

Dear Dr. Warner:

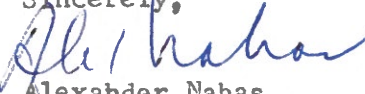
Thank you for your consideration and courtesy.

The enclosed paper has been typed from various observations over a period of past time and the immediate present.

I may be wrong in my deductions and I am sure that I can be proven wrong, but this is the way I was impressed.

I hope and trust that ~~epm~~ comparatively it will be interesting and meet your approval.

Sincerely,



Alexander Nahas

EDUCATIONAL ENCULTURATION

OF

PRISON INMATES

Physical Location: Danbury, Connecticut

Institution; Federal Correctional Institution.
A Federal Prison of less than maximum security for short-term and first-time Federal law offenders.

Located on an elevation, from where the entire community in the valley below can be observed, is the F.C.I. or the Federal Correctional Institution. It is here that the various male individuals of the general population are incarcerated for a period of time, which varies depending on the offense committed - the time stipulated by Federal statute and the pleasure of the sentencing Federal Judge.

Convicted felons of such background as hardened criminals, repeated or habitual law violators, institutional trouble makers, or capital offenders are not sent to the Danbury F.C.I. Other than the above categories, those sent to Danbury F.C.I., over the age of 18, are of no particular select background in terms of civilian, non-criminal status. That is, one may find as much difference in vocational background as there are levels of vocational background. Some inmates have been politicians, military personnel, men of professional status such as doctors, lawyers, business executives, organization executives, as from the Ku-Klux-Klan, hotel operators, automobile dealership owners, mechanics, ditch-diggers, construction workers, laborers, and those who have never experienced the arduous task of working for a living. Racial background, color of skin or hair, national origin, political belief or creed are also discarded or not used in segregating the varied personnel which constitutes the integrated society of the Federal Prison in Danbury, Connecticut. There is, however, a segregation employed on at least two levels.

One level is Federal and used on prisoners where a behavior pattern may have some ill-effect on the rest of the population or on the single individual prisoner himself. The second level of segregation is that used by the prisoners individually or among themselves. Prisoners will select their own roles to play, or own status level group to join, either within the limitations set forth by administration or by the prisoners themselves.

Educational background of prisoners is as diversified as is the vocational background. One may find prisoners who hold Doctorate degrees, Masters and Bachelor degrees and who, in spite of such high-level cultural experience, sought to compete with the governing statutes of over-all society and lost. Other educational backgrounds may include high school, technical school, grade school, or the "school of hard knocks."

Offenses of the prison population varies from auto theft, narcotic law violations, bank robbery, contempt of Congress, contempt of court, gun law violation, embezzlement, draft dodging, military code violations, postal theft, mail fraud, destruction of government property, political office bribes, Taft-Hartley law violations, income tax evasion, and numerous other offenses, including war crimes.

Cultural background that constitutes the make-up of the individual and family life of the prisoner, is also varied. While several prisoners come from middle-class, or middle income social groups and can read, write, handle every day problems, marry and produce families, the larger percentage of prisoners is from the poor, low-class or low income level of society. Many can not read, write, or negotiate the every day problems of living and are thus caught in a rut of daily living where only the means of survival, or how to survive, matters. There is shortness of knowing how to express

one's thoughts, of how to speak, of how to reason out a problem, or to fathom the consequence of one's intended criminal act on one's self or family. The thinking process of many on this social level is concerned with immediate wants rather than the near future or distant future.

Several wear religious medals, indicating some devotion to a religious creed; others have no particular attachment to religion, in spite of some early religious training. Others disown religious concepts, not because they have any knowledge or thoughts on the matter, but because they have never experienced any attachment to religion to begin with.

Some prisoners have never known mother, father, brothers, or sisters, thus no family life. For them it was a matter of day-to-day existence in poolroom habitats, of keeping one step ahead of a truant officer, or bouncing from one errand-boy job to another, or joining up with a youthful gang, where as a multiple group of individuals they ^{found} find security and guidance from one of their own in committing petty offenses that grow to greater criminal acts. Too many are the victims of social insecurity because of lack of family or kin, or appearance, or because of skin color, or lack of family interest as a result of family economic instability, where mother and father must be employed for family survival and thus lack the time or initiative to render guidance or discipline. Social insecurity is compounded by social mores predicated on the idea that one must pull himself up by his bootstraps, yet lacking the reasoning to resolve the matter of how to cope with a situation where there are no boots or bootstraps with which to pull oneself up. A similar parallel can be taken from the field of employment where one is told he must have experience and, having none, is not told where or how to get experience, but is left on the shop door-sill with the door slammed in his face. It would seem, from the above, that society failed in the first step of integrating the individual

into its social order by denying a "care" attitude or the attitude so much propagated on today's television -- that of "giving a damn". The bootstrap idea conveys a materialistic thesis without a built-in safety factor so necessary in an increasing urban society of "giving a damn" to those who have neither the mental capacity, family roots, nor direction in how to start in life to gain the economic boots with which society demands one pull himself up.

Prisoners of middle class status, in many instances, are the victims of an effort to gain and attain higher status. They may have been post-war babies who grew in a period when families disintegrated as a result of both parents working for two television sets (already having one), or two cars, or a desire for a good time after four years of war, or the failure of one parent to live up to marriage vows or responsibility. A specific example of this is a young man of 23 whose parents, both reasonably well educated- that is, having attended college, and the mother being from a well-to-do family - took neither the time nor effort to give direction or discipline to either of their two children. The father concerned himself with his business structure and eventually with another woman, hardly home enough to back his wife in motherly discipline and giving his son, as a substitute, a substantial allowance that gave active independence from both home and mother. This led to ample uncontrolled time expenditure in whatever pursuit his son desired, leading to school delinquency and eventual participation in narcotic parties and later narcotic business transactions on the part of the son that led to his arrest.

Other prisoners of well-to-do family, cultural and educational background, matured to challenge their parents on the idealism encultured in them, and the pragmatic way of parental living contrary to such cultural

ideals, thus leaving way for children to challenge the so-called establishment and later the law of universal military responsibility.

Males of higher social and vocational elevation, in spite of their years of living experience, are also found as prisoners at the F.C.I., having found more excitement in challenging the law than in keeping the ideals of their own social order. In this category are found the income tax evaders, the favor seekers, the payola players, and sometime Mafia members.

All in all, one may find a criss-cross section of many levels of social status and cultural and educational backgrounds in varied combinations. Found lacking in varied combinations are those social requisites which many learned folk say are necessary to proper upbringing, ie: proper environment, economic stability, enculturation of social responsibility, parental and personal discipline, sense of direction, and interest in the individual by those conceiving the individual. Further, there is the necessity of society, in general, to "give a damn." That society is not as cultured as it would like to be, or as it attempts to say it is, in terms of social responsibility for which and by which a society is formed, may be obvious.

I ENVIRONMENT

Corporal punishment, as such, does not exist at the F.C.I. thus somewhat helping to create a healthy atmosphere. Furthermore, the prison, being located in the hilly country of southwestern Connecticut, where all seasons of weather are experienced, contributes to a less than dismal outlook.

II TECHNOLOGY

Housing includes dormitory-type cell blocks and individual-type cells. Food is wholesome, considering that the institution is a prison, and much of the food is grown, harvested, and cooked by the prisoners.

Since there are various types of shops, there are tools and a division of labor, that is, inmates are divided into various vocations, not always depending on past vocational experience.

III POPULATION

Population at the prison varies, as processing of prisoners sometimes determines that a prisoner may or may not be allowed to stay at the F.C.I., which is sometimes used as a transient or transfer point. Ages may vary from 18-year-old military prisoners to 70-year-old payola players. (A payola player, as used here, denotes one who pays off in gifts or money for connections, influence peddling, or favors, other than plain out-and-out bribery.) There is no sex distribution, since all prisoners are male. There are varied nationalities, and skin color includes white, black, and yellow.

IV SOCIAL ORGANIZATION

A. As such, there is no social organization, although groups are formed and friendships are made within the prison rules and regulations.

*Physically strong?
or what?*

B. Status and Roles. These are prisoner-cultivated, as in the so-called hen-pecking order. The strong dominate, and the individual who knows how to use his wits and brains manages to stay ahead of the physically strong, that very often destroy a personality unable to cope with prison routine or life.

*but what of
"functions"
related to "B"
above?*

C. Prisoners have functions directed to them. Some are paper-work handlers, messengers, bookkeepers, machine shop operators, sewing shop glove producers, electrical conduit makers, and horticulturists.

