

AN ABSTRACT OF THE THESIS OF

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Title: The Attitudes of Oregon State Penitentiary Minority Inmates Towards Activities Programs As A Rehabilitative Tool.

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The purpose of this study was to determine the attitudes of three Oregon State Penitentiary minority inmate groups - Blacks, Hispanics, and Native Americans - towards the Activities Programs as a rehabilitative tool. Two other purposes were to (1) determine significant differences among group attitudes, and (2) determine the degree to which each group accepted/rejected rehabilitation achievement.

A survey questionnaire of fifty items representing rehabilitation achievement, validated by Delphi technique, was amended for language simplicity and field tested. Instruments were distributed to participating inmates randomly selected from the Oregon State Penitentiary inmate registry. A one-way analysis of variance was applied for analysis of data and hypothesis testing. The Student-Newman-Keuls' test was used where significance was achieved at the .05 level or beyond. The Chi-square technique was also used to determine the degree to which rehabilitation achievement was attained among the three groups.

Findings and Conclusions

The one-way analysis of variance indicated that no significant difference existed in thirty of the fifty items. As a result of the findings, the following conclusions were drawn:

- (1) Black attitudes were significantly different than Native Americans and Hispanic attitudes regarding rehabilitation achievement through program management.
- (2) Blacks' attitudes were significantly different than Native Americans regarding rehabilitation achievement through facility provision.
- (3) Black and Hispanic attitudes were significantly different than Native Americans regarding rehabilitative achievement through personal habits/participation.
- (4) Black attitudes were evenly split on the concept of rehabilitation achievement for the Activities Program.
- (5) Hispanic attitudes rejected slightly the concept of rehabilitation achievement for the Activities Program.
- (6) Native Americans rejected the concept of rehabilitation achievement for the Activities Program.

THE ATTITUDES OF OREGON STATE PENITENTIARY MINORITY INMATES
TOWARDS ACTIVITY PROGRAMS AS A REHABILITATIVE TOOL

by

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Foreword

The basic principles of classical organizational theory are well-represented in contemporary prisons including the Oregon State Penitentiary.¹ Activities are closely supervised. Policies and procedures are well-defined. A departmental chain of command coordinates and controls all inmate behavior. A condition of discipline permeates the existence of the penitentiary and is achieved positively by willing commitment, or negatively by coercion. To classical theorists, the challenge of operating such a complex organization is to be found in manipulating the anatomy of the superstructure successfully.²

This approach however, has been criticized by neo-classicists and organizational humanists as being static, closed and stifling. Classical theory fails to take two very important factors into consideration. The first being the influences of the external environment in which the penitentiary functions. The second factor consists of the individual characteristics which the inmate brings to his penal setting.³

The influence of these two factors suggests that prison life is not a homogeneous set of relationships interacting in a vacuum. Indeed, the functioning of a prison is affected by public opinion (the external environment) and by its human resources within the institution (the inmates). Disregard of the influences of these factors has in the past led to the tragic loss of property and human life.⁴

Modern organizational theory has termed such attention to these components as that of the "Systems Approach". This perspective which is the "state of the art" in management practice, holds much value for penologists. By monitoring such factors as public and inmate values, managers can assess the stability and adaptability of the penitentiary operations. In short, they can better evaluate the health of the whole organization.⁵

The systems process is understood by primarily analyzing its sub-systems in relation to its environmental and internal characteristics.⁶ In the case of this study, emphasis was upon the Oregon State Penitentiary Activities Program of Salem, Oregon and the perceptions which three minority groups had toward its rehabilitative value in light of a changing correctional philosophy.

The first part of the introduction analyzed the pressures which that changing philosophy had on the focus of recreational programming. The second part presented the demography of the inmate population which by its representation of minority groups had special concern for the organization and administration of the Activities Program.

THE ATTITUDES OF OREGON STATE PENITENTIARY MINORITY INMATES TOWARDS ACTIVITY PROGRAMS AS A REHABILITATIVE TOOL

CHAPTER 1

THE PROBLEM

The Justice Model versus The Treatment Model

Historically, the practice of imprisonment in the western world has four major objectives. Three of which, retribution, incapacitation and deterrence, are well documented.⁷

The classical Greeks possessed a theory of imprisonment which involved a personal loss of respect in which a wrong-doer was socially isolated.⁸ In Hellenic times, Plato espoused a concept of incarceration in his tenth chapter of the Laws. His focal point involved a loss of physical liberty based on ethical misconduct.⁹

The books of Genesis and Matthew also recall places of restraint and the Roman epoch personified the barbarious nature of prisons under a pseudo-civilized "Code of Justinian" which continued through the Dark Ages.¹⁰

Functions of prisons before the Renaissance have been coined descriptively as being of the three "R's" - revenge, restraint and reformation.¹¹ Others have synthesized their function under the concept of the "Justice Model" of imprisonment.

However, with the re-emergence of the ordered society of the Renaissance came the early seeds of the fourth "R" - rehabilitation. English common law, having its roots deep in Roman civil law, developed a system of remand centers and holding jails designed to house those facing trial. In time, the classical concepts involving choice and willful infractions were slowly eroded by sociological and psychological explanations for crime.

With this perspective, has arrived the "Medical" or "Treatment Model" of imprisonment in which attempts have been made to rehabilitate offenders; to mold individuals who would conform and contribute to society's norms and values upon release from prison.¹²

The treatment model in America has, for over one hundred years, operated with the "penitentiary" system of incarceration. Taking from the philosophical ideals of Montesquieu, Voltaire and Rousseau, American penologists such as Dr. Benjamin Rush, Louis Dwight, Zebulon Brockway and Enoch Wines molded a myriad of prison systems using the utilitarian practices of John Howard and Jeremy Bentham. These systems became trend-setters for the rest of the world in the middle of the nineteenth century.¹³ However, it was known that

because prison life mirrored the general feelings of American society as a whole, the treatment model, over the past century, has adapted to the changing political, social and economic climate of the country. This has meant a constant struggle with the justice model over which structure would operate in prison life. The justice model predominated in the early years of this country and continued unchallenged up to the 1830's. After a subsequent twenty years of experimentation with two rival systems; the Auburn, or "total isolation" system, versus the Pennsylvania, or "total silence with minimal inmate interaction" system, principles of the treatment model began emerging around 1850. This rehabilitative ideal renovated the criminal justice system. By the late 1960's the concepts of probation, parole, indeterminate sentencing, mental hospitals, juvenile justice and prison therapy programs were everyday words in American penology. The treatment model was firmly fixed as the dominant correctional ideology entering the 1970's.¹⁴

And yet, with this new decade came a resurgence in the interest in the justice model.¹⁵ Disturbed by the rising crime rate and the frequency of prison unrest, academics, correctional professionals, politicians and citizen interest groups united to make the justice system emphasize the punitive purpose again.¹⁶

The treatment model is facing a most difficult time in the 1980's in proving its worth in the corrections field.

The tragedies of prison riots and recidivism reveal that the process of rehabilitation may be a myth; that it "just does not work".¹⁷

But is this true of all treatment programs in corrections? Specifically in this era demanding "just desserts" for crimes committed, where does recreation programming fit in as a rehabilitative tool?

A strong case can be made for the use of recreation programs in correctional institutions; the results of which center around personality development and self-control in a tense environment.¹⁸ The American Correctional Association supports this viewpoint and has established national recreational standards whereby this end may be achieved.¹⁹ However, due to local and state correctional characteristics, these national standards have been amended for many recreational programs.

Combining these local and state modifications with the increasing demands for the justice model, then the effectiveness of recreation programs as treatment components needs examination to see to what degree these services are in fact, rehabilitating.

With the justice model gaining popularity, how the inmates perceive the role of recreation or activities programming needs special study. Research data should provide a basis for guiding the administration and organization of the activities program toward a more effective objective whether that be for rehabilitative purposes or non-treatment goals.

The Inmate Population

The paradoxical nature of operating a treatment program in a milieu of punishment and rigid conformity has alienated many inmates from the goal of rehabilitation.²⁰

Furthermore, prisons constantly subjugated to public opinion serve only to further intensify the alienation of inmates from therapy opportunities.²¹ In the case of inmate minority groups this is especially applicable.

The majority of inmates today are drawn from these groups - Blacks, Hispanics, and Native Americans.²² This percentage fluctuates between institutions and is often subject to prison location, facility space and past history. Reiman estimated that the over-representation of minority groups imprisoned today involves a factor of five to every one caucasian incarcerated.²³ The Oregon State Penitentiary has a smaller minority group representation with a comparative ratio approaching three minority group inmates for every one caucasian detained.²⁴

National estimates found that of those minorities, less than half participated in any form of treatment programming. Twenty to twenty-five percent of those offenders with identifiable needs participated in prison therapy activities related to their rehabilitation. Further data has revealed that the poor quality of therapy programming cannot be

expected to result in any positive behavioral changes for minority group inmates.²⁵

Crowding, inadequate appropriations, untrained personnel, political interference and pervasive laziness have all been identified at one time or another to justify any treatment shortcomings. However, one writer attributes the lack of program success to the rising percentages of non-caucasian inmates in the prison system, observing that;

Confidence in rehabilitation
dwindles when a sense of difference
and social distance separate the
promoters from the subjects of
reform.²⁶

Prison keepers are predominantly caucasian, older, rural in nature and conservatively regimented in their life values while inmates are typically from minority groups, younger and city-bred with a "hang-loose" outlook on life.²⁷

There is little basis for communication between the minority groups and the prison staff from this perspective. Attempts have been made to improve relations; most notably by Presidential Order under former president Richard Nixon, following the prison unrest of the early seventies. Despite a twenty million dollar campaign, there were fewer social workers or teachers working in prisons in the seventies than during the 1960's, previous to the additional funding.²⁸

The prison unrest in the 1950's and again twenty years later was directly ignited by overtones of racial prejudice

and discrimination. In fact, most antagonism wrought between inmates and establishment has been labelled as being, "clearly racial".²⁹ The death of inmate-martyr George Jackson in the California penal system in 1971 was indicative of this strife.

Indeed, as Morrow alleges, all black inmates, as examples, are political prisoners in the sense that the racist white-dominated political and economic system has condemned them and other minorities, in their poverty, to lives of crime.³⁰

The publicized inmate-author, Jack Abbott, intensifies the racial struggle:

...the American constitution, the first to recognize the rights of man...confirmed the slavery of colored races; class privileges were sanctioned...³¹

The racism inherent in the American constitution is in Abbott's perception, more predominant in the American prison than any other social institution.

This oppression is supported by a role conflict of abstractness where inmate and keeper view each other in terms of stereotyped traits.. In reacting to each other in light of this stereotype, the distance is reinforced and sustained.³² Non-caucasian inmates are considered "sub-human in temperment, lacking in emotional control and restraint and incapable of continuous affection and mental concentration."³³ According to Copeland, this negative perception by prison officials serves to make the caucasian

guards more impressive to themselves; thus widening the gap between the two groups.

Inmates similarly view prison officials in a distasteful fashion, perceiving the guards as "brutal, simple-minded failures who are unable to obtain a 'real' job".³⁴

With this baseline of traditional interaction set, an environment conducive to the flourishing of a treatment program is difficult to attain. In fact, the success of a treatment program is directly related to the degree of trustworthy interaction between the keepers and the inmates.³⁵

The racial factionalism is fuel to a fire already stoked by the social abnormalities of incarceration. Interaction between prison guard and an inmate from a minority group has been eulogized in these words;

If you're white, you're right, if
you're brown, stick around, if
you're black, stand back!³⁶

It has only been during the last twenty-five years that the racial situation has received notable attention. Previous to that time, the federal courts failed to intervene with any impact on this penal condition due to lack of expertise and a fear of undermining prison discipline. This "hands-off" policy was subsequently ended after the public outcry over the 1950's riots and later the incorporation of the Civil Rights Act of 1964.³⁷

Specifically, litigations involving opportunities for recreational activity has received much attention. Centering on the interpretation of the eighth amendment, cruel and unusual punishment, minority groups as the powerful lobbying force have sought and received access to many leisure experiences.³⁸

Yet today, with the infusion of the justice model, minority inmates stand to lose much of the treatment programming, including leisure activities, over which many minority group inmates lost their lives.

Higher courts have reversed many prison reforms to the point that judicial intervention will be involved with treatment programs only if they block other constitutional rights.³⁹ This reached a low point in 1975 when the courts ruled that no convicted person had a constitutional right to rehabilitative treatment.⁴⁰

With this precedent established, how minority group inmates feel about the reversal needs examination. In these times of judicial uncertainty over the very existence of treatment programming, what are the attitudes of Oregon State Penitentiary minority group inmates toward activity programs as a rehabilitative tool?

It is with this question that this study was undertaken. Minority group differentiation in leisure interests must somehow match with the program objectives if any basis for an integrated, individualized rehabilitative treatment is to occur.⁴¹ The co-ordination of these

desires with acceptable established guidelines of leisure programming would serve to effectively provide the basis for a rehabilitative experience.

However, if a recreational program is viewed otherwise by its recipients, it will be of little therapy value. The justice model will not tolerate such a waste of resources. If the minority inmates consider treatment tools, like the activities program useful, then treatment model advocates may have some evidence in sustaining a therapy program during this correctional philosophical crisis. If they do not, then some review is necessary as to the rehabilitative worth of the activities program for the minority groups at the Oregon State Penitentiary.

The Problem

The purpose of this study was to determine the attitudes of three Oregon State Penitentiary minority inmate groups - Blacks, Hispanics and Native Americans - towards the activities program as a rehabilitative tool.

Sub-Problems

1. What leisure programs are being offered at the Oregon State Penitentiary?
2. What minority groups are represented at the Oregon State Penitentiary?
3. What are the leisure interests of the minority groups?
4. What is the level of participation and satisfaction each minority group possesses toward present activity programs?
5. What is the inmate perception of the role of activity programming at the Oregon State Penitentiary?
6. What implications do minority group responses have for the overall rehabilitative potential of the activity programs at the Oregon State Penitentiary?

Assumptions

The following assumptions were made pertaining to this study:

1. The subjects that volunteered would give their full cooperation.
2. The instructions for answering the questionnaire were understood and followed.
3. The subjects' responses to the questionnaire were truthful and complete.
4. The questionnaire constructed for the study obtained the necessary information for the study.

Delimitations

This study was limited to:

1. Adult males serving sentences at the Oregon State Penitentiary.
2. A representative group of inmates between the ages of eighteen and thirty-five years of age who volunteered for the study.
3. Inmates from three minority groups which the Oregon State Penitentiary classified as Black, Hispanic or Native American.
4. The time frame in which the questionnaire was completed.

Hypothesis

Based upon a review of literature, the following general hypothesis was stated in null form:

1. There would be no significant difference in the attitudes of inmate minority groups at the Oregon State Penitentiary towards activity programs as to their effectiveness in rehabilitating inmates.

Sub-Hypotheses

1. There is no significant difference in the leisure interests of the minority groups at the Oregon State Penitentiary.
2. There is no significant difference in the perceived role of activity programs among the minority groups at the Oregon State Penitentiary.

Definition of Terms

Criminal - A person guilty of, or legally convicted of a crime.

Criminologist - A person who studies the nature and causes of crime.

Felony - A break of the criminal statutes which is punishable upon conviction, either by death or by long imprisonment in a state or federal prison.

Incarceration - The act of imprisoning or confining an individual to a prison or jail.

Inmate - An imprisoned or jailed person.

Leisure - A condition in which an individual is free from all obligations and thus is enabled to engage in activities without any compulsion whatsoever.

Maximum Security Prison - A facility in which the inmates are closely guarded and great precautions are taken against prisoner escapes. It would have a high wall enclosing prison grounds, armed guards, bars on all windows and doors and a high guard to prisoner ratio.

Operations - This includes the administration of the security and custody factor of incarceration.

Passive Activities - Includes such activities as cards, watching television, checkers, etc.

Prisoner - This is a person who is deprived of his liberty; one who is kept in confinement or restraint or custody against his own wishes.

Prison Warden - The superintendant or director of a prison.

Penologist - An individual who studies the nature and events of prison life.

Recidivism - A tendency for a criminal to habitually or chronically relapse into crime and anti-social behavior patterns. This is characterized by the habitual criminal.

Recreation - That field of endeavor concerned with those socially acceptable and worthwhile activities in which a person voluntarily participates during leisure hours and through which he may better develop physically, mentally, socially and emotionally.

Rehabilitation - Helping an inmate see himself as a person who may still be a useful member of his family and community. It involves anything from teaching him recreational skills and helping him learn an occupation to aiding him in acquiring law-abiding friends.

State Prison - This is a prison for felons that is operated by a state of the United States; it would include the penitentiaries, correctional institutes, mental hospitals and reformatories.

CHAPTER II

REVIEW OF LITERATURE

The Schools of Thought Behind the Penology Models

The struggle between the justice and treatment models of penology was founded in two schools of thought. The justice model drew its support from the classical school of criminology while the treatment paradigm derived its rationale from the positivist explanation for crime.

The Classical School and its Justice Model

The classical ideology grew from the horrors of early eighteenth century European judicial institutions. At that time, penalties were harsh and unrestrained. Phillipson described justice then as being;

Death by burning, by the gibbet or
by breaking on the wheel;
punishment by such means as
branding or amputation.⁴²

Punishment was swift and to the point. There was no referral to "rights" in a system which legalized the death

penalty or many forms of cruel corporal punishment.

From this debasement however, came a concern for human dignity and a compassion for an altruistic system of justice. The works of the French enlightenment period in the mid-eighteenth century challenged the brutalities of the traditional court system. Specifically inspired by the versatility of Charles Montesquieu, Cesare Bonesana de Beccaria assembled his famous essay, Crime and Punishment. Its principles focused on European criminal law's emphasis on corrections in lieu of draconian punishment. Beccaria's treatise was the essence behind naming him "The Father of The Classical School of Criminology". In his writings were found certain principles which would serve to mold security and maintenance for an ordered society.⁴³

Barnes and Teeters list these guidelines:

1. The basis for all social action must be the utilitarian conception of the greatest happiness for the greatest number.
2. Crime must be considered an injury to society and the only rational measure of crime is the extent of that injury.
3. Prevention of crime is more important than punishment for crimes; indeed, punishment is justifiable only on the supposition that it helps to prevent criminal conduct. In preventing crime it is necessary to improve and publish laws so that the nation can understand and support them; to reward virtues and to improve the

public's education both in regard to legislation and to life.

4. In criminal procedure, secret accusations and torture should be abolished. Turning state's evidence should be done away with.
5. The purpose of punishment is to deter persons from the commission of crime and not to provide social revenge. Certainty and swiftness in punishment, not severity best secure this result. Crimes against property should be punished solely by fines or imprisonment when the person is unable to pay the fine. There should be no capital punishment; life imprisonment is a better deterrent.
6. Imprisonment should be more widely employed but its mode of application should be greatly improved through providing better physical quarters and by separating and classifying the prisoners as to age, sex and degree of criminality.⁴⁴

The breaking down of traditional institutions and values along with a lenient criminal justice system has been the contemporary classical theorists' view as to the cause of social disorder and the lack of discipline in society. To reverse this criminal chaos, more emphasis needed to be applied by increasing the costs of crime through stiffer punishments.

In 1976, Gerald Ford speaking before the Yale Law School expressed his version of crime control. The essence

of his speech reflected a classical school of thought for the cause of crime and a justice model for the reaction to the trauma. The following was his observation;

1. Lawlessness is rising - social order is chaotic.
2. The gravest offenses are "street" crimes, committed by the disdadvantaged and not white collar crimes.
3. Greater concern for the victims of the crimes is necessary.
4. Crime flourishes because treatment ideals are too lenient.
5. More punishment will bolster the deterrent and incapacitative power of our legal apparatus and cause crime to decrease.
6. Strict, legislatively fixed, determinate-sentencing is the solution to the nation's crime problem.⁴⁵

Ford's opinions reflected the concern of the majority of Americans who witnessed the crime rate rise to one murder every twenty-three minutes; one rape every six minutes and two robberies every five minutes. The President's Task Force on the Victims of Criminals demanded the introduction of more stringent crime control measures.⁴⁶ This had many implications for penologists who noted that the justice model will alter the functions of the American penal institutions. The prime examples being;

a) Sentences will be longer. Greenberg and Humphries after examining the latest legislative proposals found that there were few alternatives to prison and that with many

states passing strict mandatory minimum sentencing laws, more offenders will go to jail for longer periods of time.⁴⁷

b) A code of determinate sentencing will operate with standards. Crimes of different nature will be pigeonholed into a single undiscriminating category in the name of "equal" justice. In this instance, all first degree crimes will receive similar sentences. So, a drug addict who robs a liquor store will receive the same sentence as a hardened criminal who "holds up" a bank. Despite the fact that people are unequal in the nuances of their circumstances, they will be judged equally, resulting in uniformly harsh sanction especially to those members of minority groups.⁴⁸

c) The disadvantaged will receive "equality" before the law. Therefore, social class and race will not be overriding determinants of sentencing.⁴⁹ This unjust treatment of the poorer segment of our society will prescribe harsh sanctions for crimes normally committed by the poor and offer only a "hand-slap" for the lawlessness of the rich.⁵⁰

d) Parole Boards will be dismantled. Glaser has observed that, "the concern of parole boards was to reduce the disparity imposed by most courts".⁵¹ With the removal, the determinate sentence threatens to upset the checks and balances of the judicial system.⁵² With no outside agency to offset the discretion of judges and

prosecutors, the effectiveness of this system will be highly debatable; considering that many top judicial people may use the system to further political interests.⁵³ Brosi has commented that with seventy to one-hundred percent of all convictions resulting in plea bargaining, the prosecutor is already "king". However, with those parole boards gone, the justice model would make him "Emperor".⁵⁴ And most prosecutors fail to view prison as a limited resource for they are not accountable for the cost consequences of their state commitment decisions.⁵⁵

e) Prisons as a result will become very crowded.

Where new space has been added, on the average, it has been followed two years later by population increases of nearly equal size.⁵⁶ The National Institute of Justice, in a collection of relevant documents on Crowding in Prisons and Jails, presented many negative effects as a result of the tense environment.⁵⁷ Estimates suggest that almost one-half million offenders will be incarcerated by 1983;⁵⁸ and with it will also rise the rates of inmate victimization.⁵⁹ In the first half of 1980 alone, nearly one-hundred and fifty prisoners died violently in state and federal prisons where a crowded condition persisted.⁶⁰

f.) The "Good Time" concept will be retained to handle the problem of institutional control. Historically,

"Good Time" (time off sentence for good behavior) has been a "right", not something to be earned. The justice model

suggests that the custodial staff use the loss of "Good Time" as a major inmate control mechanism. Loss of "Good Time" means an increase to the sentence to be served. The John Howard Society has advocated that:

Revocation of "Good Time" is an emotionally charged issue and prisons appear more threatened under new determinate sentencing than under prior laws.⁶¹

The fact that rules governing loss of "Good Time" are so ambiguous will further serve to complicate the problem of maintaining order. It will ultimately be the people of the institution - guard and inmate - that will suffer from prison unrest. Fogel believed that to implement this idea will serve to sentence several guards - especially caucasian guards - to death!⁶²

g) Treatment programs will be dismantled. Liberals have proposed that under the justice model, treatment programs will become voluntary. This offers no impetus to carry-on these programs in times of fiscal crisis.

If rehabilitation had little chance for success in the past due to lack of resources and genuine commitment, then it has practically none in the foreseeable future since it rapidly is becoming legitimate to explicitly opt for retribution.⁶³

h) Minority inmates will be classified as a "dangerous class". As these inmates are unlikely groups for reformation, they deserve little sympathy, for they have no

intention of conforming and reintegrating into the dominant social order. Therefore, the minority groups are only deserving of punishment and ill-treatment.

i) Inmates will be legitimately neglected. ⁶⁴ The justice model implies, from classical theory, that punishment focuses on the crime and not the criminal. Therefore, the state has no right nor no obligation to aid the offender. Gendreau and Ross believe that the following practice will further victimize and alienate the offender:

By labelling the offender as untreatable we make it apparent to one and all, that we cannot be held accountable for his improvement or his deteriorate. ⁶⁵

j) More Minority Youths will be incarcerated.

Robinson calls this generation of inmates the "new lifers". ⁶⁶ The increase in this populous has by its very nature a more angry, volatile and dangerous character. Serving fixed jail sentences with no chance of parole is not going to take the offender long to get frustrated. Robinson concludes that he cannot recall "any period in time when conditions were more ripe for prison disturbance". ⁶⁷

These foregoing principles demanding "just desserts" raise the question of whether or not an infusion of the justice model will produce more injustice than the present criminal statutes. In fact, it appears that for minority

groups, a return to the classical ideology will only increase the amount of injustice done to them. Menninger attributed this to the simplicity of the justice model itself. In Crime and Punishment , he asserted that:

Crime problems have been dealt with too long with only the aid of common sense. Catch the criminals and lock them up; if they hit you, hit them back.⁶⁸

The Positivist School and Its Treatment Model

Where the classical school founds its belief in free will and common sense, the positivist camp draws upon the scientific method to understand the criminal element. Cesare Lombroso, "The Father of Criminology", advocated in his 1876 work, The Criminal Man , that the cause of crime was due to factors outside the control of the individual. His deterministic belief in a biological affliction opened the door for the examination of personality mal-development as the prime factor for deviancy. His initial writings gained hesitant recognition in the late nineteenth century because:

The democratic belief in the equality of men together with the religious faith in salvation for all, was sufficient to reject the suggestion that most criminals were suffering from deformities and therefore were not responsible for their actions.⁶⁹

The central features of the positivist school which

were dismissed by classical penologists included the following:

1. Factors outside the control of the criminal whether they be psychological, sociological or biological are responsible in their multiple interactions, for the criminal behavior. Therefore, free will is rejected.
2. Without free will, it is inappropriate to punish the offender for his crime.
3. The rehabilitative ideal is to effect changes in character, attitudes and behavior of convicted offenders, so as to strengthen the social defense against unwanted behavior; (but also to contribute to the welfare and satisfaction of offenders).⁷⁰
4. Offenders whose behavior cannot be altered must be held in lifelong confinement. For the majority of others, individualized treatment is necessary to effect adequate remedies.
5. The individual cannot be cured of his criminal tendencies, so for his own good and the good of society, the state must attempt to rehabilitate the offender.
6. More emphasis needs to be placed on the offender and not on the offense. Penalties should be tailored to the unique and varied circumstances of each individual rather than to be based on consideration of social harm and deterrence.
7. The means whereby the individual treatment can be achieved is by indeterminate sentencing. Therefore, offenders will stay in prison as long as it takes to effect a "cure".⁷¹

The application of positivism to penology practices is to be found in rehabilitating offenders through treatment programs. The seeds for such an approach can be traced back before the writings of Lombroso.

These early attempts at rehabilitation were scattered throughout Europe and North America. Their original success was often due to the resourcefulness of an innovative warden, politician or religious group and not attributable to any new wave of penal philosophy.

William Penn and the Quaker society enacted within the "Great Laws of 1682" a rough form of parole for inmates.⁷² It was in this flavor that the newly formed state of Pennsylvania provided in its constitution a mandate for reform of penal laws:

...and invent punishment less sanguinary and better proportional to the various degrees of criminality.⁷³

John Howard was the driving force for penal reform in England and continental Europe at this time. In his book, State of Prisons, he "championed the cause of rehabilitation over punishment".⁷⁴ Grunhut noted that by using the empirical method of research, Howard established a system of separating the hardened from the youthful offender as well as seeking an end to the transporting of criminals to Australia.⁷⁵

Much inspiration for a more aggressive push for the

model of treatment belonged to the efforts of the Englishman, William Paley. Lecturing in the 1790's on moral philosophy and social ethics based upon newer trends in education (positivism), Paley pushed for reform for using "programs in work and industry."⁷⁶ In fact, his idea was the original germ for the concept of indeterminate sentencing.

Two enterprising administrators put Paley's advocacy of indeterminate sentencing into action. A Colonel Manuel Montesinos in 1835 began a reformatory at Valencia, "with the policy of releasing men as soon as he became convinced of their reform".⁷⁷ But it was the work of Captain Alexander Maconochie that was to have the most profound effect on treatment programs for the next thirty years. Granted permission to initiate a rehabilitation program on Norfolk Island, Australia, in 1840, Maconochie hardly suspected the trend he would set for the rest of the world. His approach was reflected in the following:

When a man breaks a leg, we have him into a hospital...without thinking of modifying his treatment...we think of the individual and not society. But when a poor fellow becomes mentally and morally dislocated however imperious the circumstances, to which he may have fallen, we abandon all thought of his welfare, and seek only to make an example of him. We think of society, not of the individual. I am persuaded that the more closely and critically we examine this principle, the more doubtful it will appear.⁷⁸

His program at Norfolk used a "mark system" whereby an offender moved incrementally toward reducing his time and ultimately could obtain liberty.

Although the practices of these two pioneers eventually fell into misuse due to political reasons, they were well received overseas by select despots, such as Wines, Dwight and Brockway, who would have enormous power in shaping penal philosophy in mid-nineteenth century America.

Recognizing that "not one prison system in the United States sought the reformation of its subjects as a primary objective", penologists Enoch Wines and Theodore Dwight set out to unite American corrections specialists under a new treatment ideology.⁷⁹ The zenith of their efforts coalesced in 1870 at the first National Congress on Penitentiary and Reformatory Discipline. The meeting attracted over one-hundred and thirty delegates from the United States, Canada, The United Kingdom and South America. Forty presentations were made, of which two efforts - Zebulon Brockway's push for the indeterminate sentence and penologist Walter Crofteon's refinement of Moconochie's "mark system", now know as the Irish system, for the proof of affected rehabilitation - were directly responsible for the acceptance of a new penal constitution. These guidelines, called the Declaration of Thirty-seven Principles, involved the development of sentencing, classification, diagnosis, probation, and parole. Henderson presented the essence of the Declaration in the following ten excerpts;

a) Rehabilitation. Rehabilitation, not punishment, is the primary goal of penology:

Whatever differences of opinion may exist among penologists on other questions, there is one point on which there may be unanimity, namely, that the moral cure of criminal adults as well as juveniles is the best means of attaining the repression of crime; hence reformation is the primary object to be aimed at in the administration of penal justice.

b) Treat criminals not crimes. The
Declaration of Thirty-Seven

Principles directly opposed the premise of classical criminology, that punishment and restraint should be allocated according to the seriousness of the criminal act. Instead, rehabilitation should be administered according to the needs of the offender:

The treatment of criminals by society is for the protection of society. But since such treatment is directed to the criminal rather than to the crime, its great object should be his moral regeneration. Hence the supreme aim of prison discipline is the reformation of the criminals, not the infliction of vindictive suffering.

c) The indeterminate sentence. The practice of giving offenders a definite sentence, according to the seriousness of their criminal act, should be replaced by sentences that are indefinite.

Peremptory sentences ought to be

replaced by those of indeterminate length...Reformation is a work of time; and a benevolent regard to the good of the criminal himself, as well as to the protection of society, requires that his sentence be long enough for reformatory processes to take effect.

d) Classification. The practice of confining all prisoners together without regard to age, character or sex should be eliminated. Prisons should be designed to meet the needs of different kinds of prisoners.

Prisons, as well as prisoners, should be classified or graded so that there shall be prisons for the untried, for the incorrigible, and for other degrees of depraved character, as well as separate establishments for women and for criminals of the younger class.

e) Education. Education is an indispensable element in rehabilitating offenders.

Education is a vital force in the reformation of fallen men and women. Its tendency is to quicken the intellect, inspire self-respect, excite to higher aims and afford a healthful substitute for low and vicious amusement.

f) Industrial training. Occupational training is good both for practical and personal reasons.

Industrial training should have both a higher development and a greater breadth than has heretofore been, or is now, commonly given to it in our prisons. Work is no less an auxiliary to virtue than it is a means to support.

g) Rewards. Rewards are far more salient in producing change than is the fear engendered by punishment.

Since hope is a more potent agent than fear, it should be made an ever-present force in the minds of prisoners, by a well-devised and skillfully applied system of rewards for good conduct, industry and attention to learning. Rewards, more than punishment are essential to every good prison system.

h) Self-respect. Punishment only degrades; correctional practices should uplift.

The prisoner's self-respect should be cultivated to the utmost, and every effort made to give back to him his manhood. There is no greater mistake in the whole compass of penal discipline than its studied imposition of degradation as part of punishment. Such imposition destroys every better impulse and aspiration. It crushes the weak, irritates the strong, and indisposes all to submission and reform. It is trampling where we ought to raise and is therefore as unchristian in principle as it is unwise in policy.

i) Parole. Treatment in an institution completes only half the task; offenders require help when they return to the community.

More systematic and comprehensive methods should be adopted to save discharged prisoners by providing them with work and encouraging them to redeem their character and regain their last position in society...And to this end it is desirable that state societies be

formed, which shall cooperate with each other in this work.

j) Prevention. Prevention is far more promising than is confinement after a crime has been committed.

institutions...constitute the true field of promise in which to labor for the repression of crime...better to force education upon the people than to force them to suffer for the crimes.⁸⁰

The Congress became the American Prison Association, today known as the American Correctional Association. The Declaration was the basis for a gospel of penological reform and ushered in the formal beginnings of the treatment model in American penology.

McKelvey's synopsis of the principles involved:

...the grading of criminals according to the degree of reformation; the use of the "mark system" as a check on this process and as a restraint against disorders and finally the release on a ticket-of-leave as soon as reformed.⁸¹

For over a hundred years the methods, programs, procedures and facilities for treating the offenders have been changing and adapting under the guardianship of public interest groups, correctional administrators, politicians and scholars. Certain findings have emerged which have directly altered the operation of the treatment model.

1. Long sentences (indeterminate) are self-defeating in terms of rehabilitation.

2. Most offenders, perhaps as high as eighty percent, do not need to be incarcerated and could function better back in the community under supervision.

3. Most inmates derive maximum benefit from incarceration during their first two years. After that period, it becomes less and less likely that they could function as productive citizens if returned to society.

4. Community based corrections are more realistic, less expensive and at least as effective as incarceration.

5. Corrections as a system must encompass all aspects of the rehabilitation service, to include mental health, employment education, recreation, social services and so on.

6. Some offenders, due to their dangerousness, will require extensive incarceration and treatment programs especially designed and implemented in secure institutions. The staff in these institutions must be extensive and of high quality.

7. Most inmates are not mentally ill, but suffer from a variety of educational, medical, psychological, maturational, economical and interpersonal handicaps which are seldom reduced or resolved in contemporary correctional systems.

8. Inmates must be given the opportunity and capability to earn a living wage. Thus, they might be able to compensate the victims of their crimes and support their own

families, keeping them off public assistance rolls.

9. Pay for inmates presently incarcerated is too low to be regarded as wages. Rates of pay must be increased to at least the minimum wage on the "outside" for like labor.

10. Laws which prohibited the meaningful development of industries must be replaced. The private economic sector must be sought out and used to provide both training and work programs that will produce employable workers at the end of the corrections cycle.

These amendments to the treatment model have reduced the number of Declaration Principles to six from the original thirty-seven.⁸²

These guidelines have been responsible for the refinement of contemporary penological practices. The National Advisory Committee on Corrections suggests that institutions operating a therapy program should reflect the following social setting that will stimulate rehabilitation:

a) The institution's organizational structure should permit open communication and provide for maximum input in the decision-making process.

- i. Inmate advisory committees should be developed.
- ii. A policy of participative management should be adopted.
- iii. An ombudsman independent of institutional

administration should receive and process inmate and staff complaints.

iv. Inmate newspapers and magazines should be supported.

b) The correctional agency and the institution should make explicit their correctional goals and program thrust.

i. Staff recruitment and training should emphasize attitudes that support these goals.

ii. Performance standards should be developed for programs and staff to measure program effectiveness.

iii. An intensive public relations campaign should make extensive use of media to inform the public of the agency's goals.

iv. The institutional administration should be continuously concerned with the changing nature of these goals.

c) The institution should adopt policies and practices that will preserve the individual identity of the inmate and normalize institutional settings.

i. Each offender should be involved in program decisions affecting him.

ii. Offenders should be identified by name and social security number rather than prison number.

iii. Rules governing hair length and the wearing of mustaches and beards should be liberalized to reflect respect for individuality and cultural and subcultural

trends.

iv. Where possible, uniforms should be eliminated and replaced with civilian dress, with reasonable opportunity for individual choice of colors, styles, etc.

v. Institutional visitation should be held in an environment conducive to a healthy relationship between offender and his family and friends.

vi. Home furloughs should be allowed to custodially qualified offenders to maintain emotional involvement with families.

vii. Telephone privileges, including reasonable provisions for long distance calls, should be extended to all inmates.

viii. No limitation should be imposed upon the amount of mail which offenders may send or receive.

d) Each institution should make provision for the unique problems faced by minority offenders and take these problems into consideration in practices and procedures.

i. Subcultural groups should be formally recognized and encouraged.

ii. Ethnic study courses should be provided.

iii. Staff members, representative of minority groups in the institution should be hired and trained.

iv. Minority residents of the community should be actively involved in institutional programs.

e) The institution should actively develop the maximum possible interaction between community and institution, including involvement of community members in intramural and extramural activities.

i. Institutionally based work-release and study-release programs with an emphasis on community involvement should be adopted or expanded.

ii. Ex-offenders and indigenous paraprofessionals should be used in institutional programs and activities.

iii. Joint programming between the institution and the community should be developed, including such activities as drug counseling sessions, Alcoholics Anonymous meetings, recreation programs, theatre groups and so on.

iv. Offenders should be able to participate in educational programs in the community and community members should be able to participate in educational programs in the institution.

v. Police officers should become involved, acquainting offenders with pertinent sections of the law and in general playing a supportive role.

vi. Offenders should have opportunities to travel to and participate in worship services of local churches and representatives of the churches should participate in institutional services.

vii. The institution should cultivate active participation of civic groups and encourage the groups to invite offenders to become members.

viii. The institution should arrange for representatives of government agencies to render services to offenders by traveling to the institution or by enabling offenders to appear at agency offices.

f) The institution should apply only the minimum amount of security measures both physical and procedural that are necessary for the protection of the public, the staff and the inmates; and its disciplinary measures should emphasize rewards for good behavior rather than the threat of punishment for misbehavior.

i. Committed offenders initially should be assigned the least restrictive custodial level possible, as determined by the classification process.

ii. Only those mechanical devices absolutely necessary for security purposes should be utilized.

iii. Institutional regulations affecting inmate movements and activities should not be so restrictive and burdensome as to discourage participation in program activities and to give offenders a sense of oppression.

iv. Standards concerning disciplinary procedures should be adopted, including the promulgation of reasonable rules of conduct during disciplinary hearings and decisions respecting the rights of the offenders.

v. An incentive system should be developed to reward positive behavior and to reinforce desired behavioral objectives.

vi. Security and disciplinary policies and methods should be geared to support the objective of social reintegration of the offender rather than simply to maintain order and serve administrative convenience.⁸³

The Failure of the Treatment Model

Despite good intentions towards individualized treatment with its claims for re-shaping offenders into contributing citizens, the treatment ideology has come under much attack.

To begin with, critics have charged that the positivist theory is flawed. Many who violate the laws are "normal". Therefore, general social reform, not individual reform is the solution to the problem.⁸⁴ This is especially applicable to minority groups.

Another short-coming is that the treatment model holds that institutional behavior is a good sign of future community behavior. Norval Morris disputes that point, indicating that the realities of society are very different from the artificiality of incarceration.⁸⁵

Clemmer calls this conformity to institutional rules, "prisonization", a means to exist, and should not be confused with proof of a rehabilitated state.⁸⁶

Indeed, the "technology for predicting conformity simply has not developed to the point where it can be employed with even the minimal confidence".⁸⁷

As a result, under the auspices of treatment, many

non-deserving offenders continue to be incarcerated while dangerous criminals are released.

A further failure of the treatment model is that it is often "enforced" in therapy programs. This causes inmates to displace the goal of therapy. They participate not to improve themselves, but to "beat the system" at its own game. They participate cynically to ensure eventual release. Also, to be forced to participate against one's own personal wishes, known as "coerced curing", is a misguided effort. The "coerced cure", a concept borrowed from physical medicine, is a delusion as long as the inmate is forced to participate.⁸⁸

When prisons confine and restrict, rehabilitation cannot be achieved. Instead of making the inmate responsible, it teaches dependance. Inmates give up their identities and control over their freedom of thought and action.

Even when the most healthy and normal are placed within the roles typically populated by criminals and uneducated; a humane environment does not ensue.⁸⁹

Prisons cannot rehabilitate by virtue of the very act of imprisonment. The concept of "indeterminate sentencing" is especially on trial.⁹⁰ As an example, to spend eleven years behind bars for joining in a car ride after watching

friends commit a seventy-dollar theft is unjust punishment. In practice, the foregoing example happened. The inmate did not convince his keepers that he was rehabilitated. Consequently, the length of his incarceration was continually extended until he proved his rehabilitative worth. The indeterminate sentence allows such victimization.⁹¹

With the state responsible for inmate welfare, the extent to which the state will go to achieve rehabilitation is uncertain. David Fogel has written:

On the dim horizon one sees a group of the newest enthusiasts...known as behavior modifiers...emerging from animal laboratories...in search of defectives...equipped with pills, chemicals, electrodes and neurological instruments.⁹²

Finally, the greatest disservice of the treatment model can be found in the principle that punishment should suit the criminal and not the crime. This chore is accomplished by therapy experts who develop individualized treatment programs. Many critics have argued that programs have been of no value because those serving the sentencing and those conducting the programs were not qualified to design a program of "cures". As Gaylin noted:

Any two judges are quite likely to meter out divergent sentences for crimes identical in nature and circumstance.⁹³

The major point to be taken from this practice was

that the administration of justice in the name of treatment was "blatantly discriminating".⁹⁴

In Fair and Certain Punishment , much attention was given to the analysis of criminal sentencing under the treatment model design. It was found that prisons are for the poor and the non-white, and that treating the criminal and not the crime has:

...at best led to gross disparities in sentencing of people with comparable offenses and previous records; at worst it has been a respectable cover for letting off the upper and middle class with a slap on the wrist while reserving the full weight of the law enforcement for those without money or the power to fight back.⁹⁵

For these reasons, the conflict between the justice and treatment models has surfaced again. If therapy programs, such as activity programming at the Oregon State Penitentiary are to contribute to its therapy objective, three questions must be addressed.

1. What justification can be given for the continuance of a treatment ideology?
2. What justification can be given for the continuance of an activities program as part of this ideology?
3. What are the implications of minority inmate perceptions towards activities programming as a rehabilitative tool?

The Value of Rehabilitation.

The shortcomings of the treatment model have exposed much apparent injustice, especially for minority groups. The justice model also has some major flaws which leads us to believe that the choice of the correct model should be based on which concept does the least harm to the inmate. It is this exact proposal that Glaser suggests should be the determining factor in selecting one paradigm over another. Her principle of "least harm" suggested:

Every program designed to help the dependant ought to be evaluated, not on the basis of the good it might do, but rather on the basis of the harm it might do.⁹⁶

However, rehabilitation has within itself a potential for doing good. Its value rests in benevolence, instead of repression, in dealing with the criminal justice system. Based upon this premise, Cullen and Gilbert offer four reasons why rehabilitation and the treatment model should be re-affirmed for reasons other than "doing the least harm".⁹⁷

1. Rehabilitation is the only justification of criminal sanctioning that obligates the state to care for an offender's needs or welfare.

The justice model with its emphasis on deterrence, incapacitation and retribution does not address itself to

any welfare obligation to its inmates. Kittrie believed:

It owes nothing to the guilty party
and his rehabilitation remains an
incidental accomplishment of the
penal sanction.⁹⁸

However, to move in that direction is to ignore man's
most endearing characteristics - charity, compassion and
love for a fellow man. Herman and Julia Schwendinger
believed that:

By discrediting rehabilitation as a
basic principle of penal practice
the justice modelers have
undermined their own support for
better standards of living in penal
institutions.⁹⁹

The justice model holds that offenders will be cared
for and protected by their "individual rights" as
established by constitutional grounds. Inmate belief in the
American Penal Code to ensure the right to safety, care,
dignity, self-improvement and a better future, without the
state taking formal charge for their own good, is strongly
attacked by treatment advocates. To put faith in the
"rights" of an inmate as the vehicle for safety and reform
is tenuous at best. At present, the Burger Supreme Court
suggests "too much concern for the rights of the criminal
defendants may be nourishing America's crime
problem".¹⁰⁰ The courts are now putting aside the
complaints of inmates dealing with them only when large
stacks are amassed.¹⁰¹ In fact, to rely on litigation
and having an inmate's pleas reviewed by a judge has led to

the general abuse of the process. Courts are deluged with frivolous claims, seeking damages for personal injury.

He said he is seeking \$100,000 from a prison guard who told him to turn his radio down...\$700,000 from the state parole board for keeping him in prison...\$300,000 in damages from each Oregon legislator and his spouse...\$30,000 from a jailer who copied some of his own personal inventions...\$30,000 from another jailer who says he refused him the use of a razor until five minutes before a court appearance. 102

Relying on "rights" holds the state to strict standards to ensure "due process" protection and limits the good that a state may be obligated to provide. Under the treatment model, the operation of a rehabilitative program often times goes far beyond the standards that are expected. Allen and Simenson believed that:

The more humane treatment methods are intended to be used in conjunction with the employment of authority in constructive and positive manner, but inmates must be allowed to try and fail. Authoritarian procedures (justice model) used alone, only provide the offender with more ammunition to support his self-image as an oppressed and impotent pawn of the power structure. 103

To oppose the rehabilitation principle is seen to ignore an ethical duty. Those people returning to society without some therapy exist at least, in a state of uncertainty, frustration, and resentment. The treatment model attempts to dissipate those anxieties. As Chief

Justice Warren Burger said:

When a society places a person behind walls and bars, it has an obligation - a moral obligation - to do whatever can reasonably be done to change the person before he or she is released.¹⁰⁴

2. The ideology of rehabilitation provides an important rationale for opposing the justice model assumption that increased repression will reduce crime.

Repressive tactics do not focus on the real causes of crime. They only serve to crowd prisons and reduce prison living standards; and also raise the cost of incarceration dramatically (the cost of housing one inmate for a six-month stay is higher than to send him to Harvard for one year).¹⁰⁵

Social and personal problems are often the cause for violations and focusing criminal justice on the crime and not the criminal will serve to deepen the resentment which many inmates are unable to control once they are released.

Judge David Bozelon commented:

I do not know how academicians and politicians can have a clear conscience preaching repression as the solution to crime, unless of course they believe that despite the accident of birth, everyone in this country is equally endowed, mentally and physically, and has the same opportunities they have had to get ahead.¹⁰⁶

Changes in offenders will not be realized as long as the central theme of our criminal justice system is

deprivation.

The more fiercely, the more ruthlessly, the more inhumanely the offender is treated - however legally - the more certain we are to have more victims.¹⁰⁷

The treatment process recognizes that much of the crime committed today is a result of social inequalities and injustices. Therapy programs recognize this abnormality and offer support for opportunities that will eventuate in a more equitable distribution of resources through a broad attempt to restructure social circumstances. This is the rationale for pre-release, work-furlough and community-based programs which offer optimism through an incremental framework of rehabilitation.

3. Rehabilitation still receives considerable support as the major goal of the correctional system.

Research consistently reveals that rehabilitation is just as important as making the criminal pay for his crime.¹⁰⁸ Also, at a time when support is mounting for the withdrawal of the treatment model, the majority of inmates in this country may be in support of its existence.¹⁰⁹ In the state of Illinois, considered one of the staunchest supporters of the justice model, rehabilitation is still held in high esteem.¹¹⁰

Wardens, prison guards, probation and parole officers have also consistently supported the idea of rehabilitation over the repressive alternative.¹¹¹ The rehabilitation

ideology is alive in corrections because the majority of Americans believe in it, however lofty its goals may be.

4. Rehabilitation has historically been an important motive underlying reform that has increased the humanity of the correctional system.

Since the Declaration of Principles , corrections has condemned lockstep marching, rockpiles, paddling, cribs and other dehumanizing instruments. In their place a variety of treatment programs, medical care units, and state subsidized education programs have been introduced. Francis Allen commented:

That it is a historical fact that the great reform in the physical and moral conditions of institutional life have been accomplished largely by persons whose humanitarian impulses were joined with rehabilitative aspirations. 112

This has special application for minority groups:

Some argue that we do not need the rehabilitation model as an excuse to treat offenders humanely, that we do it for the sake of being humane in and of itself. But this argument does not recognize the great cultural differences that we have and continue to have towards our society's outcasts. It is only a couple hundred years since we gave up mutilating, disembowling and chopping up criminals, and we still cannot make up our minds whether to stop killing them. It would seem to me that while the rehabilitation model has its own drawbacks, it has brought along

with it a useful baggage of humane values that might never have entered the darkness of criminal justice otherwise. 113

If rehabilitation is the paradigm of choice, attention must be paid to inmate interests and disadvantages by concentrating on the positive side of individual potential. Caring for offenders may be a futile exercise when the inmates perceive programs, like the Oregon State Penitentiary Activities Program, as not in their best interest. Rehabilitative purposes then must be re-evaluated in light of the limits they may provide.

Summary of The Penology Model Conflict.

The struggle between the two models, treatment and justice, revealed that each side possessed valid and factual support for their cause. The degrees to which one model has predominated over the other were attributable to social pressures from both outside and within each institution.

This study represents one such perspective of the correctional dilemma.

Three minority inmate groups of the Oregon State Penitentiary - Black, Hispanic and Native American - were researched to reveal their attitudes towards their activity program. The data may aid in determining the future organization and administration of the Oregon State Penitentiary Activities Program.

The Value of Recreation as a Rehabilitative Tool

Clemmer has stated that forty-four percent of an inmate's day may be labelled as leisure time.¹¹⁴

Prisons, as social institutions, have a responsibility to provide or guide the individual to satisfying his leisure needs and interests, during this time.

The sum of how effectively these needs are met, coupled with the great challenges which can be realized through a higher as well as a more abundant standard of living on all fronts of human existence add up to the well-being of humanity.¹¹⁵

The activities program, in meeting those challenges, may aid rehabilitation. Robinson believed that recreation was as essential to the therapy process as nourishing food and sound counseling.¹¹⁶ By providing a balance to prison life, recreation programs may serve to change an inmate's lifestyle and circumstances. Therefore, leisure services should be considered a necessity and not a privilege towards a better understanding of an inmate's problems.¹¹⁷ As Heyns was quick to point out;

The public should remember that the reason many men are behind bars is due in no small measure to lack of recreation facilities in the free world. Institution heads who try to succeed with individuals in whose cases society has thus far failed should not be handicapped because of a lack of facilities or opportunities. The public is often remiss in its efforts as prevention; it should not now be niggardly in the program of

rehabilitation.118

The purposes of recreation in prison were:

1. To increase physical fitness.
2. To help pass the time.
3. To build morale.
4. To normalize life.
5. To release tension.
6. To help in the rehabilitation process.

The last purpose, "to help in the rehabilitation process", was the focal point of this study. Regarding this goal, Carlson stated:

Physical recreation affords stimulating exercise, a release of energies, a safety valve for sublimation of aggressive ways. Team activities may teach a prisoner new lessons in self-control, co-operation, the assumption of his own and other limitations. New interests are awakened; new insights are gained; new skills are learned to assist him in rehabilitation. These are some of the rewards of the individual who is confined.119

In order for recreation to be part of the rehabilitation process it must:

...be professionally planned and adopted; and directed to the ultimate goal of returning the person to society to cope with society's demands and opportunities.120

Decker took Carlson's statement one step further.

Recognizing that recreation is certainly not a panacea for prevention, control or cure of unacceptable behavior, Decker nonetheless acknowledged the rehabilitative potential of leisure activities when mixed with other forms of treatment. A well-guided program should be able to assist in co-operative enterprises and develop constructive relationships from socially acceptable interaction with counselors, guards and other inmates. Fulfilling personal interests should serve to replace undesirable past activities. Recreation can do little by itself but can be beneficial if viewed in light of the complete therapy program.¹²¹

Recreation programming as part of the individual therapy process means different things to different inmates. But to be rehabilitative, the recreation program must be somehow related to what happens when the inmate is released. As Smith and Gonzales commented:

The program is meaningless if the guy leaves it behind in the institution. There has to be an element in the program that is followed in the community.¹²²

The real test of any rehabilitative program lies in the inmates' perception of how they view the recreation program as a rehabilitative tool. In this case, the literature, although limited,

has not been so supportive of the treatment ideal. Research has uncovered the following:

1. Facilities were inadequate and poorly administered.¹²³
2. Recreation programming was lacking in specific goals.¹²⁴
3. Recreation programs helped to pass the time and were not a tool for rehabilitation.¹²⁵
4. Sport and physical fitness activities might help to rehabilitate.¹²⁶
5. Recreational interests were not being learned while in the prison setting.¹²⁷
6. The carry-over value of prison recreation activities was not strong.¹²⁸
7. Activities offered in the prisons were too team-sport oriented and have little carry-over value.¹²⁹
8. Attitudes toward recreational activity were already shaped prior to coming to prison and would not be altered by any rehabilitation program.¹³⁰
9. The perceptions of recreation were limited in scope and quantity due to such factors as time and money as well as by the very difficult research climate of a correctional institution.¹³¹
10. Recreation activities lacked in leisure counseling which was the key element in the success of community re-entry.¹³²

Research implied that the value and place of recreation

in prison was limited. This may be due to the following observation.

No matter how interesting or how exciting a leisure past-time may be, there is always that deadening sense of confinement which prohibits the complete release of the personality to the activity at hand.¹³³

Garrett also attributed this lack of impact to the loss of the "play" element, destroyed by an abnormal social setting.¹³⁴ Clemmer attributed the lack of achieving rehabilitation due to limited space, inadequate equipment, casual programming and a narrow purpose to play, game and sport.¹³⁵

Despite the negative implications from research, the concept of rehabilitation as influenced by recreation is strongly supported by the American Correctional Association (ACA).

In accord with this thinking, institutional administrators are introducing all types of recreation activities and gearing them to the general program of rehabilitation.¹³⁶

This has resulted in the ACA recommending the following essential guidelines for a successful rehabilitative recreation program.¹³⁷

a) Administration.

1. Leadership.

A well-trained recreation leader should be

responsible for the leadership of the program.

2. Funds

Adequate funds should be provided in the regular institution budget for the support of the recreation program.

3. Areas, Facilities and Equipment.

Areas, facilities and equipment should be provided for a year-round program of diversified indoor and outdoor activities.

b) Program.

The well-rounded program should include the following activities.

1. Athletic Activities.

- i. Individual and dual sports.
- ii. Team sports - intramural and varsity.
- iii. Combative sports.

2. Cultural Activities.

- i. Arts and Crafts.
- ii. Music.
- iii. Drama.
- iv. Literary society.
- v. Special events and group activities.
- vi. Social games.

3. Corrective Activities.

- i. Physical fitness testing and training.

- ii. Physiotherapy.
- iii. Records and evaluations.
- iv. Research.

The Oregon State Penitentiary Activity Program

The Setting

The Oregon State Penitentiary (OSP) is composed of a maximum security main facility, a farm annex and a forest camp. The penitentiary per se holds forty-eight percent of the State's prison population with a designed capacity of one-thousand, one hundred and seven units.¹³⁸

Six factors have contributed to a serious crowding condition at OSP which have resulted in the institution accomodating over five-hundred more inmates than it is designed to house.¹³⁹ Those factors were:

1. No major correctional facility being constructed over the past twenty years.
2. The state's population growing by almost a million persons during that time.
3. The state's crime rate growing at twice the rate of population increase.
4. Law enforcement agencies improving and sophisticating their capabilities to apprehend and prosecute offenders.
5. The amount of time being served by violent offenders has increased by fifty percent.
6. New felony crimes have been reclassified which tend to increase penalties and time served.¹⁴⁰

United States District Court Judge James Burns has commented that if this condition were not corrected in the future, inmates will continue;

...to have increased health risks, diminished access to essential services, fewer opportunities to engage in rehabilitative programs...which, may well erupt in violence...141

OSP officials have reacted to the inmate increase in several ways. By double bunking; converting day-rooms to dormitories; remodelling a prison industries warehouse into living space; making use of medical infirmary beds, segregation unit beds and psychiatric unit beds; inmates have been accommodated over the past twenty years.

The Oregon legislature authorized referral of a bond measure to the voters in 1980 and again in 1981 in order to gain funds to provide additional space. Both measures were defeated. Forced to consider alternatives to constructing a new facility, eight options were reviewed:

1. Control the number of inmates in prison by "capping" the population.
2. Create full Community Correctional Act Programs (probation) statewide.
3. Reduce some non-violent felonies to misdemeanors.
4. Enhance funding to existing Community Correctional Act participants.
5. Add temporary modular housing units inside OSP.
6. Create barracks-type facilities within a fence.

7. Remodel Hillcrest Institution into a medium security prison.
8. Do nothing. 142

None of the alternatives were acceptable to alleviate the crowded condition, so Governor Victor Atiyeh recommended in his "Anti-Crime Program" that allotment be made for some twenty million dollars in the 1983-85 budget for the expressed intent of constructing new prison space. Until then, the Oregon State Penitentiary will function with crowded conditions.

a) Administration of Activity Program -ACA Guideline.

The activity program at the Oregon State Penitentiary attempted to follow the essential elements as outlined by the American Correctional Association guidelines.

1. Leadership and Management - OSP Program.

The Recreation Staff of nine members is headed by Activities Manager C.W. "Bud" Chappelle. Mr. Chappelle has worked "through the system" having served in both a custodial and treatment capacity until finally securing this management position in 1982. Currently he was pursuing a leisure specialist degree on an interim basis. His support staff consisted of four recreation therapists who were appointed because of an expressed desire to work in recreational activities and because each possessed some recreational knowledge and/or skill. Each staff member also had a background either in law enforcement or counseling. The remaining four staff were correctional officers assigned

to serve in areas of the activity program needing special supervision.

Although each staff member was assigned specific duties, a matrix model of management existed.¹⁴³ The activities manager attempted management efficiency through informal groups, solidified by common social goals, mutual interests and a genuine concern for the growth and development of his staff within their special abilities and interests. Each staff member possessed a treatment team philosophy. As a consequence, they wore civilian clothes and have a special rapport with the inmate population.

Vestiges of a hierarchical model of leadership were replaced by a web of authority where the prime emphasis is placed on horizontal and diagonal lines of work flow in lieu of line-staff delegation of duties.¹⁴⁴ As an example, the activities manager supplemented many staff member duties by "pitching in"; while all staff members were in a support position - able to cut across functional and organizational lines to accomplish a common inter-organizational objective. Specifically, a staff member, although responsible for his own special areas, such as intramural sports, was expected to aid his peers in completing their given objectives, like conducting a special music event.

When this command authority was reduced, it was replaced by political behavioral transactions such as bargaining, trading, waiting, negotiating and compromising.¹⁴⁵ Mr. Chappelle used these interpersonal

skills to co-ordinate his program. He minimized hierarchial authority to manage effectively, but the reduction of his command authority did not mean that it was altogether eliminated. The matrix approach was not indicative of the complete organization of the Oregon State Penitentiary; rather it was a part of an organization subordinated to higher decision-making levels. The leadership and management of the activities program recognized that the system in which it worked was a formally traditional structure dictating to a treatment program which is constantly changing. The key to managing an activities program within this conservative structure was to cross formal barriers and solidify relations with informal friendships. Mr. Chappelle attempted to perform such management practice, depending upon his interpersonal expertise.

In addition to the support staff of eight members, Mr. Chappelle made use of inmate leaders to operate the activities program. There were seventeen clubs functioning in the program with each having an inmate president. Relations between Mr. Chappelle and the inmate leaders was on a decentralized informal basis as no formal inmate activities council existed to collectively voice inmate interests. These leaders were encouraged by the activities manager to participate in the planning and organizing of their respective club's programs and to be responsible for the club's activities.

A review of the leadership and management of the OSP Activities Program revealed that the program closely reflected the principles as outlined by the American Correctional Association. The key to its success was a high correlation between positive administrative leadership and sound recreational programming. For the Oregon State Penitentiary, the leadership of the activities program appeared to be well-established for both inmates and institutional needs.

2. Funding - OSP Program.

Monies for the activities program were supplied through the purchase of sundry items available from the Inmate Canteen operation. A Budget Services Director oversaw the operation of the Canteen which provided eight to sixteen thousand dollars annually to the activities program.¹⁴⁶ The various recreation programs thought to be desirable to the inmates were reviewed in cost/benefit terms. Each activity was ranked in accordance with its benefits and selected on the basis of which would yield the most benefit in light of its cost of operation. This financial strategy forced the activities manager to plan annually each program based on both ideas generated by inmate interest and traditional programs backed by inmate need and custodial necessity. This type of budgeting was known as zero-based budgeting.¹⁴⁷ Each activity was divided into a "package" comprised of goals, activities, and needed

resources from which calculation for each package was done from the ground up - thus the term, "zero-based". By starting each package from the base of zero, costs were calculated on all traditional areas of the "package" instead of looking only at the changes from a previous period. Consequently, special event programs like a timber carnival could be held annually, if areas of revenue savings such as securing the timber from a cheaper source or by providing voluntary inmate and staff labor were obtained.

The budget, was reviewed on a quarterly basis, so it had to be flexible to provide minimal supplementary funding to accomodate the fluctuating volume of demands for that quarter. If the inmates expressed a sudden interest to use the ping-pong tables, then the budget was flexible enough to supply the program with additional paddles and ping-pong balls.

It appeared that funding for purchases of equipment was available through the present system, but support for any large capital outlay for new or special equipment had to come from another source. This financial necessity was met by the solicitation of donations from community businesses. Expensive equipment was sometimes donated in return for a tax exemption. The activities manager encouraged each club president to pursue the acquisition of these valuable commodities by this solicitation process.

Under the present system, the activities manager exercised judgement and caution in allocating funds. His judgement as to who received what portions of the budget, generated a necessity for a high degree of co-operation between the administration and the inmate population.

As recommended by the American Correctional Association guidelines, a system of funding was available for recreational purchases; however, insightful contingency planning was necessary to keep the program functioning.

3. Facilities, Areas and Equipment - ACA Guideline.

Without facilities, areas and equipment, an attractive program would not be possible. Without diversification within these elements, a variety of interests could not be met. Penman provided guidelines for the establishment of sports and games area requirements with helpful aids in planning, remodelling or constructing facilities.¹⁴⁸ Although the American Correctional Association still adhered to the original work done by Meyer and Brightbill,¹⁴⁹ Penman offered new insights into general facility considerations such as artificial surfaces, encapsulated spaces, facility evaluation, aesthetics, lighting, air-conditioning and the use of new construction materials to be found in high quality, low-cost plastics. Meyer and Brightbill were outdated in their selection of construction specifications,

but do present certain fundamentals to which every correctional institution should adhere, if rehabilitation was their focus. Those guidelines included the following;

1. Indoor facilities. These were essential to a well-rounded activities program. Specifically, these should include multiple-use recreation buildings for ball games and other floor activities; such as boxing, wrestling and weight-training. An auditorium with a stage and removable seats was preferred for lectures, movies, dramatics and musical/variety shows. Rooms should also be available for table-tennis, shuffleboard, cards, checkers, chess, and dominoes. In addition, special areas needed to be arranged for arts and crafts and for individual hobbies like leatherwork. A music room with adequate storage space for instruments was also required. Finally space needed to be provided for a professionally managed library service.

Bronzan offered a complete guideline for minimum dimensions to operate a safe and satisfactory program.¹⁵⁰

OSP Program. The Oregon State Penitentiary made use of a wide variety of indoor facilities in its recreation program. There was one indoor gymnasium, with two adjoining day rooms; an auditorium with a stage; a hobby room; three television rooms; two music rooms, a large games area and a library complete with an excellent legal/law subsection. Frost and Marshall presented a list of basic planning

principles for functional facility operation for indoor areas.¹⁵¹ The Oregon State Penitentiary Activity Program adhered to these facility guidelines as closely as possible. These included twelve major considerations.

(i) Individual activity areas should be readily accessible from dressing areas.

A "cage" area which distributes all equipment was located on the gymnasium floor. The auditorium was likewise accessible after passing several security gates. The hobby room was close to living quarters and was also closely monitored. Television rooms were located near the gymnasium; while both the television rooms and the music rooms operated on an open recreation philosophy. These rooms were centrally located for inmate use and were less than a five minutes walk from any living quarter. The gymnasium was located a short distance from the living areas and was central to other facilities. This included all outdoor areas, showers, a free-weight training area (which is supplemented by a Universal weight machine) and a semi-detached boxing/storage area.

(ii) Specific activities that will be conducted should be identified and activity dimensions should be described.

Major indoor sport dimensions were marked. Cross-court markings were not in evidence.

(iii) Use of folding partitions or dividers should be considered to allow more leeway in changing activity area dimensions.

The gymnasium had a permanent wall between itself and both the weight area and the day-rooms. The boxing ring was a semi-detached area with portable seating when needed. No portable dividers existed for division of court play in the gymnasium and will remain that way for security purposes.

(iv) Usuable space should be maximized by the use of moveable seating.

Usuable space was available in the gymnasium, when needed, through roll-out bleachers. The auditorium has portable seating during television and video-tape replay nights, along with other special events. The weight room itself was portable as in the summer months, the free-weight areas were moved outdoors, allowing for expansion in facility use and thereby freeing the amount of spectator and resting areas.

(v) Ceiling heights should be determined by both activity needs and aesthetic qualities.

The ceiling in the gymnasium was too low for volleyball and badminton (must be twenty-four and forty feet respectively), but games were modified to accomodate the structure and occasional matches could be played. The aesthetic quality of the gymnasium and day-room areas was sobering. Browns and tans predominate but the areas were clean. The auditorium acoustics were adequate to accomodate four hundred people at one time. The hobby room was able to offer well-lit bench space for inmate use. The noise

reduction was maximally achieved by the absorbing qualities of the low ceiling and wooden work benches.

(vi) Windows and fenestration (natural light) should be planned, designed and selected in relation to effects upon activities.

Areas were luminated to adequate day and evening use to make up for minimum fenestration due to security purposes. Hobby areas were maximally lit with individual light stands. The dayrooms offered maximum fenestration due to its size and location, having many windows in its design.

(vii) Walls of the areas should be planned to implement certain activities.

Weight training equipment was attached to walls while handball courts, although located outside, utilized the walls of the gymnasium. The hobby room was stocked with tools and building material to the point that the wall space was at a minimum. Charts for program guidance and pull-up boards were located in the weight training room afixed to the wall areas. Day rooms were equipped with social games which also was located against the walls.

(viii) Main storage areas should be planned for maximum efficiency of operation.

The "cage" area controlled the gymnasium and weight room activity. The library was self-monitored with a check-out system. The boxing area had sufficient storage area, approximately 2400 cubic feet, to accomodate any overflow from other areas.

The hobby room was located inside the security living areas on a second floor. The hobby crafts material for approximately twenty-five inmates was stored in eight-foot working spaces. Their crafts were removed to the Curio Shop, inmate personal storage, individual cells or passed out to visitors or family upon completion. Adequate auxiliary storage rooms were located near each activity center but were often in need of expansion due to the crowded inmate population. Auxiliary storage space depended upon the activity area itself and the number of inmates utilizing the area. Penman recommended one thousand cubic feet of auxiliary storage space for a program the size of the Oregon State Penitentiary. Therefore, for the gymnasium, the auditorium and the hobby shop, storage space is badly needed as long as the crowded condition exists.

(ix) Traffic patterns should be determined to avoid congestion noise and interference with regular activities and office operations. Traffic patterns should also be planned for general supervision and emergencies.

No social institution was more acutely aware of traffic patterns than a prison. Oregon State Penitentiary personnel were aware of the numbers of inmates at all functions at all times. The prime concern in prison, along with care and custody of inmates, is control of inmate traffic patterns. Certain individuals were premitted use of recreation facilities dependant upon security ranking, job class, court

appearances, visits, and specific living quarters. In the event of emergencies, strict policies and procedures were enforced to control inmate traffic patterns in all recreation activity areas.

(x) Custodial rooms should be located for maximum efficiency and convenience.

The institution had designated custodial workers whose function it was to aid in the maintenance of recreation areas. Access to brooms, buckets, taps, soap and other cleaning apparatus was centrally located and monitored daily, but a custodial manager assigned work loads, details and areas to be maintained. It was expected that each inmate would be responsible for his own hygienic conduct whether in his cell or in recreational activities.

(xi) Materials and construction details should be selected only with knowledge of maintenance and repair cost.

Being a part of a government institution in a state whose economy was limited by economic hardship, the Oregon State Penitentiary Activities Program personnel was acutely aware of financial limitations and restrictions. The activities manager was always looking for the lowest prices for supplies and equipment. The repair of equipment was often done by a gifted inmate who had a small repair shop to fix items broken during the recreational activities. Each

inmate was aware, through the inmate handbook, that the activities program is sponsored mainly from inmate funds generated by their canteen. Any breakage of equipment or misuse of facilities served only to constrain activities programming.¹⁵²

(xii) Dimensions of doorways, corridors and stairs should be selected to meet anticipated peak loads of persons and equipment.

The Oregon State Penitentiary had been operating at peak inmate load for almost twenty years. It was difficult to maintain the flow of inmates once inside a hobby room, auditorium, library or gymnasium without the co-operation of the inmate populous themselves. Some activities were often moved outdoors to accommodate traffic flow. Until a new facility is established, the OSP doorways, corridors, and stairs will continue to be crowded. Restricting the flow of inmates by use of passes is often effective to control these areas along with adhering to strict program schedules. All equipment necessary for a particular area has a designated storage space. Equipment overflow was often stored in the boxing area as in the case of major pieces of outdoor equipment or supplemental equipment like new running shoes.

Indoor facilities are of major importance for a prison activities program to be successful. Both Penman and Bronzan offered guidelines for making any indoor area functional. The OSP Program adhered to

these guidelines as closely as possible. In addition, Voltmer and Esslinger's Administration of Physical Education¹⁵³ and Daughtrey and Wood's Physical Education and Intramural Programs¹⁵⁴ were applicable to prison facility utilization. A practical guide was the Athletic Institute's Planning Facilities for Physical Education which was an excellent checklist for laypersons who are facility operators.¹⁵⁵ This checklist is an aid to any activities manager who wished to assess his facility "functionality" on either an excellent, adequate or inadequate basis.

A review of the Oregon State Penitentiary program did not reveal any utilization of such an evaluative tool.

2. Outdoor Areas - ACA Guideline. Within walled institutions, space is limited and often sought by recreational specialists. Every effort should be made to make use of existing walls and double fencing. The outdoor area should be adequate for baseball, softball, football, soccer, basketball, volleyball tennis and handball according to the American Correctional Association. A running track is also recommended.

OSP Program. The outdoor areas of the OSP activities program were just as important as the indoor areas. The master plan of the outdoor area was essential to program success. The following synthesis of ideas presented by Resick, Seidel and Mason¹⁵⁶ and Frost and

Marshall¹⁵⁷ offered a substantially competent guideline.

- (i) The site should be accessible to the inmate populous.

The general inmate body of the Oregon State Penitentiary, once classified, were eligible to use the outdoor areas. The "Yard" was easily accessible in a five-minute walk from any living quarter.

- (ii) The areas should be maintained without undue expenditure.

Inmate workers, recreation staff and the inmate athletic club members provided the manpower for maintenance. Reasonable use of facilities and care during winter served to keep the areas maintained. Material such as fill-dirt, seed and tools were provided by the Activities Department and the Institution Works Program of the Oregon State Penitentiary.

- (iii) The areas need proper drainage.

The drainage of the fields was made possible by the underlying subsoils which were permeable. Water build-up occurred only on the track areas. No other drainage report was available.

- (iv) These sites should be advantageously related to the indoor athletic facilities.

The gymnasium was centrally located, complete with a supplementary weight-training area. Around the gymnasium were six handball courts, a quarter-mile and one-mile track, two softball diamonds, an

eighteen-hole miniature golf course, a multi-purpose sports field and three volleyball courts.

(v) The area is secured.

The outside areas were secured by double-fencing, concrete walls, and supervised by custodial personnel working in observation towers. Recreation personnel mixed with the inmates in the "Yard" either as supervisors, instructors, occasional players, or officials.

(vi) The facilities should be made available to the public.

The Oregon State Penitentiary activities program operated varsity teams which played in city softball and soccer leagues. Public teams were encouraged to participate in sporting events within the walls. Interested public teams did frequent the institutional outdoor facilities with weekly regularity during both the summer and winter months for special events like marathon runs, challenge basketball or softball games.

(vii) Facilities need to be adaptable.

Outdoor facilities and fields should accommodate multiple usage. As space acquisition was difficult, soccer fields, as an example, also served as softball fields. These fields were also used for track and field events, as well as accommodating a game of "buffalo" ball, a local favorite. The track also was used by walkers and

runners. Volleyball courts were used for basketball, while handball courts accommodated doubles, singles and "cut-throat" games. The field was also available for special events like timber carnivals, go-kart races, concerts, marathons, and other events.

(viii) Individual facilities must not interfere with each other.

The physical blueprint of the facilities reflected the individual field/court requirements for each activity. Planning was necessary to prevent direct interference and keep overlap at a minimum. This was a problem at the Oregon State Penitentiary due to the great numbers of inmates desiring to use the many facilities at the same time.

(ix) There must be room for seating.

Although portable bleachers could be constructed, it was not always possible to seat all spectators. Careful selection and classification of inmate groups was done to "cap" spectators to a sporting event in the "Yard", or to restrict groups to certain times on any recreational field, area or court.

(x) There would be adequate space around the playing area.

At the Oregon State Penitentiary, there were lined walkways to and from the outside areas with small standing areas around the track. The track itself was used on occasion for unhindered walking during special events using the fields. The east side of the track paralleled the prison wall

thus restricting peripheral space on that side of the track. Other court spaces had paved and covered areas from which to watch the court activity. The American Correctional Association recommended the following safety space for activity areas:

Volleyball - 12' X 12' all around the court.

Handball - should be self-enclosed.

Basketball - 6' X 8' all around the court.

Soccer - 6' X 10' all around the field.

Softball - 20' X 20' down the lines.

The large number of inmates participating in leisure activities whether watching or directly involved, had limited at times, the amount of recommended safety space. The multi-purpose nature of the outdoor facilities also meant a higher safety risk as certain sports were conducted simultaneously in a confined area.

3. Equipment and supplies - ACA Guideline.

Equipment should be standardized whenever possible and purchased only after receiving bids from competing manufacturers. An inventory system was an essential part of monitoring and caring for all equipment and supplies. Repair kits were recommended to re-service and replenish the equipment for popular activities such as musical instruments. Two very important factors, safety and security, should be considered in the purchase of all materials.

(i) Safety. As users of recreational equipment, the inmates must be assured that the quality of such material

will not cause unnecessary injury as a result of using faulty equipment. As in any recreation program, budgeting pressures may often force managers to purchase inferior materials. Any donated equipment must be screened to ensure its quality and safety.

(ii) Security. Security was a major concern for both custodial and recreational staff since various pieces of athletic equipment could be altered to be used as dangerous weapons. The following is an American Correctional Association documented list of equipment or supplies that have been converted into lethal tools in a penitentiary setting:

Shuffleboard Cue Stick -blow gun
Universal weight pin -knife
Athletic tape -secure contraband
Guitar string - slashing purposes
Ping-pong ball - explosive container₁₅₈

The convertability of the recreational material applied to almost any piece of equipment which the inmate touched. The activities manager was charged at least once a year, under the American Correctional Association guidelines, to review all supplies and equipment along with the chief security officer to avoid any security hazards.

OSP Program. The Oregon State Penitentiary program adhered to this requirement more frequently than on a yearly basis. As each staff member was also a correctional officer first, he had a responsibility to be cognizant of any such suspicious activity during his daily duties and report such

incidents to the custodial officers.

The Oregon State Penitentiary Activities Program Objectives.

Before reviewing the specifics of the OSP Activities Program, it is essential to review the objective of the department. Without direction, the activities become little more than "throw-out-the-ball" past-times of questionable cathartic value.

In order to generate a rehabilitative perspective, the recreation staff had several objectives in which therapy was intertwined with recreational programming. These objectives although not formally sanctioned were the opinions of the Activities Program Staff.¹⁵⁹ These objectives included:

1. To promote physical, mental and emotional well-being and mature interaction through leisure pursuits.
2. To encourage individuals to effectively use their leisure time for the accomplishment of personal goals.
3. To supervize all open recreation ensuring the constructive use of facilities and equipment.
4. To match recreational activities with individual interest thereby promoting a learning potential.
5. To promote amongst all staff and inmates the importance of recreation as a vital, integral part of the

therapy process.

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6. To keep a pulse on the tension level of the population.

7. To be innovative and creative with the fluctuations of resource material. To generate funds for equipment purchases through the promotion of Canteen sales.

8. To plan for future recreation program needs.

9. To provide community-based programs to promote a carry-over interest, once released.

To identify what behavior reflected an indicator towards rehabilitation, the following therapeutic values were disclosed. The inmate would demonstrate:

1. Increased self-worth through athletic competition or passive leisure activities.

2. Greater self-control by tolerating game or institutional rules.

3. A broadening or refining of interests and needs through new activities.

4. Increased knowledge leading to greater self-confidence.

5. Leisure pursuits leading to the completion of a project or a goal.

6. A sense of loyalty and responsibility to others in a co-operative or competitive setting.

7. An increased fitness level for a better self-image.

8. Greater participation in activities as a contributing member to that program as a sport leader,

official, captain, club president, or recreational worker.

b) Program - ACA Guideline.

A dynamic and healthy recreation program is one that offered a balanced opportunity for enjoyment and participation in athletic, cultural and correctional activities as dictated by both the interests of the inmate population and the inmate needs as described by the American Correctional Association.¹⁶⁰

1. Athletic Activities.

(i) Individual and Dual Sports - ACA Guideline.

Individual sports should include such sports as bowling, running, swimming, weight-training, track and field and gymnastics. The possibilities of improving the inmate's skill and physical fitness could be a prime motivator to participate in the program. If an inmate could be introduced to his activity of interest, it may be used as a springboard to dual activities and ultimately to group functions. Participation in group activities was one of the major objective in the total rehabilitation process; therefore, the "loner" must be directed from solitary to group activities.

Dual sports such as horseshoes, lawn-bowling, miniature golf, paddle-tennis, handball and various competitive ball sport games had appeal and were basic to a well balanced program. They not only taught a new skill but had a high

carry-over value especially in relation to co-operation with other inmates and correctional staff. Facilities for these activities provided the individuals with a wide range of enjoyment whether through informal participation or highly-skilled organized activities

The OSP Program. The OSP Activities Program provided a variety of individual and dual sports. Individual sports included miniature golf, running, weight-training, track and field. Dual sports were also equally popular which included horseshoes, handball, table tennis, and one-on-one basketball. The activities program staff accepted the principle of moving from solitary to group activities and encouraged inmates to participate informally or in structured activities.

(ii) Team Sports - ACA Guideline. Traditionally, team sports involved participation by four or more persons on one team. Co-operation was essential for its very being and continuance in the activities program whether as informal play or as highly competitive tournament structure. This group of sports included baseball, soccer, ice hockey, lacrosse, rugby, softball, speedball, touch football, volleyball and water polo. The team sports should be organized on different competitive levels to maximize participation instead of focusing on producing outstanding varsity teams. Therefore, an intramural program should receive equal support as compared to a program designed to play "outside" teams. The value of team sports in its ideal

may be directed to strengthen the individual's ties to proper and accepted conduct in group and social living; opportunities occur which can be directed toward the development of good character, citizenship and assimilation of social and cultural differences...to learn desirable habits and attitudes, to develop emotional maturity, restraint and tolerance and to strengthen personality traits which are important in the individual's adjustment to everyday living. 161

OSP Program. The Oregon State Penitentiary

Activities Program had a balance of emphasis between the varsity and intramural programming, providing for such team sports as softball, basketball, soccer, volleyball, handball and the local favorite of "buffalo" ball. Team sports participation was viewed in three perspectives, free play, intramural play and varsity competition.

a. Free Play. The ACA recommended a freedom of choice to participate informally, choosing their own team-mates for free play. Participation in free play would eventually motivate individuals towards organized activities in the recreation program. The OSP recreational philosophy of free time provided the basis from which spontaneous free play developed. This extended to all facilities and social games.

b. Intramural Play. According to the ACA guidelines, competition must be in as many sports as possible; as time,

security and facilities will allow. Inmate managers must also be responsible for their own teams and be encouraged to participate in the planning and organizing of the program. This would add extra incentive for the activities to become personally meaningful and potentially rehabilitative. The OSP Activities Program utilized this philosophy, as they left the responsibility for intramural play with inmate interest groups.

c. Varsity Competition. The less talented athletes expressed themselves in free play and intramural sports, but the varsity program was the opportunity for the more skilled athlete to compete against "outside" teams. The OSP varsity program operated for basketball, softball and soccer. Although the number of inmates participating on the varsity teams was small, the number of inmate spectators was sizeable enough to "fill the stands" for most matches. Varsity team membership was a prestigious status for an inmate who provided quality entertainment for the rest of the inmate population.

The purpose of team sports at the Oregon State Penitentiary was to involve as many inmates as possible at one of the three levels of play. Each one of these levels was able to exist in itself, but if the rehabilitative ideal was to live, each level served to aid and supplement the other in a comprehensive, integrative fashion.

(iii) Combative Sports - ACA Guideline. The ACA promoted solely the sports of boxing and wrestling as a

vehicle for aggressive inmate behavior to be funnelled towards a positive cause. Inherent inmate characteristics and environmental social and economic factors have both been responsible for why some inmates express themselves in a more punitive fashion. Combative sports allowed the inmate a chance to express himself in a socially controlled medium. Properly conducted programs provide opportunities for inmates to develop courage and initiative, to practise individual action and reaction under emotional stress; to develop emotional control and maturity and to develop respect for the feelings of other people. Combative sports could be grouped as a team effort adhering closely to weight classifications and experience.

OSP Program. The OSP program concentrated on boxing as the combative sport. A recreational staff member with an expertise in boxing conducted this popular activity according to the ACA guidelines. The quality of the boxing program had the respect of the Amateur Athletic Union which has challenged the OSP "club" regularly over the past years.

2. Cultural Activities.

The content of the OSP Activities Program reflected a noticeable minority group flavor. The Blacks, Hispanics, and Native Indians have historically voiced their concern for a quality treatment program.

The first record of such a formal expression of

interest resulted after some weeks of institutional unrest over quality recreational opportunities during the Spring of 1951. As a result, an inmate recreational council was established in July of that year to meet the demands for program quality.¹⁶² The improved treatment programming which resulted, mirrored the advancement of "fair treatment of Negro inmates" until the 1968 riot.¹⁶³ Prison officials since 1968, have determined that the treatment program at OSP - including the activities program - would continue to be "the most outstanding in the country."¹⁶⁴ Since 1968, despite the abandoning of the inmate recreational council, the activities program has continued to diversify and expand to serve the minority group interests and needs.

(i) Arts and Crafts -ACA Guideline. The ACA has determined that the arts and crafts were an essential element to the activity program providing outlets for human expression. Arts and crafts had special significance to prison life where the strong individual, personalized nature of arts and crafts was an important pursuit from the mundane routine of everyday penal existence. Traditional arts and crafts have included bead-work, carving, basketry, ceramics, drawing, embossing, embroidery, etching, fabrics, jewelry making, knitting craft, metal work, model making, needlework, painting, paper craft, plastics, pottery, raffia-work, rug working, silk screening, sculpture, sewing, sketching stonecraft, toy making, weaving and

Training to refine these interests could be developed through self-study, experimentation, formal training by a qualified instructor or a combination of the three. Of course, the arts and crafts program should have adequate space and be equipped with the special tools necessary to complete the work.

Inmates were required to purchase their own material and should be limited on the amount of purchases they made each month. A supply system for the acquisition of the resource material should be established within the hobby shop itself or through the Canteen. Allowance should be made for certain arts and crafts to be completed outside the hobby shop as long as security restrictions were not overlooked. All materials should be monitored by the hobby shop officer to ensure safe and secure utilization of the resources.

Completed handicrafts should be made available for public purchase with a percentage "commission" retained for the inmate upon release. Hobby articles of less than fifty dollars value could be sent to relatives or friends. Eligibility to participate in this program has been considered by the ACA as a privilege and not a right. Any misuse of the privilege should be justifiable cause for suspension.

OSP Program. The Oregon State Penitentiary Arts and Crafts Program operated on an eight hour day for five days.

a week. The program consisted of jewelry-making, fly-tieing, beadwork, and leatherwork. Wood working was also available, but the cost of running such a program had convinced the Activities Manager that he would soon attempt to stop or modify this option. Etching and painting were done in the inmate dormitories and cells. The crowded condition of the prison has meant the establishment of a waiting list to obtain permission to use the hobby room.

Crocheting and macrame, due to the security risk of the tethers of string, have not been allowed to function.

Interest in any one of the many types of arts and crafts was diverse and fluctuating. The Activities Department was open to any new suggestions. The inmate was responsible for the formation of such interests and the Activity Department would subsequently monitor, once security clearance was given. The majority of arts and crafts as outlined by the ACA, have appeared at OSP over the years and have come and gone with the individuals who expressed an interest in the activity.

The Hobby Officer acted as a liason in the individual's desire to complete his craft. Being a Correctional Officer in full formal dress, his primary function was security. A Curio Store was located on the outskirts of the institutional grounds where handicrafts were made available to the public.

The arts and crafts program was ACA-oriented in its operation. Crowding, financial constraints and facility

space served to be limiting factors in achieving program objectives.

(ii) Music - ACA Guideline. The music program should reflect the wide interests of the inmates, ranging from orchestra, jazz bands, modern combos, western groups, choirs and glee clubs. The program should operate not only for the inmate behalf, but also for the enjoyment of institutional visitors and families.

Musical groups could be used for stage shows, variety shows, dances, special holiday concerts, amateur hours and graduation exercises. Under the direction of a full-time instructor, the possibilities of musical expression are many. The carry-over value of music provided a very constructive use of leisure time.

Entertainment from "outside" sources should be encouraged, but limited, in order to emphasize greater participation by inmates in the institutional program.

OSP Program. The Oregon State Penitentiary Music Program had a band instructor who was available five days a week. Semi-sound-proof rooms were available where music classes could be taught, depending on the fluctuation of inmate interest. There were, five bands ranging from rock, to jazz to country music. Each band was given a chance to play in concert at least twice a year.

The expensive repair factor of musical instruments often dictated the involvement in such a program.

"Outside" talent had been invited to perform at the

Oregon State Penitentiary. This will be discussed in the "Special Events" section.

The music program closely adhered to the ACA guidelines, but the expensive nature of the activity often was a determining factor in its existence.

(iii) Drama - ACA Guideline. Drama was one of the first organized leisure activities recorded in American penal life.¹⁶⁵ The therapy value from participation in stage play, vaudeville-type shows, musicals, pantomines and skits and stunts should be developed. Psychodrama as a therapeutic tool has been used to gain a deeper understanding of inmate problems. Careful selection of inmates to work in this activity was recommended due to the exposure to materials in set designing, costumes and lighting. Other concerns were that drama has been used for personal gains, but this could be said of any activity that was not well-monitored.

OSP Program. Drama was given very low priority at the Oregon State Penitentiary. In the past, the Federal CONTACT program provided such opportunities but disappeared with the drop in Federal funding. Drama groups have visited from The Oregon State University, Chemeketa College and The Willamette University. Their cost of production was minimal and, in the past, was limited to two to four shows per year. Inmate interest in dram was offset by administration's belief that drama production took too much time in preparation and the costs outweighed the

benefits.

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Drama at OSP was tried with mixed results. At present, no inmates program existed, but the Activities Manager was open to "outside" groups performing on occasion for the inmate population.

(iv) Literary Activities - ACA Guideline. Through the direct involvement of the Librarian and/or the Education Officer(s), the Activities Manager should co-ordinate a variety of literary activities. Involving reading, writing and public speaking, this program could be relatively appealing to all ages and had the distinction of being inexpensive to administer. Several inmates had, through literary activities, refined their writing skills to the point that their work had been published by newspapers or in book form.¹⁶⁶ Other individuals have improved their ability to represent themselves in court and in the public, as a result of being exposed to literary experiences.

OSP Program. Seventeen service groups and special interest clubs, to be covered in the next section, provided the medium whereby written and oral skills were nurtured at OSP.

A visible record was kept in the Activities Manager's office as to the number of speaking engagement, audiences and communities that were reached through literary-oriented activities. As of December, 1983, there have been 1,193 speaking engagements; a total of 165,945 persons involved

in speaking engagements; and 144 communities reached by literary activities.¹⁶⁷ How far back this record was detailed was not available.

The literary activities at OSP were alive indirectly through the special clubs and service groups; but through the direct efforts of the Gavel Club, a division of ToastMasters International, a formal setting was available for literary development.

(v) Special Events - ACA Guideline. The special events section of the activities program had to be diversified to meet the vast array of interest groups that existed in an institution. The activities program manager should entertain the creativity of inmate ideas and structure the potential into socially acceptable activities to serve the rehabilitative process.

OSP Program. If the OSP Activities Program had a very successful area in which it has grown over the last decade, it was to be found in the special events which it sponsored. Special events, such as radio and television programs, musical concerts, and special interest groups thrived at OSP.

Specific religious groups included B'h'ai groups, two Muslim faith groups, Jehovah Witness, Indian (native) religion group, Seventh Day Adventists, Christian Science group, Freedom-in-Christ group, Master's Men group, Latter Day Saints, Lutheran, Roman Catholic and Gospel Fellowship group.

Special interest groups involved the Alcoholics Anonymous, Seven Steps, Cycle Club, Athletic Club, Jaycees, Gavel Club, Bridge Theory Club, Black or Uhuru Club, Chicano Club, Indian Club, Lifers Club and the Chess Club. These formal groups had bi-monthly meetings with a recreational or staff member serving as an administrative liason. The result of this wide range of clubs was to try and give prison life as much flavor as the ordinary life outside.

Special programs were often prepared for holidays; like Christmas, New Year's, the Fourth of July, Memorial Day and Thanksgiving. The programs held during these special days, or on other days when special concerts were planned, involved some professional entertainment coming to OSP - like Barbara and Louise Mandrell and George Thoroughgood.

Other programs like the timber carnival and a Chess Master's Challenge were annually run. Regulation go-kart races have also been held on the institution's grounds along with a motorcycle show. Members of the Portland Trailblazer basketball team have given benefit talks to special athletic groups along with visting professors in Physical Education from Oregon State University and the University of Oregon.

A most outstanding feature of the special events was the Car Club which prepared and raced its own entry in the Northwest stock-car circuit.

All special interest groups had contacts whereby, on a regular basis, a visiting speaker came to OSP and discussed current issues with interested inmates.

Institutional officials recognized that a properly run radio system had great recreational value. As this represented contact with the outside world, it was important to inmate morale. An inmate radio station - KOSP - ran twenty-four hours a day with three inmates who operated individual eight-hour shifts. KOSP monitored outside radio shows and offered a set schedule of programming to satisfy the various musical tastes found at OSP. Each inmate had a plug system in his cell for tuning into KOSP and was issued a headset so as not to infringe on the privacy of other inmates. These headsets were becoming well-worn and replacements were necessary. KOSP was group-fed to the dining areas also.

Television viewing was a very popular past-time. A videotape replay (VTR) was also being used to record special shows, but due to Federal Communications Commission rulings, this has been altered. An arrangement with a Portland television station to secure tapes of special shows was in the planning stages to fill the void. The VTR system had replaced the movie-reel style, due to its superior flexibility, adaptability and versatility. Videos were seen every third night so as to fit as many as four hundred inmates into one seating on a regular basis. Attendance at the showing was voluntary and great interest

and eagerness was stimulated when a movie was shown. A review as to the quality of movies was encouraged by the activities manager. Traditional television viewing was available in the day rooms near the Activities office or in the day rooms located in the "Yard".

The special events program was diverse in its scope, and was flexible to the interests of the inmates. It has expanded and has been refined over the years to include novel ideas and creative ventures which were invaluable in preparing inmates for their release.

(vi) Social Games - ACA Guidelines. The panorama of social games has expanded since the original ACA guidelines of 1957 were written. until the late 1970's, games in this recreation group consisted of checkers, chess, chinese checkers, card games, croquet, dominoes, jigsaw puzzles, marbles, novelty games, ping-pong, roque and shuffleboard.

These past-times have historically been appealing to prison administration because of the low cost, ease of supervision, participation by all ages and the adaptability to both indoor and outdoor settings.

OSP Program. However, over the past decade, social games have additionally included foosball, billiards, and a wide variety of video games. As electronic table games become less expensive and more socially acceptable, social games stand on the threshold of a possible upheaval of traditional interests.

The OSP program had the majority of the traditional

games as part of its leisure format throughout the institution; in addition to the games owned by individual inmates which had security clearance.

Two ping-pong tables were available indoors and two were located in the outside activity area on an open-recreation philosophy. Two foosball tables were situated in the large day-room along with six billiards tables.

The social games operated on a laissez-faire basis with intermittent tournament play sponsored by the activities staff. Only certain games involving gambling with dice and cards were restricted and controlled according to the policy of the Oregon State Penitentiary.¹⁶⁸

3. Corrective Activities.

(i) Physical Fitness Testing and Training - ACA Guideline.

Since each treatment unit (recreation, classification, counselling, etc.) had the responsibility for the custody, treatment and preparedness of the inmates for re-entry into society, properly administered physical fitness training programs could add much information regarding the total make-up of the individual. This would aid in a more informative and deeper understanding of inmate behavior, thereby increasing the potential for rehabilitation.

The results of physical fitness tests and training

should be recorded in a case summary file and should be used in a variety of ways to help the staff counsel individual inmates as a basis for:

- a. personal consultation.
- b. referral to a physician, orthopedist, dentist, chiropractor, physical therapist or psychiatrist.
- c. recording individual progress over a given period of time.
- d. classification in physical education skill program.
- e. group norms and indices worked out statistically from basic measurements.
- f. research on particular problems involving the physical fitness status of the individual.
- g. for recommending camp assignment.
- h. recommending fire-fighting assignments.
- i. work assignments involving (heavy) manual labor.

The battery of tests available today to examine the many components of physical fitness (flexibility, agility, power, endurance, balance, coordination, cardio-vascular fitness) are numerous. The ACA guidelines recommended the Rogers Physical Fitness Index Test Battery¹⁶⁹ but for a more expanded and valid resource for testing the many components of physical fitness, the Mathews' resource text, Measurement in Physical Education, contained a more diversified and recent listing of major tests of physical fitness.¹⁷⁰ The overall evaluation of progress and effectiveness of the program should be the responsibility

of the activities manager and should only be delegated to a competent staff member.

While physical efficiency may be the immediate goal in terms of work capacity, the ultimate goal rests in the stimulation of emotional growth and behavioral adjustment.

OSP Program. Physical fitness testing and training at OSP was conducted by a recreation staff member. However, his duty as a liason was to direct inmates to reference materials for self-evaluation. Experts from the Department of Physical Education from the University of Oregon and Oregon State University have been consulted on some occasions to perform selected training. Athletes in Action have also been used to aid in fitness testing and training.

Fitness appraisal was available to the inmate population, who were their own vehicle on a day-to-day basis for its monitoring and maintenance. This approach was taken so as to aid in the rehabilitation goal by promoting self-search and initiative.

(ii) Physiotherapy - ACA Guideline. The activities manager was charged with the responsibility of referring those who came to his attention to the medical department. As developing a positive self-concept is paramount to rehabilitation, a physiotherapy program could be a boon to those in need. Whenever conditions and programs of various kinds could be implemented, these programs should offer new avenues of hope and inspiration for individuals housed in penitentiaries.

OSP Program. The OSP Activities Manager did not operate a physiotherapy program, per se . Weight training equipment was available to those in need, but the ones needing this therapy came under the direct influence of the medical department. Items such as braces were the medical department's concern, while the activities department was willing to be the medium whereby the directives of the therapy program were carried out.

(iii) Records and Evaluation - ACA Guideline.

Records were essential to the ultimate evaluation of the activities program. Certain necessities in record-keeping involve the following.

- a. Accident reports - legal verification of injury reports.
- b. Equipment issue records - to prevent the loss or abuse of equipment.
- c. Equipment inventory record - to aid in planning for the purpose of purchasing needed equipment and supplies.
- d. Inmate facility use records - to monitor the "functionality" of the program.
- e. General information relating to group activities, athletics and awards for recognition that evolve over a period of time.
- f. Inmate incident reports - for disruptive inmate behavior.
- g. Monthly reports - for program superiors.

The foregoing information could be useful to the

counseling committees, disciplinary committees, and psychiatric evaluation committees as a guide to amend an individual treatment program.

OSP Program. The OSP Activities Manager had a filing system for:

- a. Current and past correspondence.
- b. Forms (accident, equipment issue, etc.).
- c. Financial matters.
- d. Equipment and facility information.
- e. Policy matters.
- f. Inmate participation figures.
- g. Staff meetings.
- h. Health reports.
- i. Recreation schedules.
- j. Rules and regulations governing athletic contests.
- k. Intramural tournament draws.
- l. Athletic records.
- m. Test records.
- n. Staff job duties.

Files are alphabetized, but cross-referencing was not evident. A card retrieval system was not in use. The activities manager handled the majority of the filing, but the files were open to his staff when necessary.

The primary purpose of record-keeping was two-fold. The first was to compile quantitative information for a monthly report to be submitted to the activities manager's superiors. Sayles has termed this type of information as

the ingrediant that commonly was used to justify the program to "higher-ups".¹⁷¹ To examine the qualitative side of the program is the second function of record-keeping. This was immediately important to the activities manager who dealt directly with the inmates. In the case of the OSP program, the qualitative side was recorded verbally between staff, inmates and the activities manager. No objective program evaluation system was in evidence at this time.

(iv) Research - ACA Guideline. Research techniques were foreign to many state correctional systems. Much research in the development of correctional recreation programs was badly needed.

OSP Program. The OSP Activities Manager recognized the importance of research and openly desired experts to analyze his program. He found little time to perform research due to the many demands of his job, and interests in his personal life. However, the Activities Manager has attended conferences and compared and evaluated other programs for OSP's benefit.

When the Activities Manager completes his formal education, an opportunity will hopefully arise where he could perform such research himself. However, at present, research will be conducted from outside sources; so some attention was being given to this need at the Oregon State Penitentiary.

Greater support and emphasis was necessary from his

superiors if the activities manager and his staff could become directly involved in research.

The establishment and maintenance of a complex and expensive activities program, based on the tenets of the American Correctional Association, was one medium whereby the Oregon State Penitentiary attempted to aid the treatment process in the rehabilitation of its inmates.

However, the justice model of penology questioned the validity of this rehabilitative purpose, claiming that it is theoretically unsound and that the treatment ideal discriminated against minority groups within the institution.

This study sought the attitudes of three Oregon State Penitentiary minority groups towards the rehabilitative worth of the activities program; for these groups have much to gain from the clarification of this philosophical crisis.

Their attitudes will present data regarding the leadership, facilities and minority group participation which will serve to justify the direction of the Oregon State Penitentiary Activities Program.

CHAPTER III

METHODOLOGY

Design of the study

This study attempted to determine the attitudes of three Oregon State Penitentiary minority inmate groups - Blacks, Hispanics and Native Americans - towards the activities program as a rehabilitative tool. The procedures that were followed in this study are presented in this section under five major topics: 1. Preparation of the instrument, 2. The dependant variable, 3. Selection of the sample, 4. The statistical design, and 5. Collection of the data.

1. Preparation of the instrument.

The development of the questionnaire was accomplished by refining the Rehabilitation Services Satisfaction Survey for Recreation as developed by the American Correctional Association and the National Advisory Committee on Corrections.

The fifty item questionnaire, prepared by the Delphi technique¹⁷² was modified by the Oregon State University Departments of Statistics and Consultant Research so one-quarter of the questions, randomly selected, were given a negative status. This was performed to prevent a halo-effect with the subject responses.

Also, twenty questions, due to their complex wording, were simplified so as to enhance the subjects' understanding of the questions asked of them.

Questions four to eight were added to the questionnaire for purposes of gathering general information about the quantity of inmate involvement in the activities program.

Question nine has been considered a sensitive topic for minority respondents and the following changes were made. The term "White" has been added to act as an "introductory" buffer for the questions; while the term, "other" has been used as an "exit" buffer. The term, "Chicano" has been used to replace "Hispanic" for ease of inmate identification.

Question ten has been added for two purposes. First, it is an opportunity for inmates to qualify any responses they made. Second, it allows ease of exit from a questionnaire which is standard practice for competent survey tools.

A complete copy of the questionnaire may be found in Appendix C.

2. The Dependant Variable.

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The dependant variable in the study was the score assigned by respondents to each item indicating perceived agreement to rehabilitation achievement. Respondants representing three minority groups - Blacks, Hispanics and Native Americans - were asked to express a level of agreement to each of the fifty statements, based upon their own experience. Each of the fifty items was assigned a score for agreement based upon the following Likert-type scale: 1. No response, 2. Strongly Disagree, 3. Disagree, 4. Agree, 5. Agree Strongly. A copy of the instrument is included in the Appendix C.

3. Selection of the sample.

The population from which the sample was drawn consisted of inmates from three minority groups - Blacks, Hispanics, and Native Americans - between the ages of eighteen and thirty-seven years, who were housed in the Oregon State Penitentiary main facility. A random selection was conducted from a population of 1,437 inmates, using a table of random numbers¹⁷³ in order to obtain the initial participants. A total of seventy-five volunteer inmates were obtained; twenty-five from each of the three minority groups, to complete the sample. Each subject completed the questionnaire in the institutional day-room area located near the main Activities office. Acceptance was made of the first seventy-five usable

4. Statistical design.

The major focus of this study was to determine the attitudes of three Oregon State Penitentiary minority inmate groups - Blacks, Hispanics, and Native Americans - towards the activities program as a rehabilitative tool. This section describes the statistical procedures used to test the hypothesis of the study, which dealt with the difference of opinions among respondents about the rehabilitative achievement for each item.

Respondants were asked to react to each of the fifty items in the questionnaire by recording the level of agreement to each of the objectives for rehabilitation achievement. The responses were recorded on a five-point Likert-type scale.

Means for rehabilitation achievement were computed by assigning a weight of 1. to "No Response", 2. to "Strongly Disagree", 3. to "Disagree", 4. to "Agree", and 5. to "Agree Strongly", to determine significant difference.

There was an interest in learning if differences existed among the groups - Blacks, Hispanics or Native Americans - on the rehabilitative achievement mean scores for level of agreement. The hypothesis tested in this study was that there is no significant difference in the attitudes of inmate minority groups at the Oregon State Penitentiary toward the activities program as to its

effectiveness in rehabilitating inmates.

Therefore:

$$H_0 = U_1 = U_2 = U_3$$

The one-way Analysis of Variance was applied to each of the fifty items for the level of agreement. For testing the hypothesis, the one-factor, fixed effects design utilized the mathematical component model suggested by Gaito.¹⁷¹

$$Y_{ij} = U + \alpha_i + \varepsilon_{ij}$$

where

U = is a fixed constant.

α_i = is a differential effect associated with one factor.

ε_{ij} = is a random variable with $NID(\sigma, \sigma^2)$.

Illustration 1 shows the Analysis of Variance arrangement (Fixed Model) used for this study.

Illustration 1. Analysis of Variance Layout (Fixed Model)

Source of Variation	df	SS	MS	F
Between	2	A	A/2	MS_{AA} MS_B
Error (within)	73	B	B/73	
Total	75	C		

The F-statistic was utilized to test the significance among means. The .05 level, of significance was selected as the basis for acceptance or rejection of the null hypothesis.

When the F-test indicated significance at the .05 level or beyond, the Student Newman-Keuls procedure was used to ascertain individual mean differences. The Student-Newman-Keuls instrument is a multiple comparisons test which has the advantage of simplicity and applicability for the number of hypothesis to be tested in this study. Due to the nature of the discreet data, all items were finally subjected to a Chi-square analysis to determine the degree to which rehabilitation achievement was attained among the three minority groups. Finally, the specific type of leisure interests were categorized indigenous to each group according to percentage of minority group involvement.

5. Collection of the Data.

No financial support was given by either Oregon State University Department of Education nor the Oregon State Penitentiary in the collection of the data. Support was self-achieved to pay for transportation to and from the Oregon State Penitentiary and for the obtaining and printing of the questionnaire. The instrument was distributed and collected by hand from the inmates. Any communication leading up to the collection of this data with the Oregon State Penitentiary was recorded in the Appendix.

No follow-up was necessary as all questionnaires were hand-collected.

The final step was to check each questionnaire for completeness and clarity of markings before key punching the data. The data from each of the seventy five questionnaires were key punched and verified by the staff at the Oregon State University Computer Center. A financial grant was provided by the Oregon State University Computer Center to cover the cost of computing the data.

CHAPTER IV

PRESENTATION OF FINDINGS

The analysis of data collected for the study have been presented in four sections. The first section explains the Analysis of Variance technique which tested for differences among the rehabilitative response means of the three minority inmate groups. The second part outlines the results of the Student-Newman-Keuls' post-test to quantify significant differences among responses. The significant differences will also be examined by the Chi-square technique to determine a percentage level of agreement towards rehabilitation achievement among the three groups. The third section presents the level of agreement towards rehabilitation achievement of those items whose null hypothesis was accepted. The final portion presents the specific type of leisure interests indigenous to each group.

1. Results of the Analysis of Variance Technique .

A major purpose of this study was to measure difference in the judgement of responses about the perceived agreement to rehabilitation among three minority

groups - Blacks, Hispanics and Native Americans. The null hypothesis that there was no significant difference in mean scores pertaining to the level of agreement to rehabilitation achievement among three minority inmate groups - Blacks, Hispanics and Native Americans - was tested. The one-way analysis of variance using the F-statistic tested the null hypothesis for each item. In all, fifty individual hypothesis were tested, one for each item.

The computed F probability value was equal to or greater than the critical values at the .05 level for thirty items and less than the critical values at the .05 level for twenty items. Thus, the null hypothesis was retained for thirty items and rejected for twenty items. The results of the analysis of variance tests are shown in Appendix A. Appendix B shows the twenty rejected items, the computed F, the mean for each group and the differences among groups as determined by the Student-Newman-Keuls' procedure. The Student-Newman-Keuls' test was used to compare the mean of each group with the mean of every other group.

In order to determine differences in judgement, the following hypothesis was tested: There is no significant difference among the rehabilitative achievement scores for the three designated inmate groups at the Oregon State Penitentiary. Table 1 in this section presents F-ratios, group means and results for item scores achieving

significance.

2. Results of the Student-Newman-Keuls' and Chi-square Techniques.

The twenty rejected null hypotheses were subjected to two post-tests. The Student-Newman-Keuls' was conducted to examine the significant difference in group responses to the twenty items. The Chi-square was performed to examine the degree of rehabilitation achievement among the three minority groups.

Under the Management section, ten items (a,b,c,d,h,i,l,m,n,r) were scrutinized as a result of achieving significance.

Item a - The goals and objectives of the Activities Program are not very clear .

The Student-Newman-Keuls' revealed that Native Americans (4.01) scored significantly higher than Hispanics (3.40) and Blacks (3.15) in their agreement with this statement. A Chi-square analysis of the responses revealed that the responses between Native Americans (68%) and Hispanics (56%) both agreed that the goals of the Activities Program were not very clear. Blacks, conversely disagreed with the statement by the same percentage as the Native Americans agreed. The lower "no response" total from the Black group would have altered the response percentages but not the significant difference between the groups.

Item b - The staff of the Activities Program

consistently set good examples for personal conduct .

Blacks (4.16) significantly scored higher than Hispanics (2.96) and Native Americans (2.75) in their agreement with this statement. Chi-Square revealed that sixty-seven percent of Hispanics disagreed with the statement. Native Americans (90%) rejected the statement indicating that the Activities Program staff were not good examples for personal conduct. Blacks (73%) showed a pronounced agreement with the good conduct set by Activities Program staff. "No response" levels were equally less for Blacks and Native Americans than Hispanics. However, the large difference in the agreement levels between the existing percentages of Blacks and Native Americans revealed that the responses would not alter the result that Blacks agreed with the personal conduct of the Activities Program staff and that Native Americans disagreed with the statement.

Item c - The Staff of the Activities Program help me with my personal objectives .

Blacks (3.35) scored significantly higher than Hispanics (2.7) and Native Indians (2.5) tending to agree more with the statement. The Chi-square technique indicated that the majority of all groups disagreed with the statement. Hispanics (100%) and Native Americans (100%) overwhelmingly disagreed that staff of the Activities Program helped with personal objectives. The high "no response" levels reported by each group could

alter the absoluteness of the disagreement. The percentage of Blacks who disagreed (57%) had a much lower "no response" level, thereby indicating that their percentage may be a more valid representation of their level of agreement.

Item d - The Staff of the Activities Program is as qualified as other treatment team members .

Blacks (3.79) scored significantly higher than Hispanics (3.17) and Native Americans (3.04) in their agreement with the statement. Chi-square noted that Blacks (67%) agreed with the treatment team qualifications of the Activities Program staff members. Conversely, Hispanics disagreed (89%) and Native Americans (100%) rejected the statement. Only one "no response" was recorded for both Blacks and Hispanics; indicating that their scores are representative. Three "no responses" were noted for Native Americans which could alter the absoluteness of their responses.

Item h - The Activities Program supports other programs that aid in my rehabilitation .

Hispanics (3.3) scored significantly higher than Blacks (2.5) and Native Americans (2.4) in their agreement with the statement. Blacks (95%) and Native Americans (90%) rejected the statement although both groups each posted five "no response" indications. Regardless of these responses, Blacks and Native Americans would still reject the statement. Hispanics had an even higher "no response"

total (7) but still rejected the statement (72%). However, their greater agreement percentage is misleading. Given a full response level, the significance among the groups may never have been achieved.

Item i - The Activities Program expects me to participate in community-run programs .

Blacks (4.04) scored significantly higher than Native Americans (2.90) and Hispanics (2.80) in their agreement with this statement. The acceptance by Blacks (77%) is about as great as the disagreement which both Hispanics (82%) and Native Americans (82%) possessed towards this statement. All groups posted three "no responses". This total would not alter the present difference of opinions among groups nor the significance among groups.

Item l - The rules of conduct as outlined by the Activities Program protect my rights as an individual .

Blacks (3.89) scored significantly higher than Hispanics (3.4) or Native Americans (2.75) in their agreement with the statement. Blacks (68%) tended to accept this statement by the same margin as Hispanics (63%) disagreed with rights being protected. Native Americans (90%) overwhelmingly rejected rights protection. All groups had five "no responses". This could alter the significance between Blacks and Hispanics but not between Blacks and Native Americans.

Item m - The Activities Program rewards positive behavior

and reinforces socially desirable conduct .

Blacks' (60%) acceptance is about as great as the disagreement which Hispanics (61%) had towards the rewards of socially desirable conduct. Native Americans (89%) rejected the statement. A high "no response" total by Blacks could alter the significance with Hispanics. The seven "no responses" by Native Americans would not alter the significant difference with the Black responses.

Item n - The security policies of the Activities Program provide for my rehabilitation rather than simply to maintain order .

Blacks (4.06) scored significantly higher than Hispanics (3.13) and Native Americans (2.88) in their agreement with the security policies. Blacks' (69%) acceptance was about as great as the disagreement which both Hispanics (65%) and Native Americans (67%) had towards security policies. Both Blacks and Native Americans recorded low "no response" totals. The polar nature of the percentage responses indicated significance would still be met with the addition of the "no response" answers.

Item r - I am not involved in the Activities Program decisions which affect me .

Blacks (2.9) scored significantly higher than Hispanics (2.57) and Native Americans (2.33) in their disagreement with this statement. Analysis with the Chi-square technique revealed that all three groups; Blacks (83%), Hispanics (89%) and Native Americans (100%) rejected

the statement. However the significant difference among the groups is low enough that it could be affected by the seven "no response" totals or found insignificant at the .01 level of significance.

Synopsis for the Student-Newman-Keuls' Techniques

It is evident that in the ten items analyzed, the Black responses were significantly different than the Native American responses on all items. In these cases of significance, the Blacks tended to be more favorable towards rehabilitation achievement in six (a,b,d,i,l,m) of ten items analyzed. The remaining four items, (c,h,n,r) despite significant difference among groups, were rejected by Native Americans and Blacks alike. On all ten items of significance, the Hispanic group rejected rehabilitation achievement. On one item in particular, Staff Helping with Personal Objectives (c), the Hispanics totally rejected the statement (100%). This group scored in the middle position in seven (a,b,d,l,m,n,r) of ten items. In the other three items (a,c,i) they were equal to or slightly more agreeable to the responses given by the Native Americans. The Hispanics group, although reflecting more agreement towards rehabilitation achievement, than Native Americans, still rejected rehabilitation achievement. The significant difference between Hispanics and Blacks was negligible in only one item (a), clarity of goals and objectives; and in only one other item (h), Activities Program supports other programs for overall

rehabilitation, were Hispanics significantly different from Blacks or Native Americans.

Native Americans were noted as being significantly different than Blacks or Hispanics on the first item, clarity of goals and objectives. In eight items (b,c,d,i,l,m,n,r) Native Americans were significantly different than Blacks. Only in Item "h", Activities Program supports other programs that aid in my overall rehabilitation, were Native Americans significantly different than Hispanics alone. On all ten items, the Native Americans rejected rehabilitation achievement. On three items (c,d,r) Native Americans posted one-hundred percent rejection of rehabilitation achievement and scored approximately ninety-percent in the rejection of four (b,h,l,m) other items reflecting rehabilitation achievement.

The "no response" totals have bearing on the significant difference among groups. Due to the fluctuating "no response" indications on each item, certain findings must be tempered. A review of the foregoing indicates that Blacks are significantly different than Hispanics in the majority of responses and even more so when compared to Native Americans. Comparatively, Hispanics produced the middle scores of the three groups, although like the Native Americans, they rejected the notion of rehabilitation achievement. Conversely, the Blacks have indicated a predominance of accepting the rehabilitation achievement for Management of Programs .

However, for each group the "no response" indication could have altered the outcome of significance among groups. In six items pertaining to management, (c,d,h,l,m,r) the "no response" total could have altered whether or not significant differences were established among groups.

Under the survey category of Facilities , six items (a,b,c,d,e,m) were subjected to post-testing as a result of achieving significance.

Item a - The Activities Program facilities reflect a well-integrated master plan .

Blacks (3.48) scored significantly higher than Hispanics (2.88) and Native Americans (2.83) in their agreement with the statement. The Chi-square analysis demonstrated that Blacks (57%) agreed with the well-integrated master plan although there were four "no response" answers recorded. Hispanics (92%) rejected the statement and to a lesser degree, so did the Native Americans (77%); despite both groups posting seven "no responses".

Item b - The facilities make possible the programs which serve my interests and needs .

Blacks (3.35) scored significantly higher than Hispanics (3.0) and Native Americans (2.3) in their agreement towards this statement. Chi-square found that Blacks (60%), Hispanics (71%) and Native Americans (87%) disagreed with the statement. However, Blacks still

rejected the statement that facilities served program interests and needs. The Native Americans had ten "no responses" but the high percentage of group disagreement would not alter their significance with other groups.

Item c - The program has not been altered because of a lack of facilities .

Blacks (3.57) scored significantly higher than Hispanics (2.79) and Native Americans (2.72) in their agreement with this statement. However, Blacks (56%), Hispanics (74%) and Native Americans (89%) rejected the statement, indicating that programs have been altered because of a lack of facilities. All groups equally posted six "no responses". Therefore, the Black rejection of the statement is questionable but certainly significant in its difference from the Hispanics and Native American responses.

Item d - Storage areas for outdoor and indoor equipment are adequately sized to match the equipment which I need .

Blacks (3.45) and Hispanics (3.05) scored significantly higher than Native Americans (2.72) in their agreement with this statement. Blacks (56%), Hispanics (81%) and Native Americans (100%) rejected the statement regarding storage of equipment. The absolute rejection of the Native Americans can be tempered, for thirteen "no responses" were given. This could explain the significant difference between Native Americans and Hispanics.

However, the large percentage of Black responses favorable to the statement (44%) suggest that the significant difference between Blacks and Native Americans would remain constant.

Item e - All facilities are safe, hygienic and free of obstruction .

Blacks (3.45) and Hispanics (3.05) scored significantly higher than Native Americans (2.72) in their agreement with this statement. The percentage of Black responses (55%) which accepted the statement is about as great as the percentage response disagreement by the Hispanics (60%). Native Americans rejected (100%) the statement. Native Americans listed seven "no responses". The number of "no responses" for Blacks and Hispanics was low enough so the Native American "no responses" would not alter any group significance.

Item m - The facilities are used to enrich learning through self-expression and achievement of self-potential .

Blacks (3.57) and Hispanics (3.0) scored significantly higher than Native Americans (2.68) in their agreement with this statement. However, Hispanics (79%) and Native Americans (88%) still rejected the statement. Blacks (58%) accepted the statement of self achievement; although with twenty-four "no response" answers given for the three groups, the level of Blacks' agreement with the statement is questionable. The significant difference between Black

and Native American responses is unchanged but the difference between the Blacks and Hispanics is also questionable.

Synopsis of Student-Newman-Keuls' and Chi-square
Techniques for Facilities .

On the facility items analyzed (a,b,c,d,e,m), Blacks scored significantly different than Native Americans on all six items. Comparatively, Blacks and Hispanics were similar on three items (d,e,m). Blacks accepted rehabilitation achievement for three (a,e,m) items although no agreement every reached the sixty percent level. On these three items (a,e,m) the level of agreement could have been altered due to a high number of "no responses". Blacks indicated more favorably towards rehabilitation achievement than Native Americans or Hispanics on all six items. However on three of the items (b,c,d) Blacks rejected rehabilitation achievement.

Hispanics scored significantly different than Blacks on three (a,b,c) of the six items and significantly different on three items (d,e,m) when compared to the Native Americans. On all items however, the Hispanics rejected rehabilitation achievement while in five of the six responses (b,c,d,e,m) the Hispanics scored in the middle percentage position.

The Native Americans scored significantly different than the Blacks on all six items and significantly different than Hispanics on three items (d,e,m). Native

Americans rejected rehabilitation achievement in all six items including total disagreement (100%) concerning equipment storage and safety of facilities. "No response" answers were tolerable so that significant differences among the three groups would not be questionable.

In this Facilities section, Blacks scored significantly different than Hispanics in three of six areas but the significance is questionable. Although rehabilitation achievement was agreeable on three of six items, the results are also questionable due to numbers of "no responses".

Hispanics split their significance between Blacks and Native Americans. However, they rejected rehabilitation achievement on all six items. Similarly, the Native Americans rejected all six items with greater disagreement than any group on four of five items (b,c,d,e).

Significant differences were scored between Native Americans and Blacks on all six items and on three items between Native Americans and Hispanics.

When analyzing facilities, Blacks were more positive than Hispanics or Native Americans in their responses towards facilities achieving rehabilitation. Hispanics and Native Americans rejected all six items but the Hispanics were more agreeable to facility rehabilitation achievement than Native Americans.

Under the third section of the Rehabilitation survey, Personal Habits/Participation , four items (d,k,q,r) were subjected to post-testing as a result of achieving significance.

Item d - The Activities Program does not strengthen a socially acceptable code of ethics .

Blacks (3.73) and Hispanics (3.44) scored significantly higher than Native Americans (2.69) in their agreement with this statement. Hispanics (60%) and Native Americans (78%) rejected the statement while Blacks (74%) accepted the statement. The number of "no responses" was low for all groups indicating that the results of this item may be a more complete representation of significance.

Item k - The Activities Program satisfies my physical needs for competition .

Hispanics (3.96) and Blacks (3.35) scored significantly higher than Native Americans in their agreement with this statement. Hispanics (62%) were more in agreement with this statement than Blacks who split the difference of agreement equally. Native Americans (93%) rejected the statement. Despite listing eleven "no responses" the Native American significant difference with Blacks and Hispanics would be stable due to the polar natures of group percentage responses.

Item q - The Activities Program discourages participation in situations requiring individual creativity .

Native Americans (3.96) scored significantly higher

than Blacks (3.09) and Hispanics (3.0) in their agreement with this statement. Native Americans (56%) tended to agree with the program discouraging individual creativity. Hispanics (74%) were less agreeable than Blacks (62%) towards the statement. The five "no responses" between these latter two groups would not alter the significant difference among the three groups.

Item r - The Activities Program restricts me from planning for leisure activities with family upon release .

Blacks (3.8) and Native Americans (3.14) scored significantly higher than Hispanics (2.91) in their agreement with this statement. Despite the lack of sizable significance between Blacks and Hispanics, the Blacks (80%) accepted the statement while the majority of the Hispanics were less agreeable. Native Americans were also less inclined to agree with the statement. The number of "no responses" was high enough to suggest that a significant difference between Hispanics and Native Americans could be altered. However, the Black significance remains a constant.

Synopsis of Student-Newman-Keuls' and Chi-square Techniques for Personal Habits/Participation .

Blacks scored significantly different on three (d,k,q) of the four items than Native Americans; while Hispanics were significantly different than Native Americans on all four items. Blacks and Hispanic responses were similar in

three (d,k,q) of four items. Native Americans and Blacks were significantly different than Hispanics on one (r) item.

Hispanics and Native Americans indicated participation in the Activities Program would strengthen a socially acceptable code of ethics; more so than Blacks who rejected the concept. Hispanics and Blacks were more satisfied with the competitive aspects of participation while Native Americans rejected the statement that their competitive needs were being met. The same can be said about the creative side of personal habits. Native Americans indicated that they were less satisfied with their creative interests being met than Blacks or Hispanics. Hispanics and Native Americans both indicated that family leisure programming was being met; while Blacks overwhelmingly rejected any participation in family leisure planning.

In the four items indicating significant differences among groups for Personal Habits/Participation, there is some doubt as to whether or not any difference should have been considered on half the items. Hispanics adhered more closely to Blacks in group means in half the items and with Native Americans in the other half. Blacks differed from both on half the items. Under this section a random pattern for significant difference among groups appears. The fact that the group means of four of the nineteen items was significantly different is a statement of low

significance with which to begin. The only pattern that can be noted is that the level of significant difference is low in all but one of the items. Of those differences indicated, only one group stands out as being definitive towards rehabilitation achievement; that being the Native Americans who rejected rehabilitation achievement in three of four instances.

Rehabilitation Achievement of Items of No Significant Difference .

In this section, response scores from items found to have no significant difference will be analyzed to determine the level of rehabilitative achievement which each minority group possesses.

Under the Management section eight (e,f,g,j,k,o,p,q) items were analyzed. Percentages were averaged to give an indication as to overall rehabilitative achievement pertaining to management practices. Table 2 presents the Chi-square findings. Under the concept of Management for rehabilitation achievement, Native American (71%) and Hispanic (55%) scores reflected a disagreement with achievement. Black scores split their opinion failing to indicate a level of noticeable agreement. Hispanics were more agreeable towards rehabilitation achievement but like Native Americans the group majority rejected the concept.

Under the Facilities section, seven (f,g,h,i,j,k,l) items were analyzed. Percentages were averaged to give an

indication as to overall rehabilitation achievement pertaining to facility satisfaction. Table 3 presents the Chi-square findings. Hispanics (56%) and Native Americans (63%) expressed more satisfaction than Blacks (45%) towards rehabilitation achievement with present facilities. The majority of Blacks (54%) expressed disagreement with rehabilitation achievement and facilities.

Under the Personal Habits/Participation section fifteen (a,b,c,e,f,g,h,i,j,l,m,n,o,p,s) items were analyzed. Percentages were averaged to give an indication to overall rehabilitation achievement pertaining to personal habits/participation. Table 4 presents the Chi-square findings. Blacks (49%) tended to agree more with the rehabilitation achievement of personal habits than Hispanics (37%) and Native Americans (61%); although 7.6% of the Black responses fell under the category of "no response". Hispanics scored higher than native Americans in their disagreement with rehabilitation achievement. The Black response although favoring rehabilitative achievement is slim.

Under all three concepts, management practices, facility provision and personal habits/participation, rehabilitation achievement was jointly subjected to Chi-square analysis to give an overall estimation of its actuality. Table 5 presents the findings. Blacks showed a very slight (1.1%) percentage response disagreement with rehabilitation achievement. This indeterminant status for

Blacks can be further reinforced, for 5.5% of scores were categorized as "no response". Hispanics disagreed with rehabilitation achievement by a slim seven percent margin. Native Americans disagreed with rehabilitation achievement by an eleven percent spread.

Time Involvement of Minority Groups
in The Activities Program .

Five questions were presented to the three minority groups regarding their time involvement in the Activities Program. Results were such that a comparison could not be made. Seventy-percent of the responses (from all groups) were either incomplete, improperly recorded or left blank. To present the remaining thirty percent would not serve the purpose of clarifying with reliability or validity, the time involvement of each minority group in the Oregon State Penitentiary Activities Program.

In summary, twenty items of significant difference were extracted by one-way analysis of variance techniques at the .05 level of significance or beyond. Items of significant difference were post-tested by the Student-Newman-Keuls' procedure to measure the level of significance among the groups. Further post-testing by Chi-square revealed the degree of rehabilitation achievement each group scored for significant items. The thirty non-significant items were analyzed by Chi-square to determine the degree of rehabilitation achievement for each

group. Finally, a section was included on the specific time spent for each group on activity programming.

Table 1a
Results of the Tests for
Significant Difference

Management

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Item	Comp. F	Mean Scores			Significant Difference* in Means		
		Blks.	Hisp.	N.A.			
		(1)	(2)	(3)			
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a.	3.08	3.15	3.44	4.00	U1 = U2	U2 = U3	U3 > U1
b.	8.99	4.16	2.96	2.75	U2 = U3	U1 > U2	U1 > U3
c.	4.59	3.35	2.71	2.50	U2 = U3	U1 > U2	U1 > U3
d.	12.06	3.79	3.17	2.36	U1 > U2	U1 > U3	U2 > U3
e.	1.45	3.24	3.43	3.84	U1 = U2 = U3		
f.	1.32	3.43	3.58	3.96	U1 = U2 = U3		
g.	1.99	3.37	3.33	2.70	U1 = U2 = U3		
h.	6.30	2.50	3.00	2.40	U1 = U3	U2 > U3	U3 > U1
i.	8.49	4.04	2.86	2.91	U2 = U3	U1 > U3	U1 > U2
j.	0.31	2.86	2.76	2.78	U1 = U2 = U3		
k.	0.19	2.82	2.83	2.75	U1 = U2 = U3		
l.	5.65	3.89	3.06	2.75	U2 = U3	U1 > U2	U1 > U3
m.	5.38	3.90	3.04	2.94	U2 = U3	U1 > U2	U1 > U3
n.	4.55	4.06	3.22	2.89	U2 = U3	U1 > U2	U1 > U3
o.	2.60	3.89	3.35	3.35	U1 = U2 = U3		
p.	2.00	3.76	3.28	3.62	U1 = U2 = U3		
q.	0.52	3.32	3.64	3.38	U1 = U2 = U3		
r.	2.85	2.94	2.58	2.35	U1 = U2	U2 > U3	U1 > U3

*Significant Difference at or beyond the .05 level.

Table 1b

Results of the Tests for
Significant Difference

Facilities		Mean Scores			Significant Difference* in Means		
Item	Comp. F	Blks.	Hisp.	N.A.			
		(1)	(2)	(3)			
a.	3.79	3.48	2.88	2.83	U1 > U2	U1 > U3	U2 = U3
b.	3.70	3.35	3.00	2.33	U1 = U2	U2 = U3	U1 > U3
c.	4.53	3.58	2.79	2.72	U2 = U3	U1 > U2	U1 > U3
d.	4.40	3.22	2.90	2.17	U1 = U2	U1 > U3	U2 > U3
e.	3.45	3.45	3.05	2.72	U1 = U2	U2 = U3	U1 > U3
f.	1.91	3.72	4.04	4.20	U1 = U2 = U3		
g.	1.78	3.36	3.80	3.64	U1 = U2 = U3		
h.	1.05	3.71	3.30	3.26	U1 = U2 = U3		
i.	1.28	3.14	3.30	3.04	U1 = U2 = U3		
j.	0.07	3.30	3.40	3.40	U1 = U2 = U3		
k.	0.33	3.29	3.46	3.35	U1 = U2 = U3		
l.	0.40	3.25	3.55	3.34	U1 = U2 = U3		
m.	3.36	3.58	3.00	2.69	U1 = U2	U2 = U3	U1 > U3

*Significant Difference at or beyond the .05 level.

Table 1c

Results of the Tests for
Significant Difference

Habits		Mean Scores			Significant Difference* in Means
Item	Comp. F	Blks.	Hisp.	N.A.	
		(1)	(2)	(3)	
a.	0.62	3.36	3.21	3.59	U1 = U2 = U3
b.	0.10	3.61	3.52	3.57	U1 = U2 = U3
c.	1.77	3.81	3.36	3.42	U1 = U2 = U3
d.	5.14	3.74	3.44	2.70	U1 = U2 U1 > U3 U1 > U2
e.	1.80	3.26	3.14	3.21	U1 = U2 = U3
f.	1.30	3.41	3.10	3.32	U1 = U2 = U3
g.	1.04	3.10	2.91	3.29	U1 = U2 = U3
h.	0.26	2.90	2.95	2.89	U1 = U2 = U3
i.	0.70	3.50	3.68	3.48	U1 = U2 = U3
j.	0.76	3.29	2.91	3.31	U1 = U2 = U3
k.	4.19	3.35	3.67	2.57	U1 = U2 U1 > U3 U2 > U3
l.	0.71	3.43	3.67	3.80	U1 = U2 = U3
m.	1.49	3.40	3.25	3.93	U1 = U2 = U3
n.	0.40	3.43	3.16	3.21	U1 = U2 = U3
o.	1.16	2.91	3.30	2.90	U1 = U2 = U3
p.	0.32	3.14	2.22	3.39	U1 = U2 = U3
q.	4.98	3.10	3.00	3.96	U1 = U2 U3 > U1 U3 > U2
r.	3.37	3.80	2.91	3.14	U1 = U3 U2 = U3 U1 > U3
s.	0.39	3.44	3.38	3.21	U1 = U2 = U3

*Significant Difference at or beyond the .05 level.

Table 2
Chi-square Results
Management Rehabilitation Achievement(%).

	Blacks	Hispanics	Native Americans
No Response	7.1	.1	.05
Strongly Disagree	23	27.9	30.6
Disagree	24.5	27.3	40.8
Agree	27.4	34.2	16.8
Strongly Agree	18	10.5	11.75

Table 3
Chi-square Results
Facilities Rehabilitation Achievement(%).

	Blacks	Hispanics	Native Americans
No Response	1.9	1.4	.5
Strongly Disagree	24.9	13	12.8
Disagree	27.8	29.6	23.9
Agree	25.4	29.2	33.2
Strongly Agree	20	26.8	29.6

Table 4
Chi-Square Results
Habits Rehabilitation Achievement(%) .

	Blacks	Hispanics	Native Americans
No Response	7.6	2	1.2
Strongly Disagree	20.7	24.5	27.8
Disagree	22.6	36.5	29.7
Agree	33.4	27.3	18.9
Strongly Agree	15.7	9.7	22.4

Table 5
Chi-square Results
Overall Rehabilitation Achievement(%).

	Blacks	Hispanics	Native Americans
No Response	5.5	1.2	.6
Strongly Disagree	22.8	21.8	23.7
Disagree	25	31.1	31.5
Agree	28.8	30.2	23
Strongly Agree	17.9	15.7	21.2

CHAPTER V

SUMMARY, CONCLUSIONS AND IMPLICATIONS

This study was based on an empirical investigation conducted to determine the significant differences of attitude which three inmate minority groups - Blacks, Hispanics and Native Americans - possessed towards the rehabilitative achievement of the Oregon State Penitentiary Activities Program. A related purpose was to determine the level of agreement which each group had towards the Activities Program in achieving rehabilitation among non-significant items (at or beyond the .05 level) involving program management, facility provision and personal habits/participation in the program. Finally, this study was conducted to determine the time involvement which each group possessed towards specific program opportunities.

To collect data for the survey, a Rehabilitation Services Satisfaction Survey was developed based upon the objectives for rehabilitation as proposed by the National Advisory Commission for Corrections and the American Correctional Association. The revised questionnaire was field tested with co-operation from volunteer inmates of the

Oregon State Penitentiary and a Sports Leadership class from the Oregon State University Department of Physical Education. The final questionnaire contained fifty statements involving Activities Program management, facility provision and inmate habits/participation in the program. Five additional questions were asked to determine group time involvement in the specific areas of the Activities Program.

The questionnaire was developed so that the three minority inmate groups included in the study could respond to the level of agreement for each item. Their responses indicated whether the inmates disagree strongly, disagree, agreed, agreed strongly or offered no response towards the items. Response values were assigned a Likert-type scale value of 1-5.

A random sample of three inmate minority groups was drawn from the Oregon State Penitentiary inmate registry. Criteria for selection included the inmates being male, between the ages of eighteen and thirty-seven years and be classified according to the following ethnicity - Black, Hispanics or Native American. Each group was represented by twenty-five subjects for a total of seventy-five respondents.

The One-way Analysis of Variance, the post-test Student-Newman-Keuls' procedure and the Chi-square technique were used to interpret the data.

One hypothesis was tested for each item statement using a one-way analysis of variance; hence, a total of fifty

F-tests were conducted. The ninety-five percent confidence level was selected as the criterion for retaining or rejecting the null hypothesis. It was determined that if the computed F value was less than the critical tabular value, the null hypothesis was retained. The hypothesis tested in this study is as follows:

Hypothesis : There is no significant difference in the attitudes of three inmate minority groups - Blacks, Hispanics and Native Americans - towards the Oregon State Penitentiary Activities Program as a rehabilitative tool.

The Student-Newman-Keuls' was utilized to ascertain the grouping of significant items. Chi-square was then used to present group opinion towards rehabilitation achievement.

Summary of Findings

The one-way analysis of variance was used to test the hypothesis that there was no significant difference among rehabilitation achievement item scores for the three designated inmate minority groups towards the Activities Program at the Oregon State Penitentiary. This Analysis of Variance test revealed that a significant difference at or beyond the .05 level did not exist for thirty items.

Fifty items were analyzed at the .05 level of significance. Of the fifty items, twenty statements were significantly different. According to sections the following items had significant differences among group means:

Management - Items a,b,c,d,h,i,l,m,n,r.

Facilities - Items a,b,c,d,e,m.

Personal Habits/Participation - Items d,k,q,r.

Thus, the hypothesis that there was no significant difference in mean scores for fifty rehabilitation achievement items was retained for thirty items and rejected for twenty items.

Thirty items of no significant difference were analyzed by Chi-square to determine group percentage opinion on rehabilitation achievement according to the sections of management, facility provision and inmate habits for the Activities Program. These sections were then grouped again by Chi-square to present an overall appraisal of level of agreement towards Activities Program as achieving rehabilitation.

Summary for Items of Significant Difference.

Of the three sections presented; management of the Activities Program, facility provision and personal habits/participation, more items of significant difference were to be found in the Management portion than the other two categories, Facilities and Habits.

Whenever a significant difference was found in the Management section, Hispanics and Native Americans were grouped together. Blacks responses were significantly different not only in group scores but also in more agreement that the management of the Activities Program would achieve rehabilitation than were the Hispanics or Native Americans. The latter two groups felt that the

Activities Program management was not achieving the rehabilitation goal; specifically in items concerning completion of personal objectives, quality of program management, and management aiding in achieving overall rehabilitation. Hispanics felt strongly about the rejection of rehabilitation achievement in the Management section but not to the same degree as Native Americans.

The Facility section saw a decrease in the number of items of significant difference. Of the six items, Blacks were different than Native Americans on all counts. Hispanics and Native Americans rejected the rehabilitation achievement for the Facilities section. Hispanics, although rejecting all six items, were less intense than Native Americans in their condemnation of rehabilitation achievement. Blacks were not as positive towards the rehabilitation achievement of the Facilities section as they were about the Program section. Specifically in items concerning facilities fulfilling group needs and interests, lack of facilities, storage space and safety of facilities; all groups expressed a strong concern about rehabilitation achievement failing under present conditions.

Under the Personal Habits/Participation section, the least number of items of significant difference could be found. Of the four items, Blacks and Hispanics could be grouped together on these statements. In this section, Native Americans felt their creativity was being stifled and yet believed the Activities Program strengthened a socially

acceptable code of ethics. Blacks and Hispanics felt the program was satisfying competitive needs and was also open to their creative interests.

Under items of significant difference, Blacks could be grouped with Hispanics, both agreeing with the achievement of competitive needs. However, under programs of creativity, Native Americans believed they were not achieving rehabilitation. Blacks also felt family leisure planning was being restricted.

A review of the significant difference of the three groups revealed that Hispanics tended to be grouped with Native Americans when it came to dissonance of rehabilitation achievement of program management. The similarity between Native Americans and Hispanics was weaker concerning facility provision. Hispanics under Personal Habits/Participation seem to be more allied with the Blacks.

Blacks tended to be polarized from Native Americans concerning program management and facility provision but less so concerning personal habits/participation in the Activities Program. When groups were significant, Blacks tended to accept rehabilitation achievement while Hispanics and Native Americans rejected rehabilitation achievement.

Summary of Items of No Significant Difference.

Like the items of significant difference, responses in this section reflected a Black - Native American disparity.

The responses regarding program management, facility

provision and personal habits/participation showed Native Americans disagreed with rehabilitation achievement; Hispanics were less so in their condemnation, while Blacks were borderline on rehabilitation being achieved as they split their responses.

Conclusions

The following hypothesis was stated in null form:

1. There would be no significant difference in the attitudes of inmate minority groups at the Oregon State Penitentiary towards Activity Programs as to their effectiveness as a rehabilitative tool.

Data revealed that there were differences. Blacks were significantly different than Hispanics and Native Americans in the rehabilitation achievement of the perceived role of the management of activity programs. Blacks were significantly different than Native Americans in the rehabilitation achievement of facility provision. Blacks and Hispanics were significantly different than Native Americans in the rehabilitation achievement of personal habits/participation in the Activities Program. Significant differences at or beyond the .05 level were found in twenty of the fifty items although significance was questionable in six items.

The following Sub-hypotheses were stated in null form:

1. There is no significant difference in the leisure interests of the minority groups at the Oregon State Penitentiary.

This study is unable to accept or reject this hypothesis in light of the failure to generate any data of significance, reliability or validity. Questions four to ten (Appendix C) were designed to gather such information. Despite the efforts of the researcher to carefully promote

and conduct the examination of attitudes, responses in this section were incomplete, incoherent or improperly answered. This consistency permeated seventy percent of all three groups. What can be inferred from other sources of data is that Hispanics' and Blacks' competitive needs are being met but that the creativity interests of the Native Americans is being overlooked.

2. There is no significant difference in the perceived role of Activities Programs among the minority groups at the Oregon State Penitentiary.

Data generated on all fifty items revealed that a significant difference was found between Native Americans and Blacks; with Hispanic responses scoring in the middle area. Approximately fifty percent of Black responses supported the rehabilitation achievement role of the Activities Programs while the remaining fifty percent were not favorable towards rehabilitation achievement through the Activities Programs. Hispanics rejected the role of the Activities Programs as achieving rehabilitation only by the slightest of percentages.

However, Native Americans rejected the concept of rehabilitation achievement more significantly than Blacks. So, there is a significant difference among minority groups at the Oregon State Penitentiary. Blacks split their opinion on rehabilitation achievement; Hispanics rejected slightly the rehabilitation achievement of Activities

Programming while Native Americans rejected the concept of rehabilitation achievement.

Implications

1. This study has demonstrated how difficult it is to achieve rehabilitation for minority inmates at Oregon State Penitentiary, especially in an environment where punishment also exists. No matter how interesting a treatment program is, the dread of confinement restricts any inmate from totally releasing himself to any rehabilitative effort. The Native American provided the foremost representation of a minority group struggling with the concept of rehabilitation achievement. The Native American replied with a high "no response" total in this study when answering the questionnaire. This masks one of three feelings about the Activities Program and the achievement of rehabilitation.

- (a) The program does not make sense to them.
- (b) They are ignorant about the purpose of the program.
- (c) They have thought about programming before and have a genuine ambivalence and rejection about the Activities Program and rehabilitation achievement.

The frequently occurring "no response" total is a most potent indicator of the third feeling - one of ambivalence and rejection towards the Activities Program for the Native Americans. The Activities Program is just not part of the Native American world. Their world is a highly spiritual one in which a deep sense of integration plays a profound role. The Activities Program and rehabilitation achievement is not matched to their lifestyle nor the Native American value system. Consequently, the

Native Americans rejected rehabilitation achievement through the Activities Programs.

Comparatively, the Blacks as an ethnic group, operate on a lifestyle of balance. They are constantly into every Oregon State Penitentiary program to seek a balance for their value system. If the value system is upset, Blacks reject - in this case - rehabilitation achievement through Activities Programming. Their responses indicated an imbalance of concern towards family leisure programming. The very nature of being separated from family and friends by incarceration is cause enough for rejection of the rehabilitative ideals of the Activities Program.

The Hispanic culture has a different perspective on the concept of rehabilitation. This minority group will accept another system of values if they feel it is from a benevolent source. It is not inconceivable to see how the Hispanic group can reject rehabilitation, a concept originating from the same society that imprisoned them.

For all these Oregon State Penitentiary minority groups, the concept of rehabilitation borders on being a farce, even at its best moments. This is due to a lack of respect for ethnic differences. The Activities Program at Oregon State Penitentiary operates under a system of mismatched values. The failure of this study to generate data on specific leisure interests and time involvement in the Activities Program supports the apathy and disinterest under which minority inmates view the Activities Program.

Their participation in the Activities Program is no indicator of the achievement of rehabilitation.

2. Less displeasure was directed towards those who managed the Activities Program. The Black group expressed an acceptance of the rehabilitation ideal on almost half of the management questions. This may have been due, in no small part, to the fact that a Black Recreation Officer is available to the Black group. No ethnically-identifiable recreation officer is available to the Hispanics or Native Americans. The composition of the Activities Program staff has an influence on participation, but as this study indicated, rehabilitation achievement as a result of the influence of an ethnically-identifiable Activities Program staff member, is unlikely.

3. Questioning the concept of rehabilitation achievement may have specific implications for the future Activities Programming goals to be functioning in the new prison, opening in 1985. Treatment programs such as Activities Programming may not be cost-effective for certain minority groups. Future programming may, as a result, take on several alternative forms:

a. Run the Activities Program as cathartic, recreational efforts and rid the institution of costly expenditure of hiring and maintaining an ineffective leisure program.

b. Decentralize all the Activities Programs and leave it to the inmate clubs and special interest groups to "fend"

for themselves. Vestiges of this concept operate now at the Oregon State Penitentiary. The only difference in light of a de-emphasis on rehabilitation achievement is that the clubs will not require a leisure officer as a formal guide or liason with the institutional leaders.

c. Establish a "Recreational Sports" concept within the institution. This means that facilities are open on a drop-in basis and are totally funded and controlled by inmates without institutional interference as to goals and objectives.

d. Future programming at either the new prison or the present Oregon State Penitentiary could put an emphasis on accepting those inmates who voluntarily agree to treatment. This means that whatever institution adopts a treatment policy such as the new prison or the Oregon State Penitentiary; they could operate for inmates which have shown a genuine desire to be rehabilitated. As a result of this study, only Blacks and Hispanics would be enlisted to participate in formal, institutionally-run programs. Native Americans would have to improvise for themselves.

4. Rehabilitation can only be considered successful when the habits of a former inmate become socially acceptable. To achieve such a state, programs must be available outside the institution to reinforce any positive behaviors which were developed during incarceration. For the Activities Program, this opportunity should begin with aiding the inmate to develop and maintain leisure planning with his family. Data generated by this study revealed that

Blacks felt this was overlooked in the present Oregon State Penitentiary Activities Program. The Activities Program Director should be charged with developing leisure contacts with "outside" agencies to aid the ex-offender in his "carry-over" interests developed at the Oregon State Penitentiary.

5. The present system under which treatment programming labors is counter-productive to inmate rehabilitation. The time has come to be bold, to venture forth with new ideas to promote positive behavioral changes for the inmate. And this challenge begins with supplementing the "penitentiary" system with an "open-prison" concept similar to what is being used in Scandinavia and Switzerland. This notion involves a radical departure from the traditional functions of prisons, that there must be better ways to protect a community from convicted offenders and rehabilitate inmates other than to just lock them up and hope for the best. A better way to do this is what Americans have been espousing for a long time - that is, accepting offenders back into the communities gradually and with growing trust. There are no laws that require that this approach should take place and no coercion to back up these practices. These practices, as they can apply to the Activities Program, begin with the following ideas:

a. Activities Program personnel supported by their superiors should encourage guards and treatment team personnel alike to take inmates home with them for

leisure opportunities during pre-release status.

b. Prison manpower and the industrial capabilities of Oregon State Penitentiary could be applied to the creation, testing, maintenance and installation of many needed leisure facilities of the State of Oregon and its communities. These facilities (ball parks, roller skating rinks, swimming pools, etc.) could be restored, rebuilt and then could be leased or purchased by inmates and their families providing a new source of public revenue.

c. The Activities Program should actively seek attachment to private corporations, colleges and universities by seeking amendments to existing laws to provide increased money incentives to encourage business and educational institutions to take on additional challenges involving inmate interests and needs in Activities Programming. The Activities Program for inmates could then be jointly sponsored by the Oregon State Penitentiary and outside agencies for increased creative programming towards inmate self-enhancement.

d. The deserts of Oregon offer a creative challenge for Activities Programming. Affluence and technology have been motivators for the development of attractive vacation communities in what once was desert wastelands. Efforts should be made to create these centers of community life for pre-release inmate populations; for example, working or dude ranches or recreation centers. Prisoners may volunteer to serve out the remainder of their sentences while learning,

re-learning and sharpening their ability to come to grips with the demands of social life, and in a setting offering opportunities to mature and prosper with the minimum restraint on freedom. Oregon pre-parole release laws can allow inmates to reside in communities that are mutually agreed upon by inmate and the courts. This will allow families to relocate and offer infusion towards a new life for the inmate and launch the birth of a local economy. This opportunity is designed not to impose one unworkable and demanding restraint after another, but to make an actuality enlarge the human vision, to expand human liberty and create self-worth.

e. Finally, the Activities Program, through an "open-prison" system will allow more time for manpower, space and opportunities to be directed towards repetitive and dangerous offenders. Those doing this type of sentence may receive the attention due to them in the planning, implementing and monitoring of a leisure program towards a more humane and possible rehabilitating experience. As Dostoevsky noted, "the level of civilization can be seen in the state of its prisons." If an effective solution is to be found for minority group rehabilitation at the Oregon State Penitentiary, the Activities Program could lead the way with this type of bold innovation.

6. This study has presented the conflict which has existed between the Justice Model and the Treatment Model concerning the purpose of penological practices. The Review

of Literature has shown that studies supporting the treatment ideal for leisure programs are sadly lacking, especially over the last ten years. In addition, the number of studies involving minority-group concern about the rehabilitation achievement for leisure programs have been absent. This is also applicable for the Oregon State Penitentiary. As the crisis concerning which model the Corrections Division should accept is in a crucial stage (with the construction of the new prison), a decision should be made based upon the literature available. The data generated from this study suggests that the Activities Program at the Oregon State Penitentiary, as achieving rehabilitation for minority inmates, is questionable. The officials responsible for determining the goals for penological practices for the Oregon State Penitentiary have an unenviable task. However, they can begin with understanding that present Activities Programming is in need of extensive examination as to its purpose in the overall rehabilitative mission of the Oregon State Penitentiary.

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APPENDICES

Appendix A1

Results of the Analysis of Variance Using the
F-statistic
Management

<u>Item</u>	<u>Computed F</u>	<u>Hypothesis</u> *
a.	3.08	Reject **
b.	8.99	Reject **
c.	4.60	Reject **
d.	12.06	Reject **
e.	1.45	Accept
f.	1.32	Accept
g.	1.99	Accept
h.	6.30	Reject **
i.	8.50	Reject **
j.	.31	Accept
k.	.19	Accept
l.	5.65	Reject *
m.	5.38	Reject **
n.	4.55	Reject **
o.	2.55	Accept
p.	1.99	Accept
q.	.56	Accept
r.	2.89	Reject **

* The level of significance was .05 percent and the critical region was $\geq F$.

** The Student-Newman-Keuls' Procedure was used to compose means for the rejected items.

Appendix A2

Results of Analysis of Variance Using the F-statistic
Facilities

<u>Item</u>	<u>Computed F</u>	<u>Hypothesis</u> *
a.	3.79	Reject **
b.	3.70	Reject **
c.	4.53	Reject **
d.	4.40	Reject **
e.	3.45	Reject **
f.	1.91	Accept
g.	1.76	Accept
h.	1.05	Accept
i.	1.28	Accept
j.	.07	Accept
k.	.33	Accept
l.	3.39	Accept
m.	3.36	Reject **

* The level of significance was .05 percent and the critical region was $\geq F$.

** The Student-Newman-Keuls' Procedure was used to compose means for the rejected items.

Appendix A3

Results of Analysis of Variance Using the F-statistic

Habits

<u>Item</u>	<u>Computed F</u>	<u>Hypothesis</u> *
a.	.62	Accept
b.	.09	Accept
c.	1.78	Accept
d.	5.14	Reject **
e.	1.08	Accept
f.	1.29	Accept
g.	1.04	Accept
h.	.26	Accept
i.	.70	Accept
j.	.76	Accept
k.	4.19	Reject **
l.	.71	Accept
m.	1.49	Accept
n.	.39	Accept
o.	1.16	Accept
p.	.32	Accept
q.	4.98	Reject **
r.	3.37	Reject **
s.	1.15	Accept

* The level of significance was .05 percent and the critical region was $\geq F$.

** The Student-Newman-Keuls' Procedure was used to compose means for the rejected items.

APPENDIX B

Results of the Student-Newman-Keuls'
Procedure for the Rejected Hypotheses

Mean Scores					Significant Difference in Means
Item	Comp. F	Blks. (1)	Hisp. (2)	N.A. (3)	

Management

a.	3.08	3.15	3.44	4.00	U1 = U2	U2 = U3	U3 > U1
b.	8.99	4.16	2.96	2.75	U2 = U3	U1 > U2	U1 > U3
c.	4.59	3.35	2.71	2.50	U2 = U3	U1 > U2	U1 > U3
d.	12.06	3.79	3.17	2.36	U1 > U2	U1 > U3	U2 > U3
h.	6.30	2.50	3.00	2.40	U1 = U3	U2 > U3	U3 > U1
i.	8.49	4.04	2.86	2.91	U2 = U3	U1 > U3	U1 > U2
l.	5.65	3.89	3.06	2.75	U2 = U3	U1 > U2	U1 > U3
m.	5.38	3.90	3.04	2.94	U2 = U3	U1 > U2	U1 > U3
n.	4.55	4.06	3.22	2.89	U2 = U3	U1 > U2	U1 > U3
r.	2.85	2.94	2.58	2.35	U1 = U2	U2 > U3	U1 > U3

Facilities

a.	3.79	3.48	2.88	2.83	U1 > U2	U1 > U3	U2 = U3
b.	3.70	3.35	3.00	2.33	U1 = U2	U2 = U3	U1 > U3
c.	4.53	3.58	2.79	2.72	U2 = U3	U1 > U2	U1 > U3
d.	4.40	3.22	2.90	2.17	U1 = U2	U1 > U3	U2 > U3
e.	3.45	3.45	3.05	2.72	U1 = U2	U2 = U3	U1 > U3
m.	3.36	3.58	3.00	2.69	U1 = U2	U2 = U3	U1 > U3

Habits

d.	5.14	3.74	3.44	2.70	U1 = U2	U1 > U3	U1 > U2
k.	4.19	3.35	3.67	2.57	U1 = U2	U1 > U3	U2 > U3
q.	4.98	3.10	3.00	3.96	U1 = U2	U3 > U1	U3 > U2
r.	3.37	3.80	2.91	3.14	U1 = U3	U2 = U3	U1 > U3

Appendix C
Survey Questionnaire

ACTIVITIES PROGRAM QUESTIONNAIRE

To the Inmate: This is a research questionnaire and not a test. It is designed to determine your experiences regarding the Activities Program success in aiding your rehabilitation. Your responses will be used to improve the Activities Program at The Oregon State Penitentiary. Do not sign your name anywhere on the questionnaire.

The questionnaire consists of ten parts. Be sure to complete them all as each question is equally important. It should take you approximately 15 to 20 minutes to complete.

1. The statements below concern the management of the Activities Program. Please indicate how strongly you agree or disagree with each by circling the appropriate number.

<u>Management</u>	<u>AGREE STRONGLY</u>	<u>AGREE</u>	<u>DISAGREE</u>	<u>STRONGLY DISAGREE</u>	<u>NO RESPONSE</u>
a. The goals and objectives of the Activities Program are not very clear	5	4	3	2	1
b. The staff of the Activities Program consistently set good examples for personal conduct.	5	4	3	2	1
c. The staff of the Activities Program helps with my personal objectives	5	4	3	2	1
d. The staff of the Activities Program is as qualified as other treatment team members	5	4	3	2	1
e. I do not participate in the planning or management of the Activities Program	5	4	3	2	1
f. The Activities Program staff have little concern for rehabilitation	5	4	3	2	1
g. My cultural differences and needs in programs are formally recognized and encouraged by the Activities staff.	5	4	3	2	1
h. The Activities Program supports other programs that aid in my overall rehabilitation	5	4	3	2	1
i. The Activities Program expects me to participate in community-run programs	5	4	3	2	1
j. The Activities Program expects me to become involved with volunteer programs	5	4	3	2	1

	<u>AGREE</u> <u>STRONGLY</u>	<u>AGREE</u>	<u>DISAGREE</u>	<u>STRONGLY</u> <u>DISAGREE</u>	<u>NO</u> <u>RESPONSE</u>
k. The rules of the Activities Program allow me to participate in more programs.	5	4	3	2	1
l. The rules of conduct as outlined by the Activities Program protect my rights as an individual	5	4	3	2	1
m. The Activities Program rewards positive behavior and reinforces socially desirable conduct	5	4	3	2	1
n. The security policies of the Activities Program provide for my rehabilitation rather than simply maintaining prison order	5	4	3	2	1
o. The disciplinary policies of the Activities Program provide for my rehabilitation rather than simply maintaining prison order	5	4	3	2	1
p. Without the Activities Program my chances of rehabilitation would be decreased	5	4	3	2	1
q. Community residents of my ethnic background are involved in Activities Programming	5	4	3	2	1
r. I am not involved in the Activities Program decisions which affect me . . .	5	4	3	2	1

2. The statements below concern the facilities of the Activities Program. Please indicate how strongly you agree or disagree with each by circling the appropriate number.

<u>Facilities</u>	<u>AGREE</u> <u>STRONGLY</u>	<u>AGREE</u>	<u>DISAGREE</u>	<u>STRONGLY</u> <u>DISAGREE</u>	<u>NO</u> <u>RESPONSE</u>
a. The Activities Program facilities reflect a well-integrated master plan	5	4	3	2	1
b. The facilities make possible the programs which serve my interests and needs	5	4	3	2	1
c. The program has not been altered because of a lack of facilities	5	4	3	2	1

	<u>AGREE STRONGLY</u>	<u>AGREE</u>	<u>DISAGREE</u>	<u>STRONGLY DISAGREE</u>	<u>NO RESPONSE</u>
d. Storage areas for indoor and outdoor equipment are adequately sized to match the equipment which I need . . .	5	4	3	2	1
e. All facilities are safe, hygienic, and free of obstruction	5	4	3	2	1
f. Facilities have been made as durable and secure as possible	5	4	3	2	1
g. I am not given equal time to utilize any facility which is important to my program needs and interests	5	4	3	2	1
h. The uncomfortable climate of the facilities restricts me from participating in the Activities Program	5	4	3	2	1
i. Special facilities have been provided for radio and television programming .	5	4	3	2	1
j. The Activities Program facilities offer a balance between indoor and outdoor experiences	5	4	3	2	1
k. The facilities are not available for my special club use	5	4	3	2	1
l. Shower and clothing change policies prevent my participation in the Activities Program	5	4	3	2	1
m. The facilities are used to enrich learning through self-expression and achievement of self-potential . .	5	4	3	2	1
3. The last set of statements deals with your personal habits regarding participation in the Activities Program. Please indicate how strongly you agree or disagree with each by circling the appropriate number.					

	<u>AGREE STRONGLY</u>	<u>AGREE</u>	<u>DISAGREE</u>	<u>STRONGLY DISAGREE</u>	<u>NO RESPONSE</u>
a. The Activities Program develops Life-long safety and health habits for me.	5	4	3	2	1
b. I develop a positive behavior about group goals from participation in the Activities Program	5	4	3	2	1

	<u>AGREE</u> <u>STRONGLY</u>	<u>AGREE</u>	<u>DISAGREE</u>	<u>STRONGLY</u> <u>DISAGREE</u>	<u>NO</u> <u>RESPONSE</u>
c. I am provided the opportunity to develop co-operation through team membership	5	4	3	2	1
d. The Activities Program does not strengthen a socially acceptable code of ethics	5	4	3	2	1
e. The Activities Program enables me to better understand opponents and team members	5	4	3	2	1
f. My behavior has been conditioned from involvement in the Activities Program	5	4	3	2	1
g. My awareness of the value of group health and safety is supported by the Activities Program.	5	4	3	2	1
h. The Activities Program is a valuable and desirable experience	5	4	3	2	1
i. The Activities Program expects me to exercise my decision-making powers.. .	5	4	3	2	1
j. The Activities Program fails to develop a respect for fair play	5	4	3	2	1
k. The Activities Program satisfies my physical needs for competition	5	4	3	2	1
l. The Activities Program prepares me for pursuing leisure experience with friends when released	5	4	3	2	1
m. The Activities Program motivates me toward rehabilitation.	5	4	3	2	1
n. The Activities Program provides a sense of group pride and togetherness.	5	4	3	2	1
o. The Activities Program develops my mental alertness	5	4	3	2	1
p. The Activities Program teaches me how to improve my physical condition	5	4	3	2	1
q. The Activities Program discourages participation in situations requiring individual creativity.	5	4	3	2	1

	<u>AGREE</u> <u>STRONGLY</u>	<u>AGREE</u>	<u>DISAGREE</u>	<u>STRONGLY</u> <u>DISAGREE</u>	<u>NO</u> <u>RESPONSE</u>
r. The Activities Program restricts me from planning for leisure activities with family upon release	5	4	3	2	1
s. The Activities Program allows me to be responsible in a leadership role. .	5	4	3	2	1

Please circle one number in response to each of the following questions:

4. About how many hours a week do you take part in the Activities Program?

1. Less than 5 hours per week
2. 5 to 10 hours per week
3. 11 to 15 hours per week
4. More than 16 hours per week

5. About how many hours per week do you spend in Athletic Activities?
(individual/dual sports, team sports, boxing, etc.)

1. None
2. 1 or 2 hours per week
3. 3 to 5 hours per week
4. More than 6 hours per week

6. About how many hours a week do you spend in Cultural Activities?
(Hobbies, music, drama, literary, special events, clubs, etc.)

1. None
2. 1 or 2 hours per week
3. 3 to 5 hours per week
4. More than 6 hours per week

7. About how many hours a week do you spend in Corrective Activities?
(Physical and Psychological therapy)

1. None
2. 1 or 2 hours per week
3. 3 to 5 hours per week
4. More than 6 hours per week

8. About how many hours a week do you spend in other informal sport and games?
(Cards, shooting baskets, walking, foosball, etc.)

1. None
2. 1 or 2 hours per week
3. 3 to 5 hours per week
4. More than 6 hours per week

9. What is your ethnic background?

1. White
2. Black
3. Native Indian
4. Chicano (Mexican-American)
5. Other (Please specify) _____

10. Is there anything else you would like to say about your experience with the Activities Program at The Oregon State Penitentiary?

(THANK YOU FOR YOUR CO-OPERATION)