live comfortably) without working. Do you think you would work anyway? (If no or don't know, skip to question #42)
1. () yes
 2. () no
 3. () don't know
- If yes, what is the most important reason you would continue working?
-
- Would you keep your present occupation or get another?
1. () keep it
 2. () get another
 3. () don't know
 4. () doesn't apply
42. Let us imagine that you have been offered two jobs. For each of the following pairs, choose either "1" or "2" as that which is more important to you in deciding between jobs, other things being equal. Circle response.
- A Job Offering:
1. good pay or 2. work you like
 1. good pay or 2. security
 1. work you like or 2. opportunity for advancement
 1. work you like or 2. security
 1. opportunity for advancement or 2. security
43. Would you wish to get together with others to discuss the job and how to improve the quality of work?

APPENDIX II (Continued)

1. ☐ yes
 2. ☐ no
- Have you tried that?
1. ☐ yes
 2. ☐ no
44. Hand respondent card #4 and ask him for the number that best applies. Which one thing do you feel gives a person the best chance to advance to get ahead, where he works?
1. ☐ the quality of his work
 2. ☐ his energy and willingness to work
 3. ☐ how long he has been with the company (seniority)
 4. ☐ how well he gets along personally with the boss
 5. ☐ good luck
 6. ☐ other, specify _____
45. Hand respondent card #5. Mark "1" for most important and "2" for next most important. Which of the following do you consider most important in your life? The next most important?
1. ☐ your career or occupation
 2. ☐ family relationships
 3. ☐ leisure time recreational activities
 4. ☐ religious beliefs or activities
 5. ☐ other, specify _____
46. Hand respondent card #6 - What do you think is the most important difference between work and other activities?
1. ☐ work is not enjoyed, not liked
 2. ☐ work is effort, physical or mental
 3. ☐ work is something for which you are paid
 4. ☐ work is required, something you have to do
 5. ☐ work is something productive, a contribution
 6. ☐ work is scheduled and done regularly
47. How often do you do things in your work that you wouldn't do if you didn't have to?
1. ☐ frequently
 2. ☐ occasionally

APPENDIX II (Continued)

3. ☐ rarely
4. ☐ never
48. Do you consider yourself to be a better worker than most of the others there?
 1. ☐ yes
 2. ☐ no
49. If you were offered a job similar to the one you had with the same pay but with more responsibilities, would you accept it?
 1. ☐ yes, why? _____
 2. ☐ no, why not? _____
50. If you were offered a higher paying job which involved more responsibilities, would you accept it?
 1. ☐ yes
 2. ☐ no
51. When a worker does something extra for the boss, is he usually - (Read alternatives)
 1. ☐ trying to show up the rest of the workers
 2. ☐ looking for special privileges
 3. ☐ trying to help the company
 4. ☐ making it rough on the rest who don't help
52. In your past job, were you willing to accept duties beyond those that were required of you?
 1. ☐ yes
 2. ☐ no
53. When you make a mistake in your work, what do you do? (Read alternatives)
 1. ☐ tell your boss
 2. ☐ forget about it
 3. ☐ try to figure out how to correct it by yourself
 4. ☐ get someone to help you straighten out the problem
54. How often are you late for work?
 1. ☐ frequently
 2. ☐ occasionally
 3. ☐ rarely
55. Do you generally take off days when you don't feel like working?
 1. ☐ yes
 2. ☐ no

APPENDIX II (Continued)

56. On the average, about how many days per month are you absent from your job?
1. () 1 day or less per month
 2. () 2 days per month
 3. () 3 days per month
 4. () 4 days per month
 5. () 5 or more days per month
 6. () never
57. To what extent do you consider yourself to be a responsible worker? Read aletenatives.
1. () very high
 2. () high
 3. () average
 4. () low
 5. () very low
58. Did you really know what it would be like to work eight hours a day, five days a week when you first started working?
1. () yes
 2. () no
59. To what extent did you know what your job would require in terms of accuracy, neatness, being on time, etc., when you took your first job? Read alternatives.
1. () very high
 2. () high
 3. () average
 4. () low
 5. () very low
60. How many days did it take you to learn the skills and to "catch on" to the things you needed to know about all parts of your job? _____ days
- Did you really know what you were required to do?
1. () yes
 2. () no
- Did you feel qualified for this type of work when you were hired?
1. () yes
 2. () no
61. What would you say is the most difficult thing you had to learn in order to do your job well?
-

APPENDIX II (Continued)

62. Were there things asked of you on your job that are just impossible for you to do?
1. ☐ no
 2. ☐ yes, specify _____
63. How often did you get mad and lose your temper when the boss criticized your work?
1. ☐ frequently
 2. ☐ occasionally
 3. ☐ rarely
 4. ☐ never
64. At the present time, what kinds of training would help you to get a better job?
- _____
65. Here are some descriptions that can apply to "the boss." I will read through the list and you indicate those which apply or do not apply to your past boss (that is, the person you thought of as most directly in charge of your work).
1. ☐ fair
 2. ☐ strict
 3. ☐ expects too much
 4. ☐ knows his job
 5. ☐ listens to what you had to say
 6. ☐ nagging
 7. ☐ too old
 8. ☐ breathes down your neck
 9. ☐ praises you when you do well
 10. ☐ explains things clearly
 11. ☐ stands up for us
 12. ☐ has favorites
 13. ☐ treats you like a human being
 14. ☐ you never know where you are with him/her
 15. ☐ listens to others because they have been here longer
66. If you felt your boss was being unfair to you, would you - Read alternatives.
1. ☐ complain to "higher-ups"
 2. ☐ suffer in silence
 3. ☐ quit
 4. ☐ tell him about it in private
 5. ☐ get the support of co-workers and speak to the boss as a group

APPENDIX II (Continued)

67. In general, do you like or dislike the people for whom you worked?
1. () like
 2. () dislike
68. At first did you (check all that apply)
1. () find the other workers very kind and eager to help
 2. () find the other workers likely to play tricks on you
 3. () find the other workers hard to get to know
 4. () find the other workers pleasant but distant
 5. () know most of your fellow workers as friends
 6. () associate with the others
 7. () act friendly but get the job done
 8. () have many things in common with the other workers
69. When you left, did you -
1. () find the other workers very kind and eager to help
 2. () find the other workers likely to play tricks on you
 3. () find the other workers hard to get to know
 4. () find the other workers pleasant but distant
 5. () know most of your fellow workers as friends
 6. () associate with the others
 7. () act friendly just to get the job done
 8. () have many things in common with the other workers
70. Did you make any new close friends at your job?
1. () yes
 2. () no
71. If you saw something that should be done (that some other worker forgot to do), would you-
1. () do it
 2. () ignore it
 3. () tell the boss that it needs to be done
 4. () tell the worker responsible
 5. () report the worker to the boss
72. Did you find it hard to work with older workers?
1. () yes
 2. () no
 3. () don't know

APPENDIX II (Continued)

73. Were you a member of a union?

1. () yes

2. () no

74. If yes, did you participate in your union?

1. () yes

2. () no

75. Unions play a significant role not only in bettering conditions for a certain group of people but also in contributing to the welfare of the society as a whole.

1. () agree

2. () don't know

3. () disagree

76. What is your marital status?

1. () single

2. () married

3. () separated

4. () divorced

5. () widowed

At what age did you marry? _____

77. How many children do you have? _____

78. What was the last year of schooling completed by your father? By your mother? By you?

	Father	Mother	You
1. Less than 7 years of school	()	()	()
2. Finished 8 grades or graduated from elementary school	()	()	()
3. Completed junior high school	()	()	()
4. Some high school	()	()	()
5. Graduated from high school	()	()	()
6. Some post high school business or technical school	()	()	()
7. Completed post high school, business, or technical school	()	()	()
8. Some college or university	()	()	()
9. graduated from college or university	()	()	()
10. some graduate or professional training	()	()	()

APPENDIX II (Continued)

- | | Father | Mother | You |
|---|--------|--------|-----|
| 11. Completed graduate or professional training | () | () | () |
| 12. Don't know | () | () | () |
79. What is the usual occupation of the head of the household in your parental family, what is the job called, what kind of business or industry does he work in and what does he do? (for example: carpenter, sales clerk, owner and president of a large grocery chain or stores). _____
-
80. What do you estimate as the present income of the head of the household in your parental family? (Hand respondent card #7)
1. () less than \$3,000
 2. () 3,000 to 4,999
 3. () 5,000 to 6,999
 4. () 7,000 to 8,999
 5. () 9,000 to 10,999
 6. () 11,000 to 12,999
 7. () 13,000 to 14,999
 8. () over 15,000
 9. () I have no idea, refused
81. How many brothers and sisters (half or full) do you have?
1. () 1
 2. () 2
 3. () 3
 4. () 4 or more
 5. () none
- If brothers are full-time workers, what are their usual occupations, that is, what is the job called - business or industry?
1. _____
 2. _____
 3. _____
 4. _____
82. With whom did you make your home?
1. () parents
 2. () relatives

APPENDIX II (Continued)

3. () friend
 4. () spouse
 5. () spouse and relatives
 6. () alone
 7. () other, specify _____
83. What was the name of the place and state in which you spent most of your life?
- | Place | State |
|-------|-------|
| | |
84. Considering everything, how satisfied would you say you are with this community as a place to live?
1. () very satisfied
 2. () satisfied
 3. () neither satisfied nor dissatisfied
 4. () dissatisfied
 5. () very dissatisfied
85. Did you go to school in this community?
1. () yes
 2. () no
 3. () other, specify _____
86. What was your major course of study when you were in high school?
1. () academic (college preparatory)
 2. () general
 3. () vocational
87. Do you use this training on your present job?
1. () yes
 2. () no
88. If someone was planning to eventually pursue the same job you have, and he was just entering high school, would you suggest that he enter the same major course of study that you did?
1. () yes
 2. () no
- If no which would you suggest?
1. () academic
 2. () general

APPENDIX II (Continued)

3. () vocational
 4. () does not apply
89. How well did you do in high school? That is, would you say you were in the -
1. () top quarter
 2. () second quarter
 3. () third quarter or
 4. () bottom quarter of your class
90. What kinds of jobs do your two closest high school friends have?
- Closest friend _____
- Other friend _____
- () don't know
- Considering your job, would you say it is better than, equal to, or not as good as those your friends have taken?
1. () better than
 2. () equal to
 3. () not as good as
91. If these are no longer your two closest friends, what do your two present closest friends do?
1. () does not apply
 2. () one is still a close friend
 3. () present friend or friends
92. What was the most important reason why you decided to end your education when you did?
1. () had to work
 2. () wanted to work
 3. () couldn't afford college
 4. () lack of ability
 5. () disliked school
 6. () military service
 7. () no particular reason
 8. () other, specify _____
93. If you had a choice what would you do?
1. () go to college
 2. () work somewhere else
 3. () go into a special skill training program
 4. () other, specify _____

APPENDIX II (Continued)

94. During your last year of school, did you hold a full or part-time job that lasted four weeks or more?

1. () yes
2. () no

If yes:

What kind of work did you do? _____

How many hours per week did you usually work? _____

Do you feel that this job interfered with your school work in anyway?

1. () yes
2. () no

95. Have you ever served in the U. S. Armed Forces?

1. () yes
2. () no

96. Beginning with your past job, please list those jobs you have held since leaving school.

Please also note the length of time you held each job.

Type of job	Name of Organization	Length of Time
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____

97. How would you feel about a son of yours going into your kind of work?

98. What was your yearly gross salary?

1. () \$3,000 or less
2. () 3,000 to 3,999
3. () 4,000 to 4,999
4. () 5,000 to 5,999
5. () 6,000 to 6,999
6. () 7,000 to 7,999
7. () 8,000 to 8,999
8. () 9,000 to 9,999
9. () 10,000 and over
10. () refused