D. Cultural Traditions in relation to prisoners are varied.

The prison is supposed to correct and bring the inmate back to the path of righteousness. Few prisons have the necessary staff to effect such an ideology as the name implies, and this prison is in need of more advanced trained personnel and training facilities.

Prisoners are taught to handle objects and tools which, in the past, may have been foreign to them. However, some prisoners are highly skilled in a few trades, such as a welder who has had experience using a cutting torch to go through a bank vault. Others are skilled as bookkeepers, having gained such expertise while working in a bank and where the green stuck to their fingers causing an embezzlement.

Unfortunately for those experienced in the drug trade, their knowledge goes for naught as they are detoured from a medical assistance job to that of sewing gloves, where a keen eye must work in coordination with a ready hand (else a possible needle puncture to alert the mind.)

Inmates have varied values, the most dominant being, naturally, their desire for freedom, unfortunately, now a matter of hind-sight, where, had it been a matter of foresight, they would probably be engaged in more prudent pursuits.

Some inmates do have sentiments, some have none - or like to feel they have none. Those that do, have them in relation to their families, wives, or girl friends. Visiting days at the prison vestibule have in evidence varied personalities dressed in various garb, from the colorful loud to the sedate conservative. Some visitors appear polished,

*They all
have "sentiments" !!
But certainly they vary*

but may be deadly; some appear uncouth, yet may be this side of innocence.

Motor vehicles belonging to visitors indicate various economic stations in life, or the assumption of risk of such stations, depending on how much is owed on the motor vehicle.

Occasionally one may see a prisoner leaving in irons, indicating that somewhere along the line there was trouble, in which case he is transferred to a more secure prison. Sometimes a prisoner is returned to court to hear a sentence reduced or increased, or to testify in his own case or another's case. At other times, one may see a youthful offender in military uniform and irons entering the prison and the beginning of the end of an otherwise useful and long life.

Attitudes are difficult to analyze, as some prisoners are stoic, indifferent, or adjusted to living each day as it comes and stay out of the way of the physically strong who would pervert the weak to ill-advised ends. Some look forward to release or visiting friends, and some who are alone, and for whom no one cares, see fear, insecurity, and a moment of decision approaching when the prison authorities will not want them and society will eschew them. Attitudes are difficult to see. They may be suppressed, held in anger, or couched with a thought for vengeance. In any case, few attitudes are of a positive nature, that is, looking forward to release, family encirclement, a job, and a new start in life. No one runs away from a fingerprint, and a past, no matter how slight, is still infamous in the eyes of general society. The world grows smaller as science develops new ways and means to seek

out the individual, innocent or guilty, prison inmate or ex-prison inmate, or just plain citizen, a victim of complex high-speed and sometimes inaccurate computer systems.

Traits of this institution do include group organization and group direction, each led by gray-uniformed guards or custodians carrying no weapons and only keys -- no combination of leading to beyond-the-wall freedom. Things do get done, however, under the supervision of these custodial personnel. As group work labor force directors they lead the way, instruct, and direct what will be done and sometimes, how it will be done. Their concern is not any type of formal education. For those who may challenge such direction there are sanctions such as no outside-the-wall work privileges, such as cutting the grass, tending to the flowers, driving a truck, or sweeping the sidewalk. Such privileges can only be appreciated in light of the fact that one is a trusty, with no guard standing over him, and on a balmy summer day he can sit in the sun and appear to be pulling weeds in a garden kept neat with flowers to minimize a possible bleak prison atmosphere.

Society has not yet learned how to create a value symbol out of a prison. Man's inherent desire to be free, though he be bound by civilization, has yet to succumb to the lure of absolute control, or near absolute control, no matter how colorful or attractive or enticing such control, voluntary or involuntary, may be. There is something that calls attention to anyone approaching a prison that creates an instant attitude toward such an institution, such as the fence, the wall, the cell, and the uniform - all implying, saying, and screaming loss of freedom. Only in the idealistic youth is there an attitude and value gleaned from being in prison and not in Viet Nam.

A chance reading of "The Man Without A Country" in the prison library may change that attitude or perhaps maturing years and greying hair, as the knowledge of not heeding a country's call, be it right or wrong, advances to imprison one's own soul for making a frightful decision. Thus, irrational emotionalism may be generated with all its frightful consequences, or thoughts may be generated with appreciation of only a short term without freedom, and after that no war obligation.

Whatever ritual takes place in this prison, it is generally one of counting off the days, weeks, and years toward the day an exit interview is had and the electrically-controlled barred doors open and an inmate steps out again on his own responsibility.

Few prisons, if any, are without sanctions. However, contrary to expected belief, the man who ~~tows~~^{toes} the line, causes no waves, and follows direction with minimum of questions, or no questions, is the man who does not get the easy job. He stays put, a dependable work-horse, destined to serve institutional needs. Denied the self-assist toward self-reconstruction by lack of promotion to a more challenging position, or work outside the wall, or work as a hired hand at some local industry where an inmate can learn and earn at a prevailing wage scale and have his earnings banked for him, the inmate vegetates away the precious hours of his life.

The law of the jungle ~~is~~ reconsecrated by the promotion to greener pastures of the prisoner who beats his own drum, stands on his toes, or dares to challenge the system of incarceration. Typical of large bureaucracies is the desire to rid oneself of wave makers by transfer, promotion, or positions out of sight or out of ear-shot. For the work-horse, institutional need will determine where his body will be used.

Daily rituals

There is the glove factory, where at a sewing machine, eight hours a day and in a regulated routine, he will turn out glove after glove under the watchful eye of custodial officials. There are restrictions imposed when necessary, such as no time off from sentence, or transfer to medium or maximum security prisons.

The purpose of the F.C.I. is what the name implies, that is, correction. Yet, the tools for correction are scarce. Except for the fear inculcated in first-time offenders and others who become terror stricken of a prison, there is little to the desired but unaccomplished idea of correction. If a value is conveyed in prison, or a system of values conveyed to an inmate, it is one of fear, and top-most of such value or values is to get out and stay out. The loss of freedom by being imprisoned gives such an institutional value and that value is fear - fear of return, of being within four walls, in a 4 x 6 cell, or near-absolute regimentation, and to some a daily routine that stultifies the human spirit and soul, and reduces the human physique into so much living garbage. That is not to say that some inmates do not leave prison better able to cope with outside life. Some inmates come to the F.C.I. absolutely devoid of anything or anyone who cares, are conditioned to such a way of life, are unable to read or write, and lack knowledge of some trade or skill. For these, F.C.I. is security, in spite of freedom loss, as little knowledge of freedom was experienced in society anyway, where as human outcasts they were bound up only in existing, hardly ever in living.

IV

External aspects of released inmates and how they impinge on society may be gleaned from statistics that indicate a greater percentage return to prison than stay out. Often without direction and unable to hide from a fingerprint, shunned because of a

spotted past, beaten by economic instability, ostracized by former friends and neighbors, and under surveillance by local police authorities, they unconsciously race for bad image, self-destruction accelerates, and the former inmate becomes again an active inmate.

V

Personal and individual differences can be categorized by class, and again by varied combinations of class characteristics; that is, rich parents, good education, but lack of parental guidance; poor, no education, with parental guidance, etc. Some believe in God, in themselves, and what they have done, to be right or wrong, and still resent being put away, or some do not believe in anything. Some are strong physically and mentally, some are strong only mentally but weak in physique and cunning, and thus fall prey to the strong, and the sexual will of the strong dominates in spite of custodial eyes.

Prison is a jungle no matter what its construction. As long as men are bound within an institution that limits their movement, the strong will dominate and the weak will tolerate. The limitation of employment of staff personnel through underpaid jobs, and the attraction of half-as-good professional help, where the best help is of necessity, only condones the failure of the intended concept of the institution.

The attraction of dedicated high quality professional help is often stultified by voluminous paperwork and records. Little is left to the dedicated, well-qualified professional administrator in personal initiative, as he is required to follow the book of routine, cold, calculated objective procedure, and admonished not to deviate there from. The few that do enter the field are numerically so small as to make their effort lost in the recorded discontent in employee personnel file folders.

Men who as inmates enter prison for the first time, by virtue of that fact, become students automatically. A learned or un-learned background is immaterial. The demand for human bodies to meet the requirement for institutional maintenance is the primary objective.

The secondary objective belongs to those few dedicated professional administrators who refuse to remain stultified to devise the ways and means, to secure the tools, to plan and scheme the methods to employ and convey new knowledge to those that stand on their toes and demand it. At F.C.I. the amount of education instruction is limited to a formal High School certificate issued by the State Board of Education through the local school system. There is no implication of where it was earned, only that somebody earned it, passed the prescribed test and was awarded recognition for his efforts. Technical and vocational instruction is also a tool in equipping an inmate for future release. This is used in conjunction with the inmate outside -the-wall work release program.

Concern here is with the custodial officer. Custodial personnel at the guard level, whose primary objective is to see that all hands are active in getting jobs done, wear gray uniforms and are of varied background. Under Federal Civil Service, they have job tenure and thus have a measure of security which is extraordinary.

Some of the personnel are military service veterans with long years of civil service, a minimum amount of civilian private industry employment experience, if any, and most often with an education background limited to high school.

Some become employees during periods of depression or recession, or were not qualified to hold private industry positions

and thus were attracted to Federal Civil Service by the inducement of job security and employment fringe benefits.

In a sense, they are prisoners of the institution itself, as they spend (while ^{wife} away) their employment lives in routine 8-hour shifts, day after day, until old age and retirement arrive.

There is little opportunity for creative effort, and thus little accomplishment. Self-satisfaction as a result of personal achievement is nil as routine watchdog activity rolls on absorbing each hour.

Family background is little different from that of a man in private industry tied to a machine 8 hours a day. What may be low pay is compensated by job security, but could be the cause of family problems as children come along and as material requirements increase.

In time, some of the guards may become embittered as they see friends in private industry shift into higher income brackets, or others less bound by restrictions imposed by the employer acquire material gains.

Personal dispositions are apt to become stagnant, static, and stoic, and have a direct effect on those inmates intrusted to their care and supervision. These custodial guards direct and tell the prison inmate employees what to do and where to do it, but rarely how to do it. Instruction in how to do it may be limited to "Well, if you can't do it this way, try another way." In time, and several bodies later, the task is accomplished. Thus, what is custodial authority over the prison personality at hand may also be the same authority impatient with and unattentive to inmate suggested problem solving, further depressing the employee inmate to an attitude of "What's the use?"

If present supervisory authority is not competent to direct and help solve immediate work maintenance problems, such incompetence as influence on the human inmate personality is compounded by its negative effect, resulting in the ultimate frustration and reduction of the inmate to an expressionless, unmotivated body.

Perhaps what is needed is a new calibre of prison custodial personnel in combination with a higher level educational background and trained in the varied aspects of human engineering in terms of knowing the human personality, how to handle it, and initiating in the inmate self-corrective measures of discipline, self-love and appreciation, and a self-generated incentive toward a positive attitude that pays off in personal satisfaction and ease of acquiring legitimate material gain.

If correction is to take place, as the name of the institution implies, it must begin with the inmate himself recognizing his individual worth to himself, his family, and society. The desire for direction into constructive channels that pay off in self-satisfaction and personal reward must be sparked in the inmate. How prison custodial personnel can initiate the requisites to generating corrective reconstruction of the inmate human personality is difficult to discern in light of the custodial guards own needs, desires, frustrations, and sometimes failure.

The elevation of the inmate personality can only be accomplished by surrounding that personality with at least the minimum necessary environment conducive to such elevation. Essentially, a necessary part of that environment is a new type, ~~the~~^{an} overlord, overseer custodial guard who is entrusted with the management of inmate time, talk and general behaviour. He is very often the single thread on which the future destiny

of the inmate hangs, and whether he recognizes such responsibility or not, it is there. Unfortunately, Federal Bureaucracy and limited budgets do not bring home to the present type of grey-uniformed guard in an affirmative, effective and significant manner the meaning and necessity of the custodial role in prison human affairs. The upgrading, internal indoctrination and continued education of the custodial officer is a prime necessary element in the salvaging of the human personality of the inmate.

We have discussed some of the background of prison, prisoners and lower level custodial personnel who are concerned with directing the body labor and work of prison inmates. Other personnel directly concerned are those formally trained and of professional calibre in the field of education. These personnel, many of whom come from local and state education systems, are specifically trained in the field of education. Prison Educational Administrative personnel are Federal Civil Service employees. These officials are trained, educated and dedicated as specialists, each in his particular field of work, and carry degrees up to and including Ph.D.s.

Unlike employment in private industry, these educators are often road-blocked as administrators by bureaucratic procedures, systems, departmental jealousies, and low budgets.

Two types of people come into the F.C.I. as inmates. One is the just sentenced, fresh entrant, and the other is the second time entrant from another institution. The latter either has the desire or has no desire to learn or pursue any formal education.

The Admissions and Orientation Department will over a period of a month interview, indoctrinate, and examine by various tests, such as I.Q. and General Aptitude, the new inmate.

Examination will assist in determining what the individual is capable of in such terms as the test and interview contain and may disclose the need for a particular line of education.

If the I.Q. can stand it, the prison educational administrators may suggest work toward a high school diploma through training in reading, writing and language communication. There is no time limit as in a public school and each inmate student is allowed to determine his own speed of learning.

Some inmates tested indicate such low I.Q.s or aptitudes as to preclude educational endeavor and are trained for institutional needs, giving the inmate as a minimum some feeling of personal adequacy. Such job classifications as janitors, painters, kitchen and laundry help, are in constant need of being filled.

The use of inmates as instructors in positions where such use may be cause for identification with guard or custodial status is minimized or avoided. Also, other inmates being sensitive, such employment of prisoners may cause resentment and problems among their peers.

A Classification Committee will determine where an inmate will be employed and what he will do. Since inmates must work and maintain the institution, education is an extra-curricular activity predicated on the rule that no one can make you learn and no force is used to make a prisoner partake of training or education. The facts and evidence are placed before the inmate. The choice is his and the desire or incentive for training or education must come from him, since he alone will determine how he will spend his time outside of that demanded by daily work.

Some inmates, after making a choice for education or

training, will falter, fall, and come back - and some will succeed. The measure of success will be determined by their own will and desire for self-betterment, self-recognition, and recognition by their peers. Prisoners must overcome their own daily employment fatigue as they reach for some success, however small. To be reasonably self-sufficient, to realize a return on their own effort and investment, and to be able to be worth something to someone outside in the form of holding a job, earning power, and personal independence are significant in achieving success and in giving satisfaction to personal ego. This in itself is an incentive and use of personal brain power in staying within the rules and mores of society.

Perhaps the most embarrassing position for an inmate is to be seen by his peers learning the English alphabet, which is a tacit admission of ignorance and the inability to read or write. Prison education administrators have sought out and attempted to purchase equipment such as is used in modern school systems for language education. Booths enclosed and equipped with earphones, a language running ^{tape} ~~type~~ or card system, the use of which could not be observed by a peer, would be most helpful in teaching inmates, building up their egos and incentives by the technical aspects of the equipment and their own assumption of responsibility for its use and care. Obviously, this is much better than being observed by another inmate when one is holding an alphabet book or a picture book with simple animal illustrations and names.

Thus, a very important aspect of education in a prison is the method employed by administrator-teachers, used by student inmates, and observed by the student inmate's peers. These professional educators are aware of and sensitive to such

demands and to student ego requirements, but are frustrated from implementation of such plans by excessive paper work, approval of same, and budgetary considerations. The necessary help, assistance, and concern must come from outside the wall. It must come from concerned local citizenry, from industry in the form of income tax deductible contributions, and a public that can no longer flout civil responsibility in the face of overwhelming evidence that released prison inmates must be assisted and made able to assume a fair share in the production of the Gross National Product at a cost reduction in local and national welfare and penal system sustenance and support.

These inmates need a stimulus or a cause, and that cause must be their own rehabilitation. Society must assume its role and recognize that it owes the inmate the type of professional personnel that will reach into the inmate's personality, seize the cause, and make it the motivating force before the face of the beholder.

As for those who would criticize the sometimes small accomplishments of dedicated prison professional educators, they should be reminded of the ratio of teacher-administrator educational personnel in the prison system to that in the public education system. There is prima facie evidence that the tougher job, the least appreciated job, and sometimes the most productive job is that accomplished by those least heard of prison educational personnel.

Prison educators need backing as they seek, search and innovate ways to salvage some of the near human wreckage that comes their way. The organization of an education department within the Department of Justice would be a start in the direction of understanding their dedicated effort in this direction.

Prison educators are often hurt and astounded by the obvious evidence that society failed a young man because of some, often insignificant, turn that could have been done for him, or because no effort was made to prevent his becoming a new inmate - and a social burden - or because somebody cared less and somebody, perhaps in law enforcement, wanted another statistic for the arrest achievement record.

Under guidance by educational administrators, narcotic addicts employ their own system of rehabilitation with rules sometimes developed by themselves and enforced by themselves. Educational administrators, it is emphasized, only guide, as the addicts themselves usually make joining the group and staying in the group a tough and enforced hurdle. But, again, the incentive, the desire, must come from within. Visiting observers will see drug addicts wringing their hands or wearing signs indicating an offense and thus doing penance.

Observers of high school classes will see planned sessions of teaching carried out by professional instructors, and students giving close attention to their instructors. There is no public-school-tolerated nonsense here. School is a matter of business and personal investment, and the desire for earned and learned dividends stimulates the attentive ear and invites the inquiring mind.

Technical instruction at F.C.I. becomes more rewarding to the inmates as inmates learn to use their hands in building and repairing heating systems, plumbing systems, and radio and television systems. In spite of limited equipment, the accomplishment of outside instructors working in conjunction with prison educators is significant in equipping inmate personnel

with the tools of earning power. With more equipment, laboratory space, and instructors, achievement could be outstanding in the salvage of prison inmates and in preventing their return to prison.

The Work Release Program was instituted as a further reward, an educational incentive, and a stimulus toward good behavior and a self-sustaining and rewarding life outside the wall after release.

The inmate who wants Work Release - which is work at a local industry as an apprentice or full-fledged employee, earning skilled labor scale wages which are banked for him toward the day of release from prison - must first want to rehabilitate himself, initiate and submit to the self-discipline of good conduct, desire education on his own initiative, and show evidence of a dependable, self-responsible nature. He is on his own; if he invests his time constructively, he rewards himself with accomplishment and earning power. If he chooses to take the opportunity to run off, breaching the trust of others, then, again, it is his responsibility. He runs, he gets caught, he loses. No one forces him to participate in the Work Release Program, and no one forces him to recognize the responsibility to be assumed. This must come, and be recognized, from within himself, as must also the consequence of his acts inside and outside the wall.

Observation of these inmates show a 98% dependability, that is, two out of a hundred may falter, attempt escape, or escape and be caught. They are at their work station on time, work and often do much better work than regular employees, as a result of learning a trade, learning to use their "two best friends" - their hands - equipping themselves for later involvement

in the mainstream of employment and thus minimizing the possibility of return as wards of the government in a prison. These inmates work as machine operators, sheet metal workers, material handlers, and on many other jobs. Few people around them, if any, know who they are or where they come from. Personal observation and work with some of these people indicate a wise, correct and proper investment by those prison administrators entrusted with the rehabilitation of prison inmates.

The following insert is a portion of the planned objective procedure of the Education Department of the F.C.I.

(See attached insert)

Laboratory educational material for some of the levels of learning includes: remedial mathematics, remedial English, high school science, high school political science, high school mathematics, high school English, college entrance material, miscellaneous mathematics; also used are textbooks on such subjects as business administration, social psychology, etc., instructional material for technical vocational courses covering basic physics to the use of tools, and tooling, test and laboratory research equipment.

In summary, prison educators limited in strength, number, material and money, but not in fortitude and conscientious optimism, continue the arduous task and struggle of doing a job which society, in general, has swept under its social carpet, ignored, and failed to recognize as a matter of first necessity in putting its house in order.

These educators rarely receive public praise and do get public criticism when and if, in spite of all efforts, someone fails to toe the line. The enculturation of prison inmates and their conversion into useful citizens in a rapidly changing society are not the responsibility of the Justice Department alone; they are part and parcel of the responsibility of every citizen, taxpayer, office holder, politician, sociologist, educator, and industrialist.

It serves no purpose to look the other way when the problem of prison inmate rehabilitation is society's reflection in its own mirror.

PROGRAM LEARNING AT THE FEDERAL CORRECTIONAL
INSTITUTION, DANBURY, CONNECTICUT

1. OBJECTIVE AND ULTIMATE PURPOSE:-

- A. To provide opportunity for inmates in need of fundamental reading and number skills to obtain on-the-spot individualized instruction via programmed learning materials and equipment.
- B. To provide diagnostic testing service to the presently operating Adult Basic Education Program, the Institution Educational Program and the Institutional Vocational Training Program.
- C. To reduce Academic, Civic, Economic, Political and Social illiteracy through a diversity of programs and programmed instruction made available to all inmates.
- D. To provide expert counseling, diagnostic testing, and opportunity for "self-instruction" and independent action on the part of inmate participants.
- E. To raise the employment potential of all inmates currently participating in the Community Work-Release Program and of those inmates desiring placement on such program.

2. NEED FOR THE LEARNING LAB:-

- A. Expression of need of society in general for assistance in basic education for non-English speaking inmates as well as for under-educated native born inmates.
- B. The diversity of interests and needs of both undereducated and under-employable inmates necessitate specialized audio-visual aids equipment, teaching machines and programmed materials which can be made available to all inmates.

- C. The need for a fundamentals learning laboratory has been recognized and recommended by Dr. Repolle (Director of Adult Education in Danbury), Mr. David A. Seyler (Acting Supervisor of Education at F.C.I.) and Cecil Waver (Teacher and Educational Administrator at F.C.I.).
- D. Inability to date to reach the great majority of the functionally illiterate and under-employable inmates within the institution.

3. ARRANGEMENTS FOR INSTRUCTION:-

- A. There will be no class sessions nor need to wait until September, next semester, or a new quarter. Every student will start his study the day he reports to the Learning Laboratory. Each inmate will decide upon the number of work sessions per week and the length of each session dependent upon his own schedule and the availability of the counsellor-instructor.
- B. It is expected that the demands made by the participants will necessitate the lengthening of the available hours of the counsellor-instructor. Work sessions conceivably could vary from as little as an hour each week to as much as three to four hours each day, from as many as one to five days a week. An attempt will be made to keep as much flexibility in scheduling as the work hours of the counsellor-instructor and the variety of materials will permit.
- C. The main objective is to enable the participants to learn what they need to know, plus a little more, in order to become self-sufficient in as little time as possible. To this end, the fundamentals learning laboratory will be utilized a minimum of five days per week, twelve months during the year and approximately four hours a day.

4. PERSONNEL IN CHARGE:-

- A. The most unique aspect of the Fundamentals Learning Laboratory is that the person in charge will be more than a teacher - - - He will be a counsellor. On him will rest the responsibility of locating the level at which a student can proceed to learn by himself, of setting up the sequence of programs which will teach the student what he wants or needs to know, and of administering the many tests which assures the student that he is progressing. He must become familiar with content and characteristics of various programs at his fingertips and subscribe to the philosophy and techniques involved in programmed learning.

5. GUIDANCE:-

- A. In this program of instruction, academic achievement to date will be assessed in order for the counselor-instructor to identify weaknesses and strengths and to determine the remedial instruction needed before the participant is ready for educational, vocational or technical training. It is expected that motivation will come from knowing that success in this program will meet his need for recognition, acceptance and the security of future employment (present employment in the case of Work Releases).
- B. A refined system of records will be implemented into this program in an attempt to more adequately evaluate individual achievement and effectiveness of counseling equipment and materials.

6. CURRICULUM OFFERINGS:-

- A. The identified needs of the individual determine the content of each program. Following assessment of each student's achievement to date by process of screening, formal testing, and counselling,

study assignments are made. These might be designed to build reading or number skills to a requisite grade level for vocational or technical training. Or, if an elementary or High School diploma is that objective, the requisite studies will be incorporated into the program. Similarly, other adjustments might be made depending upon the expressed need of the participant.

7. MATERIALS AND EQUIPMENT UTILIZED:-

- A. MATERIALS:- Assorted prognostic and achievement tests, programmed learning materials in primary, intermediate and pre-vocational reading, writing and number skills, and reading laboratories with assorted high interest materials and varying levels of difficulty, teacher prepared summaries and exercises, films, filmstrips, 35mm slides and tapes.
- B. EQUIPMENT:- 16mm movie projector, 35mm film-strip and slide projector (with synchronized sound), overhead projector, 3 speed record player and tape recorder with multiple outlets for ear-phones, controlled reader and language master.