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COMMUNITY RESOURCES TRAINING
CENTER FOR CORRECTIONS

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(AUGUST, 1969 - SEPTEMBER, 1970)

FINAL REPORT

NOVEMBER 15, 1970

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SUBMITTED TO:

United States Department of Justice
Law Enforcement Assistance Administration
Washington, D. C.

PREPARED BY:

William T. Adams, Project Director
Langston D. Tabor, Project Coordinator
Claudia E. Baker, Project Secretary
Margaret O'Neil, Project Evaluator

Training Section, Division of Institutions
Department of Social and Health Services
Olympia, Washington

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CHAPTER I

INTRODUCTION

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INTRODUCTION

"Two factors are creating a climate that is favorable for change in corrections: the public is alarmed about crime and criminals; and correctional workers feel that their programs must be improved....."

"Most of all, corrections must seek the understanding, support, and involvement of the community." (1)

With today's correctional leadership looking more to the community than ever before, the need is clear that some training efforts should be community-based. In Summer, 1969, with this view in mind, the Washington State Division of Institutions developed a unique training program entitled, "Community Resources Development" for correctional workers. It was funded by the Law Enforcement Assistance Administration of the U. S. Department of Justice.

Most authorities agree that well-trained staff are essential to man the war on crime. Perhaps the most difficult part of that war is restoring offenders to full participation in our society. The Division of Institutions has that task as well as the task of training its staff to accomplish this aim.

The Community Resources Development program, a departure from the ordinary, combines many training methods. It occurs in that part of the community where persons are most socially and personally vulnerable. Specifically, the training center is located in an old residential/transient hotel (the Frye Hotel) in the heart of Seattle's highest crime and delinquency area. Training occurs there as well as in the inner city, the Black community and in other areas characterized by urban blight and high incidences of social and personal deviance and a concentration of minority groups. These areas are natural settings for training because they have, in microcosm, the kinds of problems correctional staff must know about and learn to resolve if they are to increase effectiveness in community-based rehabilitation efforts with this highly vulnerable population.

Seven, five-day sessions were conducted. The schedule was:

<u>SEATTLE INSTITUTES</u>	<u>DATE</u>	<u>NUMBER OF PARTICIPANTS</u>
I	August 25-29, 1969	34
II	October 6-10, 1969	36
III	December 1-5, 1969	43
IV	February 2-6, 1970	41
V	April 20-24, 1970	43
VI	June 22-26, 1970	41
VII	August 17-21, 1970	40

(1) *Corrections 1968: A Climate for Change. Joint Commission on Correctional Manpower and Training. August, 1968. Pp 40-41.*

TRAINING GOALS

The project staff set training objectives during the initial planning stages. With a diverse trainee population in mind, it was necessary to frame broad objectives.

Specifically, objectives were to:

1. Develop a sharpened awareness of conditions affecting social and personal deviance. Through exposure to these conditions, by training in the context of the community, the learning takes on special dimensions, usually resulting in the intensification of the experience.
2. Teach how institutional systems operate in the urban community (housing, employment, welfare, law enforcement, education, religion, and health). The trainees study how these systems operate and how they impinge both positively and negatively upon the lives of the residents.
3. Expose the trainees to many dimensions of problems associated with an urban area, the people addressing them, and ways to resolve these problems.
4. Reduce the social distance between those providing correctional services and those within the community having high potential for needing these services.
5. Include the members of the community in the planning, execution, and evaluation of the center's training programs. The center operates on the assumption that reciprocity is essential; both the Division of Institutions and the community must gain from the operation of the program.

In summary, it should provide a beginning step to:

(1) an understanding of urban life; (2) a set of skills for the correctional worker to assist the community and its residents in overcoming social and personal problems; (3) the capacity to communicate effectively with offenders needing help in their efforts at re-integration into community life; (4) the ability to work in concert with those in other community agencies (law enforcement, employment, housing, health, education, etc.) to resolve both community and individual problems; and (5) the inclusion of the community in the operation of the training center so that both parties mutually benefit from the program.

While staff established their anticipated objectives, it also provided a means of tapping expectations of trainees. One evaluation instrument (Schedule D) found in Appendix A asked trainees to state, in their view, the main training objectives and whether these, in fact, were achieved. Trainees were not aware of the staff's stated objectives. Each participant recorded his own ideas about the purposes at the program's completion. As expected, many had similar ideas which are summarized by using excerpts from schedules as illustrations.

The most often stated purpose was to give participants an opportunity to view life close to clients they serve. One participant stated:

"To give us a chance to experience what we have heard about or read about, without really knowing what was going on... To let us feel the hopelessness, discrimination, fear and hostility that are so common to the people we serve... To learn how to view or perceive things from the clients perspective, and to learn how he views us."

Putting one's self into many of the situations faced by clients permitted participants to view how well their own programs were serving those people. An added benefit, as another said, was:

"To show us there are many people in the community who do want help, but we (in the glass cage) have not been looking at or hearing them."

Contact with people inside the program and on the streets also led participants to change stereotypes or false perceptions, and to learn how present programs can be changed to serve better those they should be serving. Another said:

"To change us and our attitudes so that we will be less complacent... To stimulate us to find new approaches to deal successfully with our clients and their problems... Break down old prejudices and stilted thinking."

A different participant wrote:

"(We must) develop concrete ideas for change so that our institutions can serve people better."

Many also wrote of the importance of interacting with other participants, both to exchange ideas and to compare experiences in order to continue to work together after the program finished. One wrote:

"(An objective was) to compare notes among the participants to see how others have handled their own problems and to compare reactions to the presentations and experiences. Also, to make contacts so that we can seek each other out in the future for individual help."

Many claimed to have been stimulated to use their new insights to work harder to change what they perceived to need change. Several echoed that an objective was:

"To motivate and encourage participants in increasing their efforts to 'better' society as a whole and not necessarily the small portion in which they happen to live or work."

And the participants were taught ways to do this, or as another said:

"To learn how better to organize and implement ideas."

Lastly, a commonly recognized purpose was to make each participant look into himself, and think about how, if any, he has been personally changed on the basis of his new insights. One summed this purpose up:

"To produce an alternate type of institutional employee-- one who at least will be cognizant that there is more than one side to the problems involved in rendering care and services to people."

Staff objectives and participant views are obviously similar. Though stated differently, they coincide. When asked whether their own perceived objectives were achieved, the overwhelming response was affirmative. Tabulations appear in the following table.

TABLE I

Question: Were these objectives as you listed them achieved?

<u>INSTITUTE</u>	<u>YES</u>	<u>NO</u>
I	30	4
II	36	0
III	39	3
IV	38	1
V	40	0
VI	35	1
VII	33	1
<u>TOTAL</u>	<u>251</u>	<u>10</u>

CHAPTER II

THE SCHEDULE
AND FACULTY

CHAPTER II

THE SCHEDULE AND FACULTY

The format, faculty and program content were changed in varying degrees for each of the seven sessions. These changes were due to two things: (1) the topical urgency regarding crime and delinquency in the nation changed during the year and thus was reflected in new program content and faculty; (2) participants suggested changes when they evaluated each institute and when deemed appropriate by staff, changes or additions were made.

The agenda for Seattle VII is presented to illustrate the range of topics, intensity of scheduling, and relationships of various training methods. Agenda for other institutes were basically similar; faculty did differ.

INSTITUTE STAFF

- PROJECT DIRECTOR* - William T. Adams, Training Coordinator
Division of Institutions
Department of Social & Health Services
Olympia, Washington
- PROJECT COORDINATOR* - Langston D. Tabor
Community Resources Training Center
Seattle, Washington
- PROJECT ASSISTANTS* - Pat Gandy, Student, School of Urban Affairs
University of Washington
Seattle, Washington
- Steve Robinson, Student
Pacific Lutheran University
Tacoma, Washington
- Ron Ralph, Student
University of Washington
Seattle, Washington
- PROJECT SECRETARY* - Claudia E. Baker, Training Section
Division of Institutions
Department of Social & Health Services
Olympia, Washington
- OFFICE ASSISTANT* - Denise L. Mebane
Neighborhood Youth Corps
Seattle, Washington
- PROJECT EVALUATOR* - Margaret O'Neil, Ph.D. Candidate
Sociology, University of Washington
Seattle, Washington

INSTITUTE FACULTY

- Edmund J. Wood, Legal Director, Task Force on Law and Justice,
Seattle Model Cities Program, Seattle, Washington*
- H. Ted Rubin, Judge, Juvenile Court Director, Halfway House Programs,
City and County of Denver, Colorado*
- Salvidor Ramirez, Director, Street Gang Project, El Paso, Texas*
- Reverend Mineo Katagiri, Ecumenical Metropolitan Ministry; Director,
Asian Coalition for Equality, Seattle, Washington*
- Howard Higman, Director, Center for Action Research, University
of Colorado, Boulder, Colorado*
- Robert W. Deisher, M.D., Director of Clinical Training, Child
Development and Mental Retardation Center, Seattle, Washington*
- Richard Minkoff, Attorney-at-Law, Washington, D.C.*
- Mary Ellen Hillaire, Lummi Indian Reservation, Bellingham, Washington*
- Michael K. Ross, Governor's Committee on Law and Justice; Director,
Management Institute for Training the Underdeveloped, Seattle, Washington*
- Tom Roesler, Medical Student, University of Washington; Counselor at
Dorian House, Seattle, Washington*
- Dorothy M. Sherman, Ph.D., Director of Personnel and Guidance Program,
Wichita State University, Wichita, Kansas*
- Milton Frank, Office of Mental Health, Division of Institutions,
Department of Social & Health Services, Olympia, Washington*
- Robert M. Hunter, Ph.D., Professor of Sociology, University of Colorado
Boulder, Colorado*
- Robert Schasre, Director, Narcotics Prevention Center, Los Angeles, California*
- James F. Short, Ph.D., Research Director, National Commission on Violence
in America, Washington State University, Pullman, Washington*
- Bernie Whitebear, United Indians of All Tribes, Seattle, Washington*
- E. Richard Brown, Center for Study of Law and Society, University of
California, Berkeley, California*
- Larry Gossett, President, Black Student Union, University of Washington
Seattle, Washington*
- James McEvoy, Ph.D., National Commission on Violence in America
University of California, Davis, California*

COMMUNITY RESOURCES TRAINING INSTITUTE

SEATTLE VII

AUGUST 17-21, 1970

Frye Hotel
3rd and Yesler Way
Seattle, Washington

A United States Department of Justice Project
(*Law Enforcement Assistance Administration*)

conducted by

Washington State Department of
Social & Health Services
Division of Institutions
Training Section

COMMUNITY RESOURCES TRAINING INSTITUTE

TRAINING SCHEDULE

SEATTLE VII

MONDAY

AUGUST 17, 1970

8:30 a.m.	Orientation - Langston Tabor	Holiday Room
9:30 a.m.	"In the Name of the Law" - a film	Holiday Room
10:00 a.m.	Violent Times in America - James McEvoy	Holiday Room
12:00 n.	Orientation to the Gig - Bob Hunter	Holiday Room
12:30 p.m.	Lunch	On Your Own
	Looking for a Gig - a field placement	On the Streets
3:30 p.m.	"Titicut Follies" - a film	Holiday Room
5:00 p.m.	Small Groups - Group A: Pat Gandy - Group B: Langston Tabor - Group C: Steve Robinson	The Pit Room 1040 Room 1036
6:00 p.m.	Dinner	On Your Own
6:45 p.m.	Placements - Group A - Group B - Group C	With Police With Families Work/Health

TUESDAY

AUGUST 18, 1970

8:30 a.m.	Differences That Make the Difference - Tomas Villanueva - Michael Ross - Bernie Whitebear	Holiday Room
10:00 a.m.	"Between Two Rivers" - a film	Holiday Room
11:00 a.m.	Law and Order - Ron Zylstra	Holiday Room

12:00 n.	Lunch	On Your Own
1:30 p.m.	Basic Instructors - Tom Adams	Holiday Room
3:00 p.m.	Students - a National Emergency - Rick Brown	Holiday Room
5:00 p.m.	Small Groups - Group A: Pat Gandy - Group B: Langston Tabor - Group C: Steve Robinson	The Pit Room 1040 Room 1036
6:00 p.m.	Dinner	On Your Own
6:45 p.m.	Placements - Group A - Group B - Group C	With Families Work/Health With Police

WEDNESDAY

AUGUST 19, 1970

7:30 a.m.	Orientation: Getting a Staff - Bob Hunter	Holiday Room
8:30 a.m.	Escape, Crisis and Learning in the Community - a field placement	On the Streets
12:00 n.	Lunch	On Your Own
1:30 p.m.	Hustlers - Dr. Robert Deisher - Tom Roesler - Pat Gandy	Holiday Room
3:00 p.m.	Basic Instructors - Tom Adams	Holiday Room
4:30 p.m.	"New Careers-More Than a Job" - a film	Holiday Room
5:00 p.m.	Small Groups - Group A: Pat Gandy - Group B: Langston Tabor - Group C: Steve Robinson	The Pit Room 1040 Room 1036
6:00 p.m.	Dinner	On Your Own
6:45 p.m.	Placements - Group A - Group B - Group C	Work/Health With Police With Families

THURSDAY

AUGUST 20, 1970

8:00 a.m.	Orientation: Odyssey - Steve Robinson	Holiday Room
12:00 n.	Lunch	Martin Luther King House 821 16th Avenue
1:00 p.m.	Basic Instructors - Tom Adams	Martin Luther King House
2:30 p.m.	Psychodrama - Milt Frank	Holiday Room
5:00 p.m.	Small Groups - Group A: Pat Gandy - Group B: Langston Tabor - Group C: Steve Robinson	The Pit Room 1040 Room 1036
6:00 p.m.	Dinner	On Your Own
7:30 p.m.	Rings and Things - Howard Higman	Holiday Room

FRIDAY

AUGUST 21, 1970

8:30 a.m.	"Therefore as a Stranger" - a film	Holiday Room
9:30 a.m.	Genetic Society - Howard Higman	Holiday Room
12:00 n.	Summing Up - Tom Adams	Holiday Room

CHAPTER III

THE EXECUTION
OF THE PROGRAM

CHAPTER III

THE EXECUTION OF THE PROGRAM

A variety of training methods was employed, constantly keeping trainees off-guard and in a state of ambiguity. The training design had three components: (1) seminars and films (didactic); (2) clinical field experiences and placements in the context of the problem (empirical); and (3) small group discussions, role playing and psychodrama (interactional). These three components were interwoven throughout five days and nights. When a participant arrived on the first morning, he was literally in a training experience until he left five days later. The intensity of the program schedule, combined with anxiety over the ambiguous and unfamiliar training settings, was intended to heighten involvement.

INVOLVING THE COMMUNITY

In addition to locating the training center in Seattle's highest crime and delinquency area, other efforts were made to involve the community. The project coordinator, Langston Tabor, established a permanent residence at the Frye Hotel. From this vantage point, he was able to participate in many community affairs as well as experience skid road life. He served on Seattle's Model Cities Task Force on Law and Justice, assisted in the operation of the Martin Luther King Service Association, and participated in Operation Breadbasket. In addition, he worked with the mayor's office, city agencies, schools and universities, the state's correctional work-release program, volunteer agencies and a host of other community programs. He became a much-needed resource to people and the community.

Community residents contributed to training programs by serving as faculty and hosts for trainees in family placements. Some were street guides. Every effort was made to search for and include those programs for offenders operated by private citizens and groups in high crime areas. Identification of unrecognized community resources was stressed. The project coordinator developed extensive ties to the formal and informal organization of Seattle.

EXPANDING TRAINING OPPORTUNITIES

A number of expectations and opportunities were communicated in an orientation session. Training was described as highly structured but not compulsory. Any portion could be skipped if trainees objected. However, very few objections were noted. Gate money is forty dollars, given when parolees leave prison. Trainees were asked to try to live within a forty dollar budget during the five days. A daily expense sheet was provided. (See Appendix C) Most found it difficult to live on this small amount.

Dress was informal and most persons brought a set of older, worn clothing to wear during street experiences. Use of public transportation was urged as a means of getting from one setting to another. Many caught buses.

Trainees were encouraged to reside at the Frye Hotel, the training center site. Those persons living in Seattle did not receive reimbursement and thus were not expected to secure this lodging. More than three-quarters of the participants from outside Seattle elected to live at the hotel and remarked that their stay at the Frye was a valuable aspect of training. Faculty and staff of each session also resided at the hotel during institutes. Involvement in the context of the problem was urged, and this involvement could take various forms.

Narratives of placements were requested. Narratives of each of the five field experiences were written daily on duplicator masters. Staff reproduced them and distributed copies to each trainee. Thus, experiences were shared. Anecdotes from the narratives are included in this report to illustrate, vividly, the quality of learning. (Narrative writing directions - Appendix E)

Each seminar and most basic instructor sessions were taped. Many trainees requested copies of tapes, and upon providing necessary materials for duplication, staff insured their delivery. Fifty-one separately reproduced tapes were provided for various trainees during the year's program. A catalog of all institute tapes is maintained in the Division of Institutions Training Section.

In orientation, it was suggested that learning opportunities were vast, almost unlimited and each person would gain proportionate to the degree he became involved in the total experience. Most trainees accepted this challenge and performed accordingly.

Academic credit was provided by Pacific Lutheran University for trainees in undergraduate or graduate study. The course was entitled, Sociology of Probation and Parole, and during the seven institutes, seventy-five participants registered for the course and received academic credit.

DIDACTICISMS

The art of teaching takes various forms. Subject matter of crime and corrections in American society is indeed complicated. Facts and theories are commonplace, controversy frequent. Staff was interested in stimulating the trainees to probe the nature of crime, delinquency and corrections. One obvious approach is to have faculty, conversant with this field, lead seminars. Topics were selected if they met certain criteria: they should be (1) instructive, (2) current, (3) provocative, and (4) recently researched. Faculty were chosen to conduct these seminars if they met certain criteria: they should (1) be knowledgeable, (2) have recognized teaching ability, (3) be intimately connected with the subject matter, and (4) have recently completed research on their topic.

Seminars frequently preceded field experiences and were related to the mood and structure of the program. Examples of seminars presented during the seven sessions are:

Violent times in America were analyzed in detail. The President's Commission on the Causes and Prevention of Violence in America staff members presented findings of this important study and related them to crime and corrections.

The community as a base for correctional programs was examined by a member of the judiciary as well as a lawyer and sociologist in various institutes.

The role of work in American society was discussed prior to the field experience, "Looking for a Job." How unemployment and lack of skills affect offenders were examined.

Differences among cultural and racial groups were presented in panel form. Black, Oriental, Chicano and Indian faculty provided content and insights into culture patterns of their respective groups. They related the meaning of differences and what correctional workers need to know and why to work effectively with minorities.

Student movements and their relationship to law and campus violence were discussed.

Hustlers and their street culture were examined by a panel of medical researchers who had conducted extensive research on male prostitution and homosexuality. The significance for prison culture was discussed.

Drug use and rehabilitation were discussed by the director of a successful experimental halfway house for addicts.

Social change was analyzed by faculty. Structure and function of organizations were explored and ways to vitalize and renew helping service systems proposed.

Social class and personality were analyzed. A continuum was constructed-- then divided into two types: contemporary American middle-class and all others, referred to as traditional. How contemporary American middle-class types developed and how their styles of life differ from the poor and minorities was described. The significance of personality structures and life styles was pointed out.

The socio-political nature of society was presented. In this seminar, trainees learned about theories of causation of social deviance, power politics, racial disorders, a rationale for an orderly society, the economic distribution of goods, security and deference, and the nature of crime in America today, as it is affected by social and political events.

In addition to seminar and lectures, other didactic presentations were employed. Films were used to set moods, to present specific content and to stimulate concern. Films shown during the seven institutes were:

"In the Name of the Law" - (NBC Educational Enterprises)- A documentary on the conflicts between law enforcement and urban ghetto residents.

"Titicut Follies" - (Grove Press)- An expose of dehumanization through institutionalization of inmates at a hospital for criminally insane.

"Between Two Rivers" - (NBC Educational Enterprises)- A study of the Thomas Whitehawk case, a Sioux Indian convicted of murder in South Dakota.

"New Careers-More Than a Job" - (U.S. Department of Labor)- An examination of the New Careers program, its rationale and progress.

"Motor City Madness" - (Capital Films)- A look at the 1967 Detroit Riot from a law enforcement perspective.

"Storefront" - (Office of Economic Opportunity) - An examination of a community participation program in South Bronx to meet community mental health needs.

"Prostitution in Seattle" - (Video film KIRO-TV) - A look at prostitution in Seattle, its effect on the city and reactions from law enforcement.

"High School" - (OSTI Films) - A probing view of an urban high school and the problems of making education relevant.

"Therefore as a Stranger" - (Capital Films) - An analysis of training methods of the Community Resources Training Institute, Seattle.

Trainees were given materials to read and take home for future use. These included:

"Population & Housing Indices, Skid Road Area, Seattle, Washington, 1960-8" United Good Neighbor Fund of King County, Planning Division, Research, prepared by: Allen R. Potter, Research Director.

"Why They Burned the Bank-Revolt in Santa Barbara", by Richard Flacks and Milton Mankoff; March 23, 1970 issue of THE NATION.

Commission Statement on Firearms & Violence - National Commission on the Causes and Prevention of Violence, Dr. Milton S. Eisenhower, Chairman, Washington, D. C., 1969.

Commission Statement on Violent Crime: Homocide, Assault, Rape, Robbery - National Commission on the Causes and Prevention of Violence, Dr. Milton S. Eisenhower, Chairman, Washington, D. C., 1969.

Commission Statement on Violence and Law Enforcement - National Commission on the Causes and Prevention of Violence, Dr. Milton S. Eisenhower, Chairman, Washington D. C., 1969.

"Young Male Prostitutes-The Physician's Role in Social Rehabilitation", by Patrick Gandy and Robert Deisher, M.D.; JAMA, The Journal of the American Medical Association. June, 1970.

To Establish Justice, To Insure Domestic Tranquility, Final Report of the National Commission on the Causes and Prevention of Violence, Dr. Milton S. Eisenhower, Chairman, Washington D. C., 1970.

The Peter Principle by Dr. Laurence J. Peter and Raymond Hull. Bantam Press, 1969.

A Federal Resource Book: "answers to the most frequently asked questions about drug abuse". National Clearinghouse for Drug Abuse Information, Washington, D. C., 1970.

"Parole Officers Get a Real Taste of Skid Road" by John Peterson. A reprint from the Monday, February 16, 1970 issue of the NATIONAL OBSERVER.

Statement by Alexander Heard on Campus Unrest. Special Advisor to President Nixon. July, 1970.

BASIC INSTRUCTORS

Not only do authorities from throughout the nation conduct institute seminars, but members of the community and persons from the streets teach as basic instructors. (2) Their knowledge, insights, and feelings provide a fresh, yet agonizing approach to learning. Authorities analyze the community and crime; basic instructors speak of the life.

Basic instructors were recruited from the community, usually a part of it that impinges upon the crime situation. They were parolees, hustlers, mothers of youth in trouble, delinquents, addicts, and minority group members. Thirty-two different persons participated as basic instructors in the seven institutes.

When hired, they assumed the role of teacher. Recruitment varied: the project coordinator living at the Frye Hotel found many in his street work; a staff assistant working with hustlers recruited male prostitutes to teach; the welfare mothers association suggested others; and a few trainees did recruitment while in field placements.

Their Use as Teachers

Program content was spontaneous. When recruited, a brief description of the expected role was given to the new teacher. An interview format was used. To ask the person to give a lecture would have been intimidating. However, most basic instructors felt comfortable engaging in a conversation with a trained interviewer. Basic instructors were encouraged to talk about themselves, the way they perceived the work around them, problems they encountered, crime, and their experiences with the justice system, to name a few. They sat at a table with the interviewer, surrounded by trainees in an informal atmosphere.

Both individual and group sessions were utilized. These interviews were conducted at a prescribed time on the Institute schedule. If the previous seminar was on minorities and crime, an appropriate basic instructor was selected and that session followed. If the previous topic was male hustling or prostitution, a street person participated in the interview.

Sessions were informational and hopefully provocative of emotions from trainees. They were not therapy sessions for basic instructors. Openness and honesty were observed in the interactions between trainees and these new teachers.

Basic instructors were also employed as street guides for evening placements. In the field exercise entitled *Odyssey*, trainees were encouraged to seek out their own basic instructors on Seattle's streets.

The following are a few comments by trainees about their impact:

---"Informative dialogue with the prostitute. She expressed her attitudes well and impressed me with the hopelessness she felt while on the streets."

(2) *The term and use of basic instructors originated in a pilot, community-based training program conducted in 1964. See The Colorado Story. University of Colorado, 1965.*

---"Excellent teaching concept--got a better picture of what goes on in prostitution and feelings of people involved."

---"An incredibly sad person--basically open and honest."

---"Beautiful interview. A person gains insight into the thinking and action of a minority person. Mrs. A. is so great a person that anyone can identify with her."

---"Her description of the Indian life made me feel very ashamed for the way in which the "great, white father" has treated Indians. She has moved me to action."

---"Basic instructors really gave some constructive information that helped me to an insight into something I had never looked at before. These two young men may be deviant but nevertheless are feeling human beings."

---"Beautiful-moving-outstanding. Gave me more insight into the why and how of criminals."

---"The ease with which they spoke of their conditions and at times their ruthlessness was scary. Both seemed tremendously afraid of taking another chance at being successful."

The following is an excerpt from one of the basic instructor sessions. The young parolee who is interviewed was discussing his efforts at rehabilitation--primarily his experiences in a job training program.

He related many experiences and impressions:

Intr: It was hard to make people in the world hear you, wasn't it? What you were saying inside?

B.I.: Pretty hard. Because I think partially I didn't know what I was trying to tell people, you know.

Intr: Do you now?

B.I.: Not all the way really. but I've got a better idea.

Intr: Like what?

B.I.: Well, I mean, I just want people to know me, know the way I am and try to accept me the way I am. I can get the point across now better. I know what I want and I know how I am now. I was unpredictable when I was younger. One minute I might be real, real happy and everything just fine and then throw a snap and start to throw rocks through windows.

Intr: You didn't always understand why you did these things?

B.I.: No. I read a book on - well a primer of psychology not too long ago. I read it while I was down at the center and the book had some theories in it I've never heard of. It explained,

you know why you do the things you do. I started thinking about it and it sounded reasonable to me. I think that's one of the reasons why I've more or less straightened up is because I find it's a lot easier to do something if you know why you're doing it or stop doing something that you know why. Because I never thought about tensions. If I stop to think back to every time I got in trouble, there's been a reason. Like me and my mom, you know, just had a real big fight or something like that. Like the last time I got in trouble - I'd just gotten out of the service. I had no money or no place to stay or nothing. It started building up and building up and so I took a car. I stole a car and started driving like a maniac and got sent up for it too. When I got out, I was still just about the same way, only I was a lot more bitter than when I went up because I was turned down on four parole tries. I could have gotten out in nine months, but I spent two years there because my mother wouldn't accept my parole. That is why I say she could have done more for me. After I got out I asked her why she didn't. She said cause it would hurt her job.

Intr: Hurt her job?

B.I.: She thought it would. People would look down on her.

Intr: What about your being there?

B.I.: Pardon?

Intr: I said what about your having been there. Didn't that seem to affect her? The fact that you were there?

B.I.: Well, apparently not. It never seemed to move her too much. I mean if it bothered her that I was there, I think she'd got me out. I had numerous opportunities. Until - after I'd been up there 18 months, I give it up. I just started messing off and getting in all kinds of trouble up there. Got thrown in the hole 3 or 4 times. I got thrown in segregation. I just figure these people want to make it hard on me. Fine, so I see if I can't make it hard on them, too.

Intr: This again is the point of wanting to fight back, huh?

B.I.: Yes, I guess so. I don't really know. I never stop to think about why I do these things. I was explaining as far as tensions and that. Now I'll admit going down there to school, (the training program at the hospital) you get a lot of tension. You have your hostilities in the classroom because the people range all the way from 18 to I think the oldest one is 53. You get a bunch of people like that, from a teenager all the way up to middle age people, well their ideals are different. They're completely different....

Intr: Completely different?

B.I.: Well, they still breath the same - physically they're the same.

Intr: You don't think they share much else?

B.I.: I haven't found them to, because I've had a lot of arguments with people up there. There's a certain set of people. One is forty something and we get along real good. Then there's the majority of them I don't like. And they know it and I know they don't like me, but if we leave each other alone, we get our work done.

Intr: How do you know? How do you feel this?

B.I.: Well, how do I show them that I don't like them? Eventually if they keep bothering me, or aggravating me, they'll know. I start some kind of argument or something. Liable to bomb one of them, you know. They always find out. Or sometimes if I'm feeling in half a decent mood, I'll just simply tell them - well, you don't like me, we can't get along, I don't like you, you know it, I know it - so let's just leave each other alone and tend to what we're supposed to be here for.

Intr: Do you think it's been helpful to you?

B.I.: This nursing? Definitely. It's the first time in my life I can say I really learned anything. I mean, when I get through with this, I'll have a job that I'll have the rest of my life. I don't think they're ever going to invent a machine, a robot or anything like that, a computer that can go to a person's bedside and make them feel better. Talk with them - things of this nature. I don't think they'll ever have a machine with compassion.

Intr: Can you do that? Can you show compassion?

B.I.: To a certain extent. It just depends. Some of these people that have been in the hospital. Maybe I didn't like them, but you got to put a front on, more or less. And if you do like them, well everything's real good then. You can take care of them and you can more or less cheer them up, make them feel better. And if you don't like them - the job is harder. Because you've got to put this front on. But this can be done. I guess it can, because I haven't had any reports of not doing my work.

Intr: How did you feel you got this capacity to show compassion - to care about other people?

B.I.: I really don't know. Just before I started this training, and from the time I got out of prison, and from then until about, oh I guess a month, just after I got my GED. That was about worse than I'd ever been in my whole life as far as getting in trouble. I just never got caught. I was a wino and I was doing a lot of things that can't be said. Down there where I was living. They got a bunch of winos and bums and things down there, and I used to go out of my way to try to get into some argument or fight with them. I don't know - I never liked old people. When I went to the hospital, the first place they put me was in geriatrics - which - when they first told me I was about ready to quit. After I got there things seemed to be real good because I think the thing that really moved me was to walk into the room and you see these people are 90, 100 years old, and they're laying in bed and they can't do nothing. You know, they're just vegetables, more or less.

Intr: Did that help you - seeing their total helplessness?

B.I.: Yes.

Intr: Did it remind you in any way of the helplessness you might have felt before?

B.I.: I don't think so. I don't know. I never thought about it. But I mean it just bothered me because I mean, here I am, I'm young, and I'm more or less physically healthy, there's not too many things I don't imagine I couldn't do as far as, you know, exercise or going in the mountains and walk. You know, anything, horse back riding - any of the simple everyday things. You see these people and they can't do anything, you know. That's the way they're going to be until they die, too. You stop and think about it. Pretty soon you can start feeling sorry for them, even if you - like myself.

INTERACTIONS

Three types of interactional training methods were employed:

1. Small Group Sessions. Trainees were assigned to one of three small groups which met following each afternoon session. Skilled group leaders led while trainees exchanged experiences, expressed opinions, and shared viewpoints. Often spirited, these group encounters provided a sounding board for examining the impact of training experiences.

Following the seminar on the second morning entitled, Differences that Make the Difference, small groups met with one of the minority faculty to explore, in depth, culture conflicts and ways out of the crime producing cycles.

These group sessions were not intended to be sensitivity training, however, some trainees were frustrated because they did not have the opportunity to encounter feelings and hangups of other trainees. Almost every conceivable group process occurred during the seven institutes which managed a total of twenty-one small groups. Each leader

employed group techniques with which he felt most comfortable.

2. Role Playing and Counseling. In two institutes, Seattle II and IV, role play in counseling was conducted. The aim of this session was to work toward perfecting communication skills. The faculty person assumed various roles such as the mother of a delinquent and a trainee acted as counselor; they enacted a simulated counseling relationship. The learning experience was analyzed on the spot, with effective and ineffective interaction pointed out between counselor and client.
3. Psychodrama. It was employed as an educational rather than therapeutic process. On the fourth afternoon following Odyssey, a skilled psychodramatist conducted a session with the full group. The training center was easily transformed into a theater, stage and all. Trainees participated in traditional psychodrama exercises and often sociodrama. The success of this type of training exercise depends in large measure on spontaneous participation of trainees. Psychodrama was described by some as "moving and educational"; by others as "routine and un-productive".

Each interactional training methods added a dimension to the total learning experience.

FIELD TRAINING (Empirical)

Educators have increasingly expressed disappointment with didactic instruction as an effective means of education. All too often, correctional training rarely departs from lecture oriented programs. Merely talking about subject matter is believed to have little impact on attitudes and behavior. The basic premise of this program's training is force field interaction. When the student is involved in the activity and the setting, opportunities to learn are increased. Establishing moods, giving information, and presenting controversy were accomplished in the seminars and through films, but the introduction of 'culture shock' came through field experiences. Six such structured opportunities were offered: (1) looking for a job, (2) riding in patrol cars with Seattle police, (3) living with a family, (4) work and health, (5) escape, crisis and learning, (6) odyssey.

The extent to which the community participated in the program is evident from a description of each field encounter. It is estimated that literally hundreds of persons served on the staff of each institute in one capacity or another. Seattle policemen on patrol, families in the inner city, inmates of the city jail, parolees as basic instructors, staff of agencies serving offenders, residents of the Frye Hotel and street people, to name a few, participated.

1. Looking for a Job. On the first day of training, forty dollars gate money was discussed. What would a parolee do when he arrived in Seattle having just left prison? Many would look for a job or a "gig" as it is known in street parlance. That is exactly what each trainee was asked to do for the afternoon of the first day in his first training experience outside the classroom. He would seek a job, much as a parolee or probationer would. Dressed in street clothes, he

assumed a role as parolee, taking a job history and background with various deficits. Trainees discussed the assumed role and strategy for the job hunt with their group leaders prior to the exercise. Some decided to be a convicted felon charged with robbery, a chronically unemployed alcoholic or addict, or a young, first-time offender. Their search often began by reading newspaper ads. Others hit the streets immediately, going from business to business.

Role playing was designed to accomplish a number of things: finding out how a parolee identity feels, discovering if deficits handicap chances for employment, finding resources for other parolees--that is--employers receptive to hiring ex-offenders; and testing the job market regarding types of work available or unavailable to persons with deficits.

Some trainees found it difficult to participate in role playing. Thus they accompanied unemployed parolees, helping them find a job--becoming an enabler or advocate. They learned and felt through experiences of their companions, the parolees.

For many who had never been in the shoes of a parolee looking for a job, the experience gave those who could project themselves into this role new insights into how that man feels in that situation. Comments made in the narratives point out some insights.

Possession of a criminal record and lack of skills were found to be the main barriers to securing employment. Discrimination was often encountered. One job hunter reports:

"Several places would have offered me a job, but when I mentioned my criminal record they immediately gave me a glance of rejection. I now realize the conditions a parolee goes through in gaining employment and it's really a major barrier to overcome."

The men without saleable skills, similar to many parolees, had the most difficulty getting jobs. Applicants with skills, for example, a pipefitter, had little trouble once steered to proper places to apply.

For those who truly put themselves into a parolee's shoes, failure to find a job caused them to feel many emotions. One person reported:

"I could feel the frustration and bitterness and failure welling up within me. I got very tired with the constant disappointment of 'no jobs--come back tomorrow'. No tomorrows! I was lonely also--can understand why parolees seek each other out. Miserableness is better swallowed with company."

Other comments included:

"The most significant learning experience was the loneliness... I desired and would cherish friendship of any kind, which would probably lead me right back to the institution."

"I felt like a man walking in circles, finding no direction for tomorrow."

and:

"I got the feeling no one gave a damn whether I got a job or not."

The frustration, sense of futility, loneliness, and despair of a parolee looking for a gig was evident to these people, though some realized their feelings to be only a small inkling of what it is really like.

A hoped-for result of the exercise was that the participants would be better able to serve their clients with these insights. Some participants reported that this was accomplished. One said:

"If nothing else, I did learn today that jobs are scarce and not easy to find. I think I will be more patient with my clients and will do more employment counseling. I would encourage parole officers to be more involved and to get out and sell the public on employing the offender."

Another concluded:

"Only by experiencing some of the frustrations and anxieties of the unemployed can one start to empathize and even sympathize with their plight."

The experience led some people to offer concrete suggestions, such as using more community resources to assist parolees in getting a job.

Others who felt they could not fit themselves into this role instead attempted to help a parolee find a job. Some were successful, using for the most part, contacts of their own. Those who weren't successful reported that they found themselves getting angry with those who said "no-jobs", or "those people driving past in their big cars who had more than he did." At the end of the unsuccessful afternoon, one helper wrote:

"I can come back and feel secure and get per diem and a check at the end of the month, but what will become of Moses King?"

Several narratives illustrate the training impact:

---I assumed the role of a journeyman auto painter with a record of car theft and now on parole. After going to University Chevrolet and finding that there was just no work, I went to the Labor Temple at 2800 1st Avenue. There, after waiting for some time, a man came into the office and looked me over. I said I was looking for work and he said there was nothing, not even apprentice placement for about four months.

After striking out as a skilled laborer, I determined to get some kind of work so answered an ad in the newspaper for restaurant help at a private employment service. They were polite and tried to find me employment. After moving to three different people, they said they had a cooking placement open but couldn't get hold of the man so that I should check back Tuesday at 10:30.

Overall, I was shocked, yet fully aware of the futility of the employment situation. The economic conditions are bad but with a record, these conditions are even worse. I felt like a man walking in circles, finding no direction for tomorrow.

- 1:30 p.m. Larry's Green Front Restaurant. Inquired about dishwashing job. Reply was, "Sorry, don't need any help." They asked no questions.
- 1:40 p.m. Sports shop receptionist informed me that many had come in before me asking for work. There wasn't any to be found!
- 1:55 p.m. Central Hotel. Inquired about janitorial work. Manager informed me that... "They aren't even hiring at Boeing!" Asked no questions.
- 2:08 p.m. St. Jones Hotel. Inquired about janitorial work. Told to come back later and talk to the "boas".
- 2:15 p.m. A bank: Walked in--receptionist in bank referred me to next building, second floor, personnel office. I informed receptionist I was looking for work, any kind and that I had janitorial experience. She informed me of a driving job and handed me an application to complete. Application took 45 minutes to complete. "Ex-felon" record was shown on completed application. Receptionist noticed immediately and referred application to a personnel counselor. He introduced himself and asked that I come back tomorrow as had an appointment. I put on a "yes-no rush job" because I wasn't sure I could "come back". I became a little impatient (to see if I could get results), and asked if he would answer one question--"Do you hire ex-felons?" He indicated that was the reason he wanted more time to talk and that he did want me to come back tomorrow. He also commented that bonding would pose a problem which, of course, could be overcome. I stated that I would see him tomorrow afternoon. Personnel counselor was sincere, interested, and refined.

As I sat at table to complete application, a young Negro sitting across asked if I was applying for the "maintenance job" too. I replied that I was applying for any type of employment. A few moments later, he remarked, "Yeah, you'll probably get the job." I asked why he thought so. He replied, "Well, man, you're smooth, cool...you'll get the job!" (I believe he felt that way because I was white.)

I experienced some frustration, tensions, and anxiety by playing the role of an ex-felon, looking for work. If a reality, the above negatives would certainly be magnified many times. That, paralleled with a defeatist attitude, could easily lead one back into extra-legal behavior. On the other hand, motivation, the will to do, and energy executed could secure the parolee, or other derelicts, gainful employment.

---Most employers, when hearing the record or that I was a parolee, felt that everyone had to be given a chance to make it and were willing to help. Three places were even more interested or concerned in helping when told the record. There were two job possibilities at present and others later maybe. Most employers explained that this was a bad time as Boeing's layoff, winter, etc. I feel a girl has a much easier time with a record than a man in finding work. People are more forgiving or somehow more accepting of a young girl in trouble than a guy.

The most significant thing I learned was how difficult it would be for a kid to tell an employer he has a record, especially if not asked. You kind of slip it in quickly expecting a reaction or refusal--also it's embarrassing if there are many workers around who may be within hearing distance. Also, you get a feeling that as soon as you leave, you and your record will be discussed--as everyone around tries to act so unconcerned as you're talking. Also, it's very hard to keep going in places --you use the excuse that you know they won't need anyone, so why go in--you just keep walking.

---Talked to people at two produce houses. No openings, but I questioned them as to whether or not a prison record would hinder me from getting a job if there was an opening and received a "no" reply. One indicated that most men around the are had a "record" including some of the business owners and that he had gotten his brother out of prison by finding him a job. He advised that I should try the meat plant nearby and advised that the owner shouldn't have any thoughts about parolees, apparently indicating he had a prison record. Owner was not available but employee indicated no opening but would probably hire a parolee. Talked to two truck drivers in area--no openings and they were not in position to hire as employees themselves.

I then switched tactics to a more realistic one for me. I spent seven years in the insurance business (five in Seattle) so I visited with two old friends who are employees of insurance firms. I wanted to know how I stood if I added a prison record to my real background. The managers indicated that I could not be bonded--so no job. Only one manager indicated he might be interested because of a personal relationship from the past.

Apparently, prison records are frequent in the First Avenue area and if there were openings I don't believe I would have been hindered by one to a large degree. However, I would have considerably more difficulty on the professional level, even with good training and personal contacts in office.

---Because I had no transportation I had to apply at the local businesses within the vicinity of the Frye Hotel. Assuming the role of a parolee made me feel immediately lost in the big city without friends, desire, or motivation. I was really amazed at all the people, traffic, big buildings, etc. As I went about looking for work at various hotels, restaurants, most of the people I asked referred me to someone else, and always that person said "no". Even when I mentioned I had no money and was just a parolee, their expression didn't change. I suppose because there are so many parolees and probationers, one's plea for help is always heard every day.

Probably the most significant aspect of this learning experience was the loneliness I felt just walking around the city looking for work. I desired and would cherish friendship, of any kind, which would probably lead me right back to the institution.

---Under an assumed identity, I ventured forth seeking a job in the so-called: Skid Road" area. My first encounter was a sign in a window stating "Help Wanted-Power Machine Operator". I didn't wonder about specifics and proceeded to go in but the door was locked. I peeked in and saw a man looking at me, I knocked and he ignored me. I left.

After going there I encountered the campaign headquarters of a political candidate and decided to stop in. After B.S.ing I asked about jobs and got a negative reply. However, the campaign worker said he would keep me in mind for a future business of his: a Black detective agency in the Central Area.

I left and again started walking. It was hot, I was hungry and tired. Finally found a Chinese cafe, ordered food and ate something that I didn't know what it was (I received an extra plate and only figured out after eating that it was for the stems--I thought the greens were tough but I was hungry and ate stems and all.).

After eating and gathering my thoughts I proceeded back to the hotel. On the way back I gave it one last futile try.

Going through the frustration of looking for just the right job prepares one very little for looking for anything. Knowing how bleak the Seattle area is economically depressed doesn't have as much an impact on one until he is out in that unemployed mass seeking a job.

Although the time is not enough to make one feel what its like, one can get a certain insight into the problems and frustration of the unemployed. Also, it makes you thankful that you are getting up making it to the 8-5 gig.

2. Riding in Patrol Cars with Seattle Police. Law enforcement is the first point on the continuum of the administration of justice. The Seattle Police Department's patrol division provided an opportunity for trainees to ride an evening shift in a patrol unit. Trainees attended roll call, met their hosts, and began the evening beat in patrol cars.

They were able to talk with patrolmen, learn their duties first hand, and participate in the life of the police patrol on the streets at night.

Riding in squad cars enabled them to better understand the role of police in law and corrections. For most, observation from such a vantage point was entirely a new experience. Reactions were varied, depending on the individual police officers with whom one was assigned, how much communication took place between officers and observers, and the actions and kinds of situations encountered.

Police officers themselves were of no one type according to descriptions. The majority were described as "kind, thoughtful men" or some variant; that is, good, capable men. At the other extreme, according to another observer:

"One of the most neurotically bitter men I have met."

The members of the program thus learned, from reading the narratives of the other trainees, that police officers do not fit any stereotype, good or bad.

Many participants reported seeing few opportunities of the police in action, as it was a quiet night. Those who did see action approved or disapproved, again depending much of the time on the kind of officers they rode with. But they did get to things firsthand, instead of acting on stereotypes as in the past. One person reported:

"They certainly did not exemplify the stereotyped 'dumb, racist cop' picture that I had unknowingly believed in the past."

Another said:

"He got his kicks from harrassing people, yelling, threatening, and punishing."

Perhaps most importantly, participants had a chance to communicate with policemen. It was often not only a one-way dialogue, but an exchange of views among officers and observers. One said:

"This experience helped me to develop more of an understanding of live police operations. I think I now have more tolerance of police positions and this could be of much assistance to me in my work."

Some offered suggestions on how things could be improved. Another ended his report by writing:

"I wouldn't need a great deal of persuasion to become interested in employment with the Seattle Police Department."

Nearly everyone, though, agreed that their increased knowledge of police activities and added insight into problems that they face made the experience very worthwhile.

Several narratives illustrate the training impact:

---11:05 p.m. - Answered an attempted suicide call. This was a wild ride, siren blasting, red lights flashing, running red lights, stop signs and entering the freeway at a terrific rate of speed. I was so scared that I forgot to look at the speed gauge. Arrived to find a woman on the floor. Found that there was no suicide attempt. This woman is an alleged alcoholic and she had called a friend and made the statement that she was going to kill herself if she didn't get over her drunk. She said that she really didn't mean to do it. She was sick with cirrosis of the liver. After about an hour we got her out to the hospital after calling an ambulance. At 12:00 a.m. the officers took me home.

The two police officers with whom I rode are courteous, efficient, and, I think, dedicated men. They handled themselves very well in the situations which they encountered. Most of our calls had to do with giving some service and were not really criminal-related events. Both officers were capable in handling these matters.

I have a new appreciation for the policemen and the job they are doing.

---We departed from the Public Safety Department garage at 7:00 p.m. Between seven and ten o'clock there were five different events that occurred. They are as follows: (1) two P.V.'s (parking violations), (2) weapons threat, (3) burglary investigation, (4) one negligent driving citation given.

Naturally the weapons threat (terminology may not be correct) was the most exciting as well as the most interesting. Here I rode in a patrol car at close to seventy miles per hour down 4th Avenue to our destination (I believe northwest of Seattle Science Center).

Two thoughts come to my mind while in route to our weapons threat location. There were: (1) the complete confidence I had in the driver and (2) the complete teamwork that immediately appeared between driver and assistant while in route. The assistant gave direction when there was doubt in the driver's mind, handled the noise and light department while the driver watched where he was going.

The burglary incident was also interesting. The officer checked out a few possible leads and asked several questions.

All in all, it was a very interesting and informative evening.

---This evening's sojourn with a pair of Seattle policemen was quite revealing in a number of ways. First of all I noticed that the police deal in terms of strict practicality. The two officers indicated to me that a big problem in dealing with Central Area residents is communication. They said that the Central Area residents do not understand the motives of the police and likewise the police do not understand the motives of the Central Area residents. It has been my opinion all along that there is a disparity in thinking between police and probation people and I think this was most evident in tonight's excursion. However, I am not judging as to which one is actually the most proficient. Theory and pure practicality each have their place, but I think it is too bad that there is a communication and educational gap existing between the two. One last note: I can see what the police are actually doing and what they are up against and I would not trade places for the world.

---This was a really enjoyable and informative experience. The officers with whom I rode were very interested in our jobs, in this training institute, and anxious to help us understand their job and their feelings. They were especially interested in alleviating racial problems, especially as the police contribute to it. I was pleasantly surprised with their concern for minority group hardships and the conflicts within the department which are partially due to continuing change and community pressure for improved service. Although neither of the men were resistive to the changes, they seemed understandably sensitive to the often repeated, derogatory stereotype of the "dumb cop". I was very much impressed with their patience and dedication

and courtesy in dealing with all of the people they contact. One officer works full-time as a school teacher, in addition to the police job. He stated that the level of education of incoming officers is higher now than in previous years. An interesting note, both are sons of Seattle police officers and prefer being a patrolman to other less dangerous and higher paying jobs in the department.

---I rode with two younger officers in the downtown area from 7:30 p.m. to 11:00 p.m. During the fairly quiet evening, one complainant at a tavern reported a 13-year-old boy had shot her son, age 8, with a BB gun and left a welt on his rump. The officers sympathetically took the information she offered and then explained the follow-up procedure to be done by the Juvenile Division.

Later at about 10 p.m. a burglar alarm on a pier gate checked out to be most likely set off by a boat ramming the dock too hard.

Another call to a south end warehouse resulted in a burglary being interrupted by a warehouse crew arriving at work. The get-away car was heard but no direct sighting was made of the car. The officers made the preliminary report and instructed the foreman of the company how to make the inventory and report it. They were, in my estimation, highly qualified in their job. I felt welcome to ride and was always at ease in viewing their handling of situations that arose during their contacts with the public.

---With two officers who both are interested, interesting, and enlightened policemen, I participated in what the officers terms a "quiet" night's patrol in the Central Area (where I had been placed the night before). Leaving the station at 7 p.m., they first assisted in transporting two docile drunks to jail where they were booked. Back on the streets a car was stopped for failing to yield, but after a word of caution, the driver was not cited (he was a doctor making house calls and not many doctors will do that anymore). Next a driver was ticketed for running a red light, and a visit was made to a Yesler Terrace Apartment where a window had been broken.

Following this the officers were contacted by a herion-addicted pimp who had had one of his dates rolled, an action that was hurting his business and making it difficult for him and his girl to make the \$150 per day their habits cost them.

A purse snatch call turned out to be unfounded, the complaint having been made by an intoxicated lady who had a history of crank calls. The last call, that of an irate man who was

complaining that some roosters were disturbing his sleep was not unfounded and was handled satisfactorily from the complainant's standpoint. The officers treated everyone with dignity, politely, and were businesslike, and I am sure all who met them this evening felt they had been given proper attention. The officers should be commended.

---I was given an explanation of squad cars dispersed within the city by a lieutenant who seemed to be enthusiastic about the whole operation.

Rode in car with two officers, both of whom were under 30 years of age, and white. One had been on the force three years, the other still on probation. Both were alert, polite, and efficient in use of radio, and in responding to calls. Checked three burglary complaints, one family fight, and a broken window. There was no indication of a racist attitude. Four of the calls were from Negroes, one from a caucasian.

Was amazed to find that total force about 1,500 men, about 80 percent had been in service less than five years. Both officers felt pay good, and planned to stay on job for 20 years. One officer was also a student at Seattle University and has one year to complete for his BA.

While traveling in and around the Central Area, I noticed several expressions of friendliness toward the police, on the other hand there were some signs of anti-police feeling.

Both officers admitted they were in a sense "social workers" with a "reality" approach. Total experience was positive in my opinion.

---We rode around with two policemen in the Central Area. The policemen were interested in us, our jobs, and our perceptions. They were straight-forward in answering all of our questions and were very willing to discuss issues.

The evening was rainy and relatively quiet. During the course of the evening, we recovered a stolen car, rushed a man to the hospital who was having a heart attack, went to the scene of two prowling incidents, went to the scene of a reported assault, and investigated a property damage.

The policemen with whom we went were very courteous, concerned and polite in dealing with the individuals we encountered. They appeared to take their job seriously and, in my mind, did an above-average job.

One interesting thing we saw was how many people actually stopped the police to ask for help and to report suspicious

activity going on. This was contrary to what I had previously understood. It was a very meaningful experience.

3. Living With a Family. Another field placement is living with a family. Trainees spend an evening as guests in the homes of Seattle residents, mainly in the Black community, but also with Indian, Chicano, and white families.

The human side of the community as seen and felt by family members was apparent. In deeply personal encounters, they met with welfare mothers, families of parolees or offenders, and the young who will share future responsibility to help their government overcome social ills. This placement is the most sensitive, requiring most, yet offering the greatest rewards.

The families were nearly always of a different economic class, often of a different color. It was hoped that through interactions with the family and observations of their "different" way of life, participants would be able to see for themselves such a way of life, perhaps destroying old stereotypes and gaining new insights.

Many were surprised. One person wrote later:

"This did not turn out as I had expected. What visions did I have? Poverty? Lack of education? Broken home? Children--school drop-outs? All these stereotypes were blown right out the window by this warm, strong, dignified widow and her wonderful children. Oh yes, she was Black."

People who expected to find total differences often discovered just the opposite. Another said:

"I found a commonness to my own culture. Discovery--they are warm people."

Such realizations opened doors to better communications. Another observer emphasized this, writing:

"The ability of each of us to be open and honest made the experience valuable for both of us."

Communication became a two-way street in many instances. Others echoed the person who wrote:

"I really felt like part of the household by the time I went to bed."

Conclusions were varied and eye-opening. Many succeeded in accomplishing the stated purpose, as told by one:

"We learned more about each other than we knew at the outset. Even that brief and superficial a visit can pave the way for future visits and greater eventual understanding and cooperation."

Such an experience gave some further insights. Another spoke of:

"A greater understanding of what is needed to be done concerning race relations for all peoples of the United States--working together and getting to know each other."

Other realizations were more intensive, such as:

"This was a positive experience and perhaps a needed one to remind me that these 'differences' we are taught in childhood are so stupidly artificial."

Still another saw the overall picture in a new light:

"People deserve something better. The poverty programs are missing the target badly. The country had better start doing something now for the Mrs. Fosters in the United States or I predict that we haven't seen anything yet as far as civil disorders are concerned."

The most important result hoped for was that participants would be able to use what they found out after the Institute. Some people accomplished this, as one who wrote:

"This probably represents one of the most valuable and memorable experiences that I'll have at the Institute. My brief visit afforded me the opportunity to observe and develop a feeling for the life of the Black poor. Hopefully, this added bit of knowledge and experience will enable me to understand more about some of the people I deal with and become effective in the services I offer."

Some narratives illustrate the training impact:

---I arrived at my assigned home at about 7:30 p.m. Mrs. S. was very surprised to see me, having totally forgotten the program due to a solid week of crises. Her oldest daughter had just been returned from the juvenile court due to a week-long runaway. She was extremely warm and friendly as she welcomed me into her chaotic (at this time) home. The early part of the evening was spent playing with the children while Mrs. S. talked on the phone to "countless" friends who were concerned about her. There were seven children in the home at this point (6 of her own and a little girl who was left on her doorstep two years ago). Strong ties were evident among all the kids except the oldest girl who remained somewhat aloof due to her recent return from custody. I armwrestled with the boys and re-

paired the toilet seat for the baby. As soon as I finished, I realized that the baby (2 year old) had had a BM and had brought it to me in a paper towel. Mrs. S. was finally able to mobilize herself around 11:30 p.m. and got all the children to bed. She then gave me some coffee and we spent a long time talking. Mrs. S. has been married for 26 years and has been separated for 24 years. She last saw her husband in 1951 and is not concerned about a divorce. She is an entertainer. She described her professional life as thrilling and lonely. The loneliness was described as being "set apart". She described an intensification of this due to her being Black. She talked quite freely about the frustration she feels about being Black and on welfare. She has many medical problems, as do her children. The story of her existence seems to be as soon as our need is met, two more occur. She discussed the problems she has in terms of housing and the limitations she feels. I sensed many hurt feelings around the attitude of authority figures to her, i.e., when she went to juvenile court to plan for her daughter, she was met with this question: Are you living with a man and are you an alcoholic? No emphasis was placed on her feelings, her hurts. Overall I was highly impressed by this very warm woman who appeared blocked in every effort. Her life is at this time centered around raising her children to be a part of a better world and the few opportunities she has to sing. She is a fighter but is overwhelmed and frustrated!

---Mrs. K. was the only one home at the time and conversation was somewhat difficult to get rolling since she was not very verbal. After a short time one of her married daughters dropped by to visit. Dorothy was very talkative and expressed herself very openly. Later another daughter and her four-year-old son visited. The son was very friendly and played with us freely.

There was a noticeable absence of males in the family in that none of the three women had husbands in the house. The two daughters were on ADC. All seemed to lack the anger and bitterness seen in some of the basic instructors. They were reasonable and pretty objective in their evaluation of the racial situation. All were very opposed to the Black Panthers. They had no big complaints about schools or police. They enjoyed humor and did lots of joking.

I felt quite relaxed and enjoyed the atmosphere. It was a very pleasant experience and I would like to know the family better. I felt this contact gave me a better perspective of the situation by seeing the less radical element in the Central Area.

---I had the opportunity of staying with a low income, retired Italian couple for my overnight placement. This family resides in the Madrona District where there is an intermixture of nationalities and races such as Japanese, Italians, Negroes, etc. The family's most urgent need at present stems from their very low economic-social condition, where their total monthly income is classed at less than \$250 which is based upon government assistance. They survive adequately according to Mr. A. But survival is living the best during the first two weeks of the month, the remaining time of the month they really have to scrape to get by. Mr. A. occasionally supplements the family food by catching fish in Green Lake at least once every two weeks. Some of his fishing activities appear to be for enjoyment. My stay at the A's was quite interesting and unique to me and I am sure that I discovered a very rich, rewarding experience on several facets of life with these people by conversing on such topics as crime, prejudice, politics and poverty.

---I arrived at the W's at 7:30 p.m. to be admitted by their daughter. I was expected and after introducing myself I was, in turn, introduced. Mr. W. was upstairs asleep.

The girls watched loud T.V. Joey, the son, played with a friend, and I chatted with Mrs. W. mostly about Indians, Indian lore, and her family's economic and social ills. I drew heavily upon my limited knowledge of coastal tribal customs.

Mr. W. joined us for an hour before the family retired. He was disabled some time ago and he is not as outgoing as his wife. While the family enjoys its new, clean quarters, they feel isolated among their neighbors who are Black. Their efforts to make friends have apparently been rebuffed. Mr. W. is considering a move back to the reservation so he can talk to neighbors. I left at 6:00 a.m.

The visit was of interest to me primarily in that it pointed up the essential commonality of problems and hopes of this Indian family and families in my own culture. Discovery! They are warm people!

---After considerable difficulty I was finally able to visit Mrs. F's home, but unfortunately arrived after most of her seven children had gone to bed. Still up was her 2-year-old son, who sleeps with her on a downstairs davenport. I talked with her for about four hours, until well after one, discovering the plight of her poverty. What I saw makes a mockery of our various poverty programs, which I've known were ineffective--but I didn't really know how bad they were. Mrs. F

is now buying her eight room home for \$133 per month. She lived there as a renter prior to having the great chance to buy the place under a poverty program deal. One of the conditions of the purchase opportunity was that the house be brought up to FHA standards. The house was inspected and she now is buying it. Whoever passed this house for FHA is either blind, stupid, dishonest, or a combination of the three. I did not see one piece of plumbing that didn't need major repairs--all the piping needs to be replaced, windows didn't open, the floors slant badly and are dry rotting. The basement is open to the elements and is wet with waste water. Above all the house needs fumigation to rid it of thriving colonies of roaches which seem to thrive on her futile efforts with Raid, etc. This lady and her kids deserve something better. We discussed how she can possibly make ends meet on her welfare and support. It can't be done on her \$400 a month total income. She wants something better for her kids, but so far she hasn't really been helped at all, other than to a bare existence--lots of rice and potatoes and making do.

This country had better start doing something for the Mrs. F's in the United States or I predict that we haven't seen anything yet as far as civil disorders are concerned. People deserve something better. The poverty programs, so far, are missing the target badly.

---This did not turn out as I had expected. What visions did I have? poverty? lack of education? broken home? children--school drop-outs? All these stereotypes were blown right out the window by the warm, strong, dignified widow and her wonderful children. Oh, yes, she was Black, charmingly human--an exemplification of middle class values that are accorded general approval. The family (3 boys and 1 girl, 24, 22, 15, 11) was closely knit and self-sustaining in all respects though it was obvious she was the keystone. Education was highly regarded as were reverence, self-respect, and human dignity. Color of skin was not considered a handicap nor a crutch. Nor was there any room for self-pity or a need for it.

I am sure this was a positive experience and perhaps in this era of inter-racial and intra-racial tensions and revolution a needed one to remind me that these differences we are taught in childhood are so stupidly artificial. It was refreshing to talk to others who shared my values of human worth.

---I was greeted at the door by Pat, a beautiful seven-year-old, half-caste girl, who, as I later found out, is the eighteenth foster child Mrs. has cared for.

Mrs. W., who has owned a restaurant and opened the food service at the University of Washington Student Union Building, served a terrific meal, and we talked about many of her projects to improve community education for about an hour. She then left for an OEO Executive Board meeting, and, in the meantime, Pat, who is a very bright first grader, read stories to me.

She came back at 10 p.m. and we talked about her life and work until 3 a.m. She was raised on the railroad since her father was a chef. Her education was partly by school and mostly by a rich variety of experiences. Beginning in the fifties, she turned from picketing to what she found to be more effective political strategies: getting money power and contacts in government. She headed the Washington Delegation to the Poor People's March, and frequently visits D.C. and other cities.

---Arrived at placement 7:00 p.m. Mrs. A. very quickly turned to her husband to let him know he approved of this program without her knowledge. However, this attitude didn't continue. She quickly proceeded to try to prepare for my stay.

I was most impressed with their pride in their Indian heritage. I was shown many photos of Indian tradition, plus the dwelling was lined with other photos.

Mrs. A. was very apologetic for everything--house being small, not cleaned up, her being overweight, the children, etc. I assumed this was because she felt that I felt this wasn't up to my expectation. It bothered her.

Mr. A. didn't appear disturbed in the least. He was quite interested in giving his views on Indians and soliciting mine. They do feel, obviously, many promises to the Indians have been broken. Indirectly, I got the message that (through this program) don't make any promises that I can't keep.

I show much affection toward the children. This was appreciated by the family.

I enjoyed the visit. Was invited to return.

4. Work and Health. The work and health placement involved an evening in one of the various helping service programs or high crime areas of Seattle, and oftentimes being escorted by a person knowledgeable about that particular program or area. The purpose was once again to introduce trainees to things they previously knew little or nothing about. A wide range of helping service programs were used, such as halfway houses, drug and alcohol rehabilitation clinics,

missions, service centers, and crisis health programs. A visitor to such a program would talk with one of the agency staff and learn about the operation and program-related matters.

Many reported new viewpoints. A visitor to Dorian House, a center for the homophile community, remarked:

"This placement exposure had its greatest impact upon the value orientation of my life style and of the larger society. This learning experience has offered me a view of a world that heretofore existed as a stereotyped, prejudiced image."

Another said about VISTA:

"I certainly never realized before how many young, dedicated people really put their entire life into the cause of trying to help others."

Nearly all reported learning a great deal. Others went further:

"I am very emotionally involved and pleased with the obviously successful job being done at the Lutheran Compass Mission. I am grateful to him for allowing me to observe the things he revealed."

Those not placed in organized programs were taken by resident guides to different parts of town, and viewed, first-hand, places such as the University District's youth-drug culture or the gay bars on skid road. Such tours were variously described as eye-opening and valuable. One claimed:

"You can't just read about it. You have to be there."

Such information can prove useful; one parole officer, a visitor to the gay bars, wrote:

"I'm sure this will help me in working with the homosexuals on my caseload."

In all, they were, for most, a journey into a strange world.

What they saw and heard affected people in different ways. Some saw first-hand problems faced by the program they visited. After seeing the Open Door (drug) Clinic, one participant said:

"The area of drug abuse needs and must have given to it more than our present sympathetic smile."

Others found more personal solutions. One participant who saw Together We can Do It, a halfway house for alcoholics, wrote:

"I can't in good conscience stay away from this place-- they need help badly in every conceivable way. I plan to request that this halfway house be my field placement in graduate school. If this happened, I'd really be involved on a continuing basis."

It was in these many ways that people said they gained from work and health placements.

Several narratives illustrate the training impact:

---The Martin Luther King House

Here we have a halfway house that really isn't a halfway house. I found the atmosphere to be more like a boarding house for Black males. I say this because the atmosphere was very casual and easy going rather than one of regimentation by an authority figure.

Here we have approximately thirteen young Black males who appear to have been given skills training through the Job Corps. Many were working at various locations in the northwest part of Seattle, such as at Lockheed or Boeing.

In this environment I also found men who were filled with a sense of pride as well as a sense of accomplishment. They were filled with this sense of pride because of their chance of advancement in a profession of their choice. In short, they not only had motivation but opportunity as well.

Personally, I did feel some social discomfort, particularly when I casually mentioned to them that I was a probation officer. This subject came up while in route to a nearby store for a snack. However, they did generally make great efforts to converse because of my attempt to show them that I enjoyed being around them and I did.

Another personal observation came when I was watching evening entertainment on television with mostly white people in the cast. I will even go as far as to say, here, that I felt a lump in my stomach because I sensed deep underlying social feelings, mostly feelings of oppression on the part of the viewers. I was in a living room with about six Black males. It was the first time that I can really say that I didn't enjoy listening to Jack Benny.

---Law and Justice Task Force, Model Cities Citizens' Committee

This third stop of the night was the highlight. Democracy might have been invented beneath the Acropolis, reinforced at Philadelphia a couple of hundred years ago, but this Model Cities task force practices it best now. On one motion there was not only a 2nd but a 3rd. One person had attended a State Law and Justice meeting and his report included that not only was he the only Black there but "even the help was white." Deep discussions, heated debates on every topic such as whether these Skid Road citizens should charge \$10 or \$25 for their services as expert consultants. Here they were attempting to set up a halfway house. Even though the people knew and well realized perhaps a hundred young people were rotting in jail for need of a place to go on the outside, the parliamentary process couldn't be overturned and it was deferred for a week.

---First Avenue Service Center

Upon arriving at the Service Center, we were greeted by one of the workers who introduced himself and seemed interested to learn who we were and what we wanted. We explained our presence and were then introduced to the manager who provided us with a brief orientation. The balance of our evening was spent discussing the needs of the skid road inhabitants with the manager and visitors to the Center.

I was surprised at the extent to which we apparently stood out. The Center manager commented that there was a recent crackdown on drug abuse announced and that the people knew we did not belong and though we may be police. It was a significant experience to hear of the tremendous feelings of frustration and hopelessness from those we spoke to. Again we were castigated for our failure to understand and we were accused of a lot of talk, but no action. If nothing else was accomplished, we allowed those to whom we spoke to ventilate a great deal of feeling against the establishment.

---Together We Can Do It

7:00 p.m. Picked up by Director and assistant and taken to house. Toured (just a rundown hotel) and talked until 2:00 a.m. Went to sleep at 4:00 a.m. I was too wound up to sleep.

This place was opened a month ago by an ex-con, alcoholic with a dream and a big heart, but little else. They are plagued with problems:

TYPE	EXAMPLE
1. Business	No resources, no program, no funds
2. Situational	Sick wife, no money for assistance
3. Personal	Sexual deviancy, emotional deprivation

It was highly informative because they were very open, talkative individuals and I learned a lot about joints and mental hospitals. Moral: I can't in good conscience stay away from this place. They need help badly in every conceivable way. I plan, in the future, to become active in doing something. I plan to request that this place be my field placement in graduate school. If this happened, I'd really be involved on a continuing basis.

---Seadrumar

Went with Steve Turnipseed to Seadrumar (Seattle Drug and Narcotice Center)-a "live-in" center. I expected to go into some sort of cave to mingle with a bunch of bead-wearing hip type young people, instead the place was ultra straight. Everyone there had entered on a voluntary basis seeking help. Also, they could leave without permission at anytime. However, once they left it wasn't so easy to get back in. The age group was 19-40 plus. Both men and women lived in this large, older house. Much of the treatment depends on not letting each other slide. These addicts are very confrontive towards one another. The house was very well kept. They are doing some remodeling; this is their work and they don't leave the house for months at a time. They can have visitors there. Everyone is clean, has shorthair, and is well kept in appearance. They strongly confront one another about bad attitude, poor posture, etc. The three young men I was with were sincerely trying to help themselves and others. Addicts can reach addicts!

---New Careers

I spent two hours, which flashed by like ten minutes, learning about a program designed to utilize a formerly untapped resource--the native intelligence, initiative, and acuity of the people involved in social problems--to provide the necessary manpower to revamp, revitalize, and expand the helping service agencies. This is a federally funded program to incorporate academics with OJT in a realistic attempt to open new careers, not just jobs, for highly competent people.

It is impossible for me, at the moment, to separate New Careers from the two dynamic men who explained it to me. Their enthusiastic belief in the validity of the program, their optimism in the fact of adverse conditions made this a high point of the institute thus far.

---Dorian House and Green Parrot Theatre

This was a fascinating exposure and affective experience of the gay community. Not only were we exposed to the work that is being done for the homosexual in the Seattle area but also we were able to walk and share a commonality of the streets and settings they inhabit.

The Dorian House appears to be a revolutionary concept of treatment for the homophile community. Possibly this experience can be the first experience of acceptance as a human being of value and respect regardless of his social character. Those who are working here, all volunteers, offer a warmth and true friendliness on a telephone which links help to the frightened, lonely human being at the other end of the line.

This placement exposure had its greatest impact upon the value orientation of my life style and of the larger society. The socialization process that we undergo is aimed at the immediate rejection of this community. The helping professions, which share and in many ways enforce the values of the larger society, are in an extremely limited position to help. This learning experience has offered me a view of a world that heretofore existed as a stereotyped, prejudiced image of the homosexual.

---Lutheran Compass Center

This is a haven for homeless male adults which has 67 bunk beds in dormitory arrangement in a multi-story building in the heart of skid road. Meals are served for 35 cents and the establishment is operated on a credit plan. Parts of the facilities, library, laundry-shower-delousing, are paid for by city funds. UGN also supplies some operating revenue. It is managed by a minister and my tour guide was a very cordial California parolee who is their job finder. The ambition, personal warmth, and generosity becomes apparent upon completing an hour-and-a-half in the Mission and seven hours in skid road, bar-hopping.

I was emotionally involved and pleased with the obviously successful job he was doing. I am grateful to him for allowing me to observe the things he revealed, knowing my other role, probation and parole officer.

During the course of the seven institutes, twenty different work and health placements were utilized. In each institute, several new ones were added and others dropped for that session. The following is a list of placements:

VISTA: a VISTA leader takes the trainee with him to visit some of the projects initiated in Seattle. Major emphasis is on legal aid and volunteer medical clinic services. Also, the role and use of VISTAs is explained.

Seattle City Jail: the trainee spends an evening at the jail, conducting interviews with inmates who have requested counseling. He then writes a report and gives it to the Municipal Probation Department which in turn uses the report in its disposition of the case. This placement is assigned to those trainees not usually engaged in counseling activities.

Shalom House: a halfway house for probationers and parolees, usually young and involved in drugs. This house is operated privately and has a religious emphasis in rehabilitation efforts with the men.

First Avenue Service Center: a social center for transients who frequent the skid road area of Seattle. The center provides coffee, clean clothing, counseling, recreation, job referral, and housing. It is sponsored by the Seattle Council of Churches. In addition to talking with the transients, many of them with records, the trainee goes out on "night watch" with a local minister, a service including being on the streets to administer aid to those desperate, late in the evening.

Arlington Hotel: a skid road hotel. The trainee serves as bell hop and assists the desk clerk. The hotel is a residence for many of the destitute parolees, Indians, and prostitutes on the avenue. Many young children live there.

Heads Up: a drop-in center in Seattle's affluent Bellevue district. It provides counseling and a place for young drug users, runaways, and others who seek out something to do. The trainee does counseling with small groups of youth. Following that, he rides with the Bellevue Police, who are one of the sponsors of Heads Up.

Open Door Clinic: a drug clinic in the University District. A young volunteer at the clinic takes the trainees on a tour of the "U" District, an area known for its heavy drug traffic. In addition, the trainee spends time talking with drug users. This clinic provides medical and social services to young and old in need of assistance because of drug abuse.

Roncalli Residence: a residential facility for girls in need of help for various problems. Most girls are on parole or probation. Mrs. Donna Gort operates the residence on a private basis and trainees spend the evening meeting with her and talking with the girls.

Green Parrot Theatre: an all night theatre on Seattle's skid road. The trainee spends the evening with a staff person on the avenue. He interviews male hustlers, talks with prostitutes, and observes the way of life of the avenue at night. Then he spends a few hours in the Green Parrot which is said to be a contact point for much of the deviance and vice on the avenue.

Ronald Hall: a halfway house for parolees operated by Pioneer Industries. The trainees accompany a group counselor from the court and assists in conducting group discussion sessions with the men.

Law and Justice Welfare Mothers Citizen Participation Task Force: a Model Cities program. The trainee accompanies a staff member to this Model Cities task force meeting where he observes citizen participation in action. The topic is law and justice and the meetings are usually attended by a large number of the Central Area residents.

The Panther Medical Clinic: a new program operated by the Seattle Black Panther Party. The trainee is able to visit the clinic in operation and talk with the staff. The clinic tries to serve health needs of the area's residents.

Dorian House: a counseling center and crisis clinic for homosexuals. This program is operated by the University of Washington Medical School. The trainee has an opportunity to talk with the young clients, some of whom are on probation or parole.

Mrs. Agnes Goodie's Halfway House: a residence for parolees operated in the Central Area. This home is run by a Black woman who provides many services to a group of nine homeless men, many on parole. The trainee has an opportunity to meet with her and the residents to discuss the house and its program.

Martin Luther King House: a halfway house for young Black Job Corps graduates. This program is operated by VISTA and a state OEO program. The trainee spends an evening talking with the young men at the home. Most are recent Job Corps graduates who have come to Seattle to find employment. The home serves as a temporary residence for these men until they become relocated in Seattle.

Together We Can Do It: a halfway house for parolees, alcoholics and financially destitute men generally over thirty years of age. The house is operated on contributions by the men. The trainee spends the evening, engaging in an encounter group program.

Kinatechitapi (Indian and Alaskan Native Services): a multi-service center for urban Indian and Alaskan natives. A staff person takes the trainee through the various aspects of the program, visits Indian homes, and goes to places on First Avenue where Indians congregate.

Family House: a sophisticated self-help drug rehabilitation program patterned after Day Top House in New York. Encounter groups and closed milieu therapy are used. The trainee is allowed to participate in the encounter groups.

Skid Road: a long-time resident of the Seattle skid road takes a trainee through the area, allowing him to view the permanent culture of a supposedly transient community. He sees the opportunity system: legitimate and illegitimate in action. Many parolees live in this area. It's resident are vulnerable to frequent arrest.

5. Escape, Crisis, and Learning. In the fourth institute, a new field placement was adopted and continued through other sessions. Escape, Crisis, and Learning occurred on the third morning. Even though trainees were provided with many field opportunities, they asked for more time in the community, especially during the day.

By utilizing agencies operating during daytime only, the program was able to tap other community resources than those used in the Work/Health placements. Trainees were introduced to programs which helped offenders or potential offenders and their families cope with special educational needs, drug and alcohol rehabilitation, racial discrimination, housing, and employment.

This field exercise was highly structured and trainees were provided with a participant-observation worksheet to complete. Staff at the various agencies took responsibility to meet with trainees who went in pairs. The list of agencies in this field experience included:

Open Door Clinic: a drug rehabilitation program.

Central Area Motivation Project: an OEO program stimulating community participation in the Black community.

Concentrated Employment Project: a state Employment Security program training and employing hard-core unemployed.

BEEP and BATA: two special education programs in the Ballard area public schools in Seattle. Exceptional children (high achievers, handicapped, delinquents and potential dropouts) participate.

Kinatechitapi: the multi-service center for urban Indian and Alaskan natives.

Model Cities: a Housing and Urban Development program which concentrates on the target neighborhood; that area in which this training occurs.

Pioneer Industries: a private non-profit organization which has alcoholics and ex-felons in an industrial program, both employing and giving them job training.

Seattle Industrial Opportunities Center: an OEO program providing work and training for hard-core unemployed, offenders, and others in need of assistance.

Multi-Service Center: the governor's agency in the Central Area which houses, in one center, most of the state's helping service agencies.

Title VIII Program: a project in the Seattle schools providing special education to potential dropouts.

Salvation Army: a well-known religious social service agency for indigent and distressed persons.

Mercer Inn: a privately-owned training and work program for ex-offenders and other handicapped persons.

Soul Academy: a special, Seattle Public School program designed primarily for Black youth who have dropped out of regular school.

First Avenue Labor Cooperative: a program providing temporary employment and casual labor for those persons frequenting the First Avenue Service Center.

Job Therapy: a privately financed program of volunteers who help parolees find work and provide social sponsorship to them.

New Careers: an OEO program which provides training in social services to ex-offenders and others to open new ladders in welfare, corrections, education, and health careers.

Malden Center: a privately-owned, religiously oriented treatment program for addicts and alcoholics.

Legal Services: a branch of OEO which provides legal services to those unable to afford private counsel.

Cedar Hills Vocational Resource: a city-operated work rehabilitation program for alcoholics.

Cedar Hills Alcoholic Treatment Center: a medically oriented public treatment program for arrested drunks and alcoholics.

Criminal Justice Education and Training Center: the federally financed regional training center for personnel in the criminal justice system, operated by Seattle Police Department at Issaquah.

The participant-observation worksheet illustrates the types of information and impressions secured by the trainees. (See Appendix D)

6. Odyssey. By the fourth day, the forty dollars is nearly gone. Early that morning, at 7:30 a.m., a final field placement is provided. Odyssey is a journey into the unknown. With little money remaining trainees are asked to move into the streets of Seattle to learn about the opportunity system: both the legitimate and illegitimate. They find out as much as they can about how people survive as part of that way of life. There is no prescribed method of entry. Each person chooses his own places to go and things to do.

Those who felt they could really get into the situation invariably reported success, as in one man's terms:

"I have gained an insight into reality that could only have come through experience."

One pair of women who ventured into skid road reported:

"I can't describe the impact the experience had upon me. I took risks--they paid off. I feel so much more open and aware of the games they play, the concern and generosity, the dejection and rejection."

Participants come in contact with some types of people they had never been with before, and often come out of the experience with surprising conclusions. One such person later wrote:

"Talking to these people helped me to see more and more that we tend to work with people (clients) that are, in fact, outside our little worlds of white shirts and ties. Who are the real people? Who are the fakes? We need to take a good long look at ourselves."

Another had seen a great deal, but said:

"I find myself hard pressed to put onto paper the impact of the kind of experiences I've been having."

Some participants afterwards were able to offer suggestions about how they could better do their own jobs. One participant wrote:

"I have a much better empathy and understanding for the life-style. I think good social work practice could be accomplished by being in these places and getting to know the people at that stage, like a street gang worker. I think a person not tied to a large organization or institution could do more on his own in this setting than the standard services. It's the only way to be really true to your client's interests and real welfare."

After a lengthy discussion with a street worker and an 18-year-old hustler, another trainee said:

"I think we are playing games...we're not realists; hopefully, we won't delude ourselves after this institute and say we know how the other half lives. People need help and maybe we should move to accept some of their values rather than simply expecting some of them to move toward ours, heaven forbid. Dan said he's doing more for these people than us and I think, unfortunately, he's right."

Such insights were often the result of Odyssey. Many echoed one's statement:

"I feel everyone in our division should go through this training session."

Several narratives illustrate the training impact:

---I began today by stopping in at a small tavern in Pioneer Square and then continued by walking completely through the skid road area, up and down First Avenue, going to wherever small groups were gathered and approaching solitary individuals with my plight. I was impressed by the deafening solitude, the loneliness, the withdrawal I observed. I observed little in the way of close relationships--groups came and went--individuals came and went. In almost every case when I approached a person with my plight, I found eagerness and willingness to help, eagerness to talk, even if only for a few moments, and also a feeling of despair because we were all in the same boat. I was offered a pair of shoes, a chance to share a jug of wine, and a chance to get away from all of this by hopping a freight train and going out of state. I had very few suggestions as to how to get some dough to tide me over, but many suggestions as to food and lodging. In general, the businessmen or middle class appearing individuals suggested I try the YMCA. The younger transients on First Avenue and Pioneer Square suggested inexpensive hotels in the area. The old and often inebriated transients always suggested the missions and wanted to help me find the way. One older fellow and I discussed at great length the advantages and disadvantages of taking the alcohol cure in the police station. I had one fellow try to take my watch as we talked. I apparently played my role okay as I still have my watch and also got much information from him. He was drunk and depressed and had been released from Walla Walla a week ago with no way to turn. He said he was angry with his parole officer and wouldn't go to see him. Once I convinced him I wasn't an addict, I began to feel less suspicion. He offered to let me accompany him while he tried to get more money from people on the streets so that we could get a bottle. This was his escape, his solution. As I left him, I watched him walk down the street a ways, approaching people for money and finally staggering into a bar. I wondered how many other men, recently released from prison have these same feelings of anger, fear or despair.

---I spent my time looking for something that would enlighten me about the problems young delinquents would have in this part of society. I entered one place of job placement where all they needed was berry pickers. There were no young people there. I traveled the waterfront area on up through the public market with no real meaningful contact. I checked the Seattle Central Area and possibly because it was morning nothing was happening. For most of the young people I work with I believe we should stress school and/or help them get employment on a personal basis. I would hate to think of their walking the streets looking for work in some of the areas I have seen this week.

---Observed the stores and people going up First Avenue at a slow pace. Stopped at First Avenue Labor Coop to talk about the job situation in Seattle. Most people get a day or two a week of informal work. For instance, helping a friend of a friend paint a house or put up a fence. Transportation is a prime concern if the work isn't within walking distance. Would like to have spent more time talking with more different people--but since I live here, I intend to return and do so at a later time.

I found a willingness of skid road residents to talk about job and other problems quite openly, once each of us had made it clear that we weren't trying to run a game on the other. I wasn't trying to beg his life history and he wasn't selling me a sad story.

---My trip was taken with another trainee playing the part of my wife and still using the story and our jobs we got on Monday. We started on lower First Avenue. We first found out from a little, grizzled old man the correct place to go and sell blood plasma. We went there and found that a man can sell plasma twice a week for a total of \$10. A woman may sell plasma only once a week for \$5. We were accepted and sat there for a while listening to some of the dialogue. While we were there I found out from a small Negro man whom I had previously met on First Avenue on Monday night where to get food stamps from the Welfare and what story to tell. He also told us what place and to whom to sell them. He cautioned us to sell only part of them and to save some for ourselves. We could have qualified for \$52 worth of food stamps for \$1, and sold half of them for \$20.

Our next stop was at a place on First Avenue for an apartment. When we entered, we observed a large sign reading "No Credit--Rent Must Be Paid in Advance". Using our jobs from Monday, the fact I was on parole, a sincere promise to pay later and the telephone number of my parole officer, the lady agreed to let us have the \$15 a week apartment until we could arrange an advance on our pay until Friday.

After we left the apartment we continued on down First Avenue to the public market and from there to St. Vincent de Paul's store. At the store we found that with the money from food stamps and blood, we could have purchased three dresses and a coat for \$2. One dollar more would have allowed us to buy pots and pans to set up housekeeping.

Our last truly meaningful experience took place at a large Seattle hotel bar. In this instance we bought two ham sandwiches at a local diner and had them put into a bag and then went to the hotel bar. We attempted to order a drink, with the intention of eating our sandwiches with our glasses of red wine.

At the bartender's orders, however, the waitress told us that all they had as far as wine was concerned was imported sherry and added that it wouldn't go well with 7-up. She did, however, offer to sell us a full bottle of red wine. At this time we took the hint and left the hotel.

A most unforgettable experience.

---The University District is pretty quiet at 8:30 a.m., so it was not until after returning from the video film that we found some young people with whom to talk. We found, generally, an openness and a willingness to share which one seldom seems to find in straight society. The ability to accept at face value and the willingness to accept differences were quite obvious except with one young fellow who really had to peddle zealous Christianity and was unable to allow other opinions.

I suppose the meaning to me was the honesty of relating for which we strive in offices and too frequently miss out. I find myself hard pressed to put onto paper the impact of the kind of experiences I've been having.

---At the First Avenue Service Center, I spoke briefly with a young girl, then met Gene who took me to Ruby's Pawn Shop where I spent the rest of the morning.

Ruby is a sort of father to First Avenue. I played it absolutely straight, answering any questions asked. There weren't too many. Mainly, Ruby talked to me about his experiences and beliefs. An astounding man. People came in and out and, once they knew I was interested, talked very openly--almost proudly--of their lives. I was impressed by their thoughts about seeing a psychiatrist--the old I'm not crazy attitude I almost never hear anymore. Many remarked about how great the human relationships are on the street--sort of the only place where they could be assured of acceptance and understanding. This was combined with messages of how rough it is and how they'd like to get away.

I felt I had too brief an experience to get the feel of the street. Everyone invited me back and seemed eager to share their knowledge further. I'll probably come over one day when I can spend at least the entire day.

---This exercise was the best of those asked to do during the institute. I hit the feeling level doing this more than anything and saw how some of the people really thought and felt and survived the street life. I expected more coldness and bitterness yet got mostly help and caring advice. Roy and I paired up as a couple just getting in from Spokane, presently staying at the Frye but running out of money by Monday. The most helpful person we found was a Negro-Indian who shines shoes on First Avenue. He not only offered us coffee he had just bought for himself but walked with us up about four blocks to his room in a Chinese Hotel. The room

was extremely clean, nice carpet, television, refrigerator, etc. He offered to let us have his bed, using the couch for himself, offered us any of the canned goods he had, etc. He explained that we could get \$10 a piece for giving plasma at the Blood Bank but had to get there about five in the morning to get welfare stamps--take Bus 7 to get there, eat at a mission and move out of Frye to a cheaper hotel. He suggested two possibilities. He really offered us everything he had. He told us to let others buy drinks for us, where to buy cheap food, to eat raisins and a variety of food to keep our bodies in good shape to give blood and go to the Millionaire Club to get money.

We asked a changemaker in Pennyland for information on how to make it and he suggested the mission, welfare, service center and a few others. His customers told us to get off First Avenue if we knew what was good for us--we'd get rolled and taken on the pretense of someone trying to help us. A woman we asked in the service center was reluctant to talk to us--she said she was a manager of a hotel and had no jobs and couldn't help us at all. We approached two boys in the farmer's market, one with a sleeping bag who gave us very little help. The one was living there. The other boy said he had no place, just slept anywhere, had been so strung out on acid that he really didn't care. I think we looked too straight for him as he'd tell us nothing about where to go. While the four of us were talking in the public market, a policeman asked us to leave as we were blocking the aisle, which we weren't. The two boys left without a quarrel, explaining this happened often, just to hassle them. I felt the officer was out of line requesting us to leave and wanted to argue, yet didn't.

Wanting to see how the people were treated by the pawn brokers, we tried three different places. We were treated extremely cold, offered very little for our watches and given no advice on how to make it. We then checked a few pornographic places, but were kicked out because of no I.D. I was surprised at how expensive the literature was and how anyone could really afford to buy any. We then stopped in a small tavern in the back of the public market expecting to find some other men to talk to yet found mostly straight-looking people. When stopping in to use a restaurant, we were treated quite rudely. It made you feel like hitting the hostess but we refrained! We searched for a crummy theater to go to yet all were too expensive and besides had just regular movies! Last of all, we talked to a guy trying to sell his shoes who encouraged and tried to support us with the feeling that we could get jobs or find someone to stay with. In all these people have a lot more know-how and strength to make it than the sheltered middle class.

A DOCUMENTARY TRAINING FILM

In order to provide a visual guide to the development of this complex training program, the staff sought and received a grant from the Washington State Law and Justice Planning Office to produce a 32-minute, color and black-and-white, sound, 16 mm. film. Entitled, "Therefore as a Stranger", the film points out training methods and their effect on those participating in the institutes.

The development took several months, with scenes taken in the first four institute. During Seattle V, a premiere of the film was held at the Frye Hotel and more than 400 persons attended, including persons from all walks of life. Copies of the film are available upon loan from the Division of Institutions.

CHAPTER IV

PROGRAM ANALYSIS

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Since this training program has many unique features, staff decided to develop a set of evaluation instruments to tap outcomes as well as to provide information to be used to alter the program, if needed, as the year progressed. Through various ways, reactions of participants were obtained. Five different instruments were used to assist staff to measure training impact. (See Appendices A and B.)

A daily log was completed by trainees and presented to group leaders each morning. (See Appendix B) Reactions were elicited to subject matter content, field experiences, faculty, and other program aspects. Staff was then able to evaluate effectiveness of faculty, training methods, and program operation. These logs were carefully studied and program changes occurred in some cases, resulting from a consensus of trainee reaction. For instance, a request for more field exercises was made by Seattle I and II participants. Consequently, two additional field exercises were included and continued from the third session to the final one. Specific additional content was requested: information on drug use and abuse, student unrest, Indian concerns, citizen law enforcement organizations, alcohol rehabilitation, special education programs for troubled youth, violent crimes, and others. These subject matter concerns were added to the agenda in subsequent institutes.

Comments presented in the logs also allowed staff to evaluate faculty effectiveness. Most comments reinforced the faculty choice for assigned subject matter areas. Occasionally, new names were suggested for faculty, and when appropriate, they were sought for subsequent institutes.

SCHEDULE D

This instrument was completed by participants during the final session of each institute. (See Appendix A) It explores participant reaction to training logistics as well as attitude change. Responses to several questions have been included because they provide useful insights into program effectiveness and also allow an opportunity to determine if training objectives were realized.

It is generally agreed by authorities that effective training provides new knowledge and cause participants to re-examine their attitudes and behavior. Training should be provocative for change.

Questions included in Schedule D were intended to elicit information about the nature of learning experiences. In Table III, responses are found to the question: I learned many things which will be helpful in my work relationship with offenders? The word many was intentionally used to determine intensity of learning. Responses show an overwhelming belief that new information was successfully imparted. A staff training objective was to increase knowledge about social conditions affecting crime and ways to assist offenders. This objective appears to have been achieved.

TABLE III

Question: I learned many things which will be helpful in my work relationship with offenders?

<u>Seattle Institutes</u>	<u>Yes</u>	<u>No</u>
I	28	5
II	33	2
III	35	4
IV	36	3
V	32	3
VI	36	2
VII	32	1
TOTAL	232	20

Obtaining attitude change is difficult, even more so in a short training session of five days than in prolonged educational endeavors. However, more than three-quarters of the participants gave an affirmative reply to the question: The institute started a change in my attitude toward others? Responses are consistent for the seven sessions. Those giving negative replies often wrote a sentence accompanying the reply stating that while the institute did not change their attitude, it did reinforce or awaken already existing feelings and concerns. Direction of attitude change was not measured in this instrument. The findings are reported in Table IV.

TABLE IV

Question: The institute started a change in my attitude toward others?

<u>Seattle Institutes</u>	<u>Yes</u>	<u>No</u>
I	21	12
II	26	9
III	34	6
IV	32	7
V	33	6
VI	24	10
VII	28	12
TOTAL	198	62

ASSUMPTIONS REGARDING TRAINING

An assumption made by staff and incorporated in format and scheduling of sessions was that trainees should be deeply involved at all times and such a condition was conducive to learning. It was literally true that from the opening session of the first morning until the final one five days later, participants were in a training experience. A glance at the agenda for Seattle VII found on page 9 of this report illustrates this assumption. Once again, more than three-quarters of the trainees gave an affirmative answer to the question: The pressure of time was conducive to the learning situation? Those saying no commented that by the week's close, they were exhausted to the point

that it was difficult to concentrate. While the assumption appears to be proven, the number of negative replies does indicate that an examination of this assumption should be continued. Table V presents the findings: the response distribution is not consistent throughout the seven sessions, although intensity of scheduling was similar in each institute.

TABLE V

Question: The pressure of time was conducive to the learning situation?

<u>Seattle Institutes</u>	<u>Yes</u>	<u>No</u>
I	26	7
II	24	12
III	27	13
IV	28	10
V	30	9
VI	33	4
VII	26	9
TOTAL	194	64

Another assumption made by staff was that training in the problem's context intensified learning. By housing the center in a skid road hotel, encouraging trainees to live there, having placements in high crime areas, and using people from the streets as teachers, the anticipated result should be heightened learning. Training rooms were similar in appearance to those in the neighborhood and rooms in which trainees stayed were like those for the hotel's permanent residents or transients. Responses to the question: Were the physical facilities adequate?, are reported in Table VI. Even though facilities were far different from those to which participants are generally accustomed, the response is highly positive. Most commented that while they did not like the facilities, they understood and accepted the rationale for their use. In a few cases, participants commented that the facilities were not conducive to learning. In the third institute, the number of negative replies is high. This session was held in December, 1969, during a particularly cold and rainy period. Reactions were heavily influenced by these unusual weather conditions.

TABLE VI

Question: Were the physical facilities satisfactory?

<u>Seattle Institutes</u>	<u>Yes</u>	<u>No</u>
I	26	7
II	28	7
III	24	17
IV	35	4
V	37	3
VI	28	7
VII	27	8
TOTAL	205	53

The schedule was intense, surroundings different from participants' usual habitats, training methods varied, ambiguity stressed, and subject matter

provocative as well as some training faculty. Field exercises took trainees into often unfamiliar places. The program was experimental in nature. One final question asked participants was: I would like to attend a more advanced institute of this type? Responses are overwhelmingly favorable. It would appear that an interest was stimulated among trainees to continue participation in empirical training ventures.

TABLE VII

Question: I would like to attend a more advanced institute of this type?

<u>Seattle Institutes</u>	<u>Yes</u>	<u>No</u>
I	30	3
II	32	2
III	34	4
IV	37	2
V	36	2
VI	35	2
VII	37	2
TOTAL	241	17

A small minority of participants did not approve of the training approach to community resources development. Some felt it unnecessary to train in the context of the problem in order to learn about it. Others objected to the ideological orientation of some faculty. Some said it was too painful. A few called it contrived in presenting a particular point of view, giving emphasis to criticisms about the correctional system without enough remedies. A few older trainees felt they had been in this work too long to change. Only three of 281 persons left the sessions before completion because they objected to the program.

Most participants shared these points of view as written in the final evaluation.

---"*The fabric of my experience was widened, renewed, and hopefully resensitized.*"

---"*As for the change of our structures and whether this experience will enable me to be a self-conscious agent of change, I don't know.*"

---"*If a trainee comes without a car, lives at the Frye and seriously tries to stay within the forty dollars budget, the impact is considerable. Scrounging for transportation, trying to locate an address for a job opportunity, deciding whether or not you can afford to buy a water glass, maintaining any kind of decent hygiene are just bound to leave some mark, even without the additional instruction.*"

---"*Some tend to superficially participate. Some will over-identify to be cool. The institute did achieve one of its objectives; to expose us to new things. How we reacted is an individual matter.*"

- "I think I was already aware of my isolation, my lack of relevance, my wheel spinning, as it were. I believe I've gotten some feel to continue to look into how to achieve more relevance for myself, which in turn should help me in contacts with others."
- "I guess my bucket was too small for what was here to be gathered. There was so much to be grasped, my sponge is soaked up and dripping."
- "Through attempting to place ourselves in other people's shoes, by looking for a job, mingling with hotel and skid road tenants, and listening to the basic instructors, more empathic understanding was possible."
- "While we must move beyond castigating the evils of the present life, we must at the same time be willing to see the present blight permeating many of our social institutions and systems."
- "On the one hand, I feel a good deal of need to just bag my present work and come down to the grass roots to see if I am able to do more. I feel this is the only workable way in which I can continue to maintain genuine ideals.
- "On the other hand, I think that it may be possible to be of real value in a capacity similar to that I now fulfill. I would say, feeling-wise I have a deeper commitment toward people in general, no matter where I should be or what I should be doing."
- "I came to this with considerable skepticism. After our field experiences and Professor Higman's lectures, many things fell into place. The enthusiasm of those participating and conducting the institute was contagious."
- "The institute was an individual thing because each person was given a flexibility to participate in real exercises, according to his inclination and ability to adapt. I find that the total experience has my brain engaged once again and I am working to place the individual problems with which I deal into better perspective.
- Hopefully, it may stimulate me to stay in the field and help contribute to new approaches."

SCHEDULE C - BUREAUCRATIC LIFE

Institute participants in their agency work are expected to provide services for persons who often differ markedly from themselves. The problems offenders face are serious, having broad implications for different aspects of their lives and these problems are often compounded by lack of economic, social and political resources and/or minority group status.

Lack of knowledge about their clients' life styles and opportunity systems is likely to make it difficult for organizational employees (the participants) to evaluate services they provide. This lack of knowledge about clients and the social context in which they live is then likely to interfere with the provision of appropriate and adequate services.

Participation in the institute hopefully increases awareness about the social context, life style, and other aspects of the crime problem. For example, during training, trainees may listen to persons who, at one time, were recipients of services in the organization. They hear these services evaluated and are likely to hear about organizational routines and rules and the problems and inconvenience often posed for clients, or the inappropriateness of much of the advice given them. Trainees also hear about alternative plans offenders use in the absence of useful services from official agencies.

Field placements with some of the new organizations in Seattle's high crime area provide opportunities to observe agencies adapting to needs, demands, problems, and life styles of residents of these neighborhoods. Institute participants are likely to hear about and observe organizational practices and procedures designed to increase accessibility and convenience of services for clients. For example, rather than maintain an existing policy which specifies that services are made available only during scheduled appointments, an open door policy is implemented so that recipients may more frequently and more conveniently use the organization's services. Or participants may observe employees leaving one organization, on the way to another setting where services are available to clients needing immediate assistance. Experiences such as these expose participants to organizational changes designed to maximize the utility and appropriateness of services to clients.

Overnight visits in the homes of their clients provides opportunities for participants to learn, first-hand, the differences in life styles, leisure-time activities, network of social relationships, and other family experiences. While visiting with a family, the appropriateness of some services may be subjected to serious questioning. The world view of the clients' family may unfold in this encounter.

These and many other learning opportunities provided during training acquaint participants with different facets of the clients' social world. Therefore, the general expectation is that after training, participants will have a greater awareness of their clients' situation and, as a consequence, will have altered their opinions and be more questioning and more positively critical in their thinking about their own work organization and job performance.

Participants were asked to complete Schedule C before and after the institute. An analysis of responses was conducted for the first three institutes. Schedule C is found in Appendix A.

The individual responses were converted into proportions (percentages); the proportions were used as institute scores. The findings are discussed as changes in climate of opinion characteristic for each institute. (3)

(3) *The tables and analysis presented in this chapter are a summary of an extensive analysis conducted for this project. The complete evaluation is located in the Training Section office of the Division of Institutions, State of Washington.*

Rules are a pervasive feature of organizations. The questions on Schedule C referred, either explicitly or implicitly, to the effect of organizational rules on different aspects of employees' work performance. For purposes of analysis, questions were divided into three groups and questions considered to be similar in emphasis and focus were included in the same group.

The first group of questions emphasize organizational rules and their effect on the level of competence employees perceive themselves as achieving in the course of their work performance. Included in this group are questions 1, 2, 4, 6, 10, and 14 of Schedule C.

1. *The rules set up by my agency give me all the freedom I need to do my job well.*
2. *If I followed all of the rules, I really would not be able to get as much accomplished as possible.*
4. *If I cut corners at my office, I would get more results for the people who need help.*
6. *If I really did my job well, I would have to be very careful not to alienate some of my colleagues.*
10. *Rules are usually a big help to people who want to be fair and do their job well.*
14. *A person who wants to do his job well has to take chances and stick his neck out.*

The second group of questions emphasizes organizational rules as they affect the employee's perception of power usage and the amount of power they perceive themselves as having. Included in this group are questions 3, 5, 7, 8, and 15 of Schedule C.

3. *People can innovate and try very different things in my office without rocking the boat.*
5. *People who work in bureaucracies have lots of power and they know how to take advantage of their position.*
7. *It is only reasonable to ask your boss before you go out on any limbs.*
8. *Most people who work in bureaucracies wind up being a slave to them.*
15. *It is not my job to push for the implementation of new, innovative programs: people more qualified than I am are paid to do that full time.*

The third group of questions emphasize organizational rules and their implications for the quality of relationships with clients. Included in this group are questions 9, 11, 12, and 13 of Schedule C.

9. *In the long run it is better to try and keep a guy in jail than to try to place him again and again on parole or probation.*
11. *Most people who come for help should not be spoonfed.*
12. *The best thing is to do as little as possible for guys on probation or parole and let them take some initiative to keep out of trouble.*
13. *A correctional worker should not become too friendly with offenders in his care.*

Presented in Table VIII is the percentage change measured in pre and post tests of Schedule C. (N=104)

TABLE VIII

Group I questions (organizational rules and level of competence)

Question 1: The rules set up by my agency give me all the freedom I need to do my job.

Before Response	After Response
%	%
Agree.....68	Agree.....47
Disagree.....38	Disagree.....53

Question 2: If I followed all the rules, I really would not be able to get as much accomplished as possible.

Before Response	After Response
%	%
Agree.....60	Agree.....75
Disagree.....40	Disagree.....25

Question 4: If I cut corners at my office, I would get more results for the people who need help.

Before Response	After Response
%	%
Agree.....47	Agree.....61
Disagree.....53	Disagree.....39

Question 6: If I really did my job well, I would have to be very careful not to alienate some of my colleagues.

Before Response	After Response
%	%
Agree.....34	Agree.....50
Disagree.....66	Disagree.....50

TABLE VIII (cont'd)

Question 10: Rules are usually a big help to people who want to be fair and do their job.

Before Response	After Response
Agree.....82%	Agree.....67%
Disagree.....18	Disagree.....33

Question 14: A person who wants to do his job well has to take chances and stick his neck out.

Before Response	After Response
Agree.....81%	Agree.....84%
Disagree.....19	Disagree.....16

Group II questions (perceptions of power usage and amount of power)

Question 3: People can innovate and try very different things in my office without rocking the boat.

Before Response	After Response
Agree.....67%	Agree.....57%
Disagree.....33	Disagree.....43

Question 5: People who work in bureaucracies have lots of power and they know how to take advantage of their position.

Before Response	After Response
Agree.....43%	Agree.....55%
Disagree.....57	Disagree.....45

Question 7: It is only reasonable to ask your boss before you go out on any limbs.

Before Response	After Response
Agree.....84%	Agree.....71%
Disagree.....16	Disagree.....29

Question 8: Most people who work in bureaucracies wind up being a slave to them.

Before Response	After Response
Agree.....45%	Agree.....63%
Disagree.....55	Disagree.....37

TABLE VIII (cont'd)

Question 15: It is not my job to push for the implementation of new, innovative programs: people more qualified than I am are paid to do that full time.

Before Response	%	After Response	%
Agree.....	4	Agree.....	2
Disagree.....	96	Disagree.....	98

Group III questions (organizational rules and the quality of relationships with clients)

Question 9: In the long run it is better to try and keep a guy in jail than to try to place him again and again on parole.

Before Response	%	After Response	%
Agree.....	8	Agree.....	6
Disagree.....	92	Disagree.....	94

Question 11: Most people who come for help should not be spoonfed.

Before Response	%	After Response	%
Agree.....	85	Agree.....	81
Disagree.....	15	Disagree.....	19

Question 12: The best thing is to do as little as possible for guys on probation or parole and let them take some initiative to keep out of trouble.

Before Response	%	After Response	%
Agree.....	20	Agree.....	14
Disagree.....	80	Disagree.....	86

Question 13: A correctional worker should not become too friendly with offenders in his care.

Before Response	%	After Response	%
Agree.....	28	Agree.....	25
Disagree.....	72	Disagree.....	75

AVERAGE EFFECT OF PARTICIPATION ON DIFFERENT TYPES OF ITEMS

Participation in the institute was effective in changing the climate of opinion with respect to the effect of organizational rules on all three aspects of employee work performance. Two measures were taken: (1) The Effectiveness Index (EI Score) and (2) The Maximum Percent of Change (MCP Score).

The Effectiveness Index (EI Score) measures the effect of participation. These scores always refer to--after the institute. This index measures "effects" as the proportion of correct answers present after training (eliminated or not counted are the correct answers present before training). In other words, the effect refers to the proportion of the maximum amount of change possible that was actually achieved.

"Correct answer", for the purpose of computing EI Scores, was identified as the direction of change present after training. For example, if increased agreement was present after training, then percent agree is used for purposes of computation.

The Maximum Change Possible Score (MCP Score) refers to the maximum percent of change possible at the start of the institute. That is, the percent of "correct answers" before training are subtracted from the maximum amount of change possible (100%) and the remainder is the amount of change actually possible. A high MCP Score means there were few correct answers before the institute, thus the amount or percent of change possible after training is high.

Thus, a high MCP Score is indicative of a minority view present before training. A low MCP Score means that many correct answers were present before training. There is, therefore, only a small amount of change possible to achieve; i.e. the small number with "wrong" answers. A low MCP Score is indicative of a majority view present before the institute.

In some instances, a low MCP Score is associated with a very high, 100 percent for example, EI Score. This simply means that all of the very small amount of change possible was achieved. In these instances, even though a high EI Score exists, there is relatively little change in the percentage distribution for the question.

On the other hand, if there is a high MCP Score; e.g. 79 percent, an EI Score of 25-30 percent represents considerable change. The amount of change possible is much larger in this instance.

Before the institute, the maximum percent of change possible was found to be highest for the two groups of questions that asked about the effect of organizational norms on level of competence, first group of questions, and perception of power, second group of questions. Furthermore, participation was found to be most effective with respect to the opinions tapped by these particular questions.

For example, before the institute, the MCP Score for both types of questions was approximately 50 percent. However, the EI Score indicates that approximately 25 percent of those holding another view had changed their opinion after participation. Thus approximately 25 percent of the maximum change possible for each of these groups of questions was actually achieved by participation. (See Table IX)

Participation in the institute was less effective in changing opinions relating to organizational rules and their effects on quality of client relationships (third group). The EI Score indicates that only 16 percent of those holding another view had changed their opinions after participation. As the maximum amount of change possible before the institute was 20 percent, and only 16 percent of this amount was actually achieved, the effect of participation on these particular opinions was relatively minimal.

In general participation was most effective in changing opinions about organizational rules and their effects on the employee's perceived level of competence and their perception of power and its usage. On the other hand, participation was found to have least effect on opinions pertaining to organizational rules relating to the quality of relationships with clients.

TABLE IX

Average Effect of Participation on Different Types of Opinions (Schedule C)

AVERAGE MCP BEFORE INSTITUTE AND EI SCORE AFTER INSTITUTE

Types of Items	Before Institute	After Institute
	Average MCP Score (% per item)	Average EI Score (% per item)
1. Items that refer to organizational rules and the level of competence achieved by employees in their work role.*	54% (range 19-62%)	24% (range 16-38%)
2. Items that refer to organizational rules and the employees' perception of power in his organization or agency.**	53% (range 4-84%)	29% (range 11-33%)
3. Items that refer to organizational rules and the quality of relationships with clients.***	20% (range 8-85%)	16% (range 5-30%)

*Items 1, 2, 4, 6, 10, & 14

**Items 3, 5, 7, 8, & 15

***Items 9, 11, 12, & 13

Effect of Participation on Climate of Opinion as It Concerns Organizational Rules and Perceived Level of Competence (Questions 1, 2, 4, 6, 10, & 14)

Participation in the training had a considerable effect on the climate of opinion relating to organizational rules and employees' perceived level of competence. As is evident from the percentage distributions for questions 1, 2, 4, 6, 10, and 14 before and after training, the climate of opinion after training had undergone some interesting changes. For example, before the institute the majority view reflected in the climate of opinion supported the claim made by question 1 but, on the other hand, did not support the claim made by question 4. However, the majority view after participation was found to be just the opposite. That is, after training the majority opinion no longer supported the claim that the "rules set up by my agency give me all the freedom I need to do my job" (question 1). Similarly, the majority opinion, which before training had not supported the claim that "If I cut corners at my office, I would get more results for the people who need help" (question 4), after training reflected just the opposite point of view. In both instances, the majority view before training represented a minority view afterwards.

Similarly, the changes present for questions 6 and 10 after training indicate that the minority view had become stronger. That is, even though the majority opinion with respect to these two questions remained the same before and after training, the effect of participation was to increase the strength of the minority opinion. Thus the overall climate of opinion, both before and after training, was not supportive of the changes effected by participation.

On the remaining questions 2 and 14, the majority opinion that had prevailed before training increased in strength afterwards. That is, the percentage in agreement with both of these questions had increased and suggests that the effect of participation may have been to reinforce the dominant view previously in existence.

The effect of participation, as measured by the EI Scores, varied in strength for questions included in this group, emphasis on organizational rules and their effects on the employees' perceived level of competence. The EI Scores for these six questions, as shown in Table IX ranged from 16 percent to 38 percent. Participation was found to have most effect on opinions tapped by question 1 (EI Score 38%) and least effect on opinions tapped by question 14 (EI Score 16%).

The effect of participation is considered "high" for opinions tapped by questions 1, 2, 4, and 6; for questions 10 and 14, the effect of participation is considered "low". For all of the questions for which participation is considered to have a strong or "high" effect, 24 percent or more (EI Scores) of the maximum change possible were achieved. Moreover, for all of these questions, the maximum amount of change possible was also found to be relatively high, ranging from 44 percent to 66 percent. This latter fact indicates that with respect to these particular questions, the changes achieved by participation did not represent particularly attractive views prior to training.

The data certainly support the general expectation that participation in the training would result in a more critical orientation towards the participants' work performance and work organizations. This more critical orientation is illustrated in a summary statement of the findings which provides an overview of the climate of opinion prevailing afterwards. Included in the majority opinion were the following beliefs: organizational rules do not allow the degrees of freedom necessary for job accomplishment; "cutting corners" rather than ad-

herence to organizational rules may make it possible to accomplish more work as well as to accomplish more results for clients who need help; and doing your job well entails "sticking your neck out and taking chances".

In accord with these majority views are the following minority views which increased in strength: doing your job well is likely to raise problems in colleague relationships, and adherence to rules guarantees neither fairness nor a "job well done".

Effect of Participation on Climate of Opinion as It Concerned Organizational Rules and Perceived Power (Items 3, 5, 7, 8, and 15)

Participation was found to have considerable effect on this set of items that refer to organizational rules and perceived power. However, the overall effect of participation appeared weaker than the overall effect of participation on the previous set of questions, organizational rules and competence.

As is evident from the percentage distributions for these questions, participation effected various types of change in the climate of opinion. For example, the majority view that prevailed after training with respect to the claims made in questions 5 and 8 was the opposite of that which previously prevailed. Before training the majority view was in disagreement with the claim that "people in bureaucracies have lots of power and they know how to take advantage of their position". This statement implies that employees use power in a manner likely to maximize their own, rather than the employees', welfare. After training, however, the majority view supported the claim made in this question. This change suggests that participants may have incorporated some of the clients' perspective within their own frame of reference and, as a result, may now question the rather routinized use of power which seldom enhances the clients' welfare. The other majority view that emerged after training, i.e., "people who work in bureaucracies end up being a slave to them", certainly suggests ritualistic adherence to rules which is compatible with a routinized approach to the use of power.

Other changes supply additional evidence of the more critical orientation present after training. For example, although both remained minority views, the opinions tapped by questions 3 and 7 had increased in strength after training. This means that the following beliefs were more widely accepted as accurate descriptions of conditions in their work organization: attempts to innovate are likely to "rock the boat" and "having to ask your boss before you go out on any limbs" is unreasonable. The fact that both of these minority views were stronger after participation suggests that some of the rules in operation in the participants' work organization are perceived to place restrictions on their use of power. Both of these statements imply that there are rules in operation which make "attempts at innovation" and "reliance on self-direction" deviant behavior. These rules may not be formalized; they may be informal norms that have sprung up among a group of colleagues working in a particular office or department. Frequently, however, informal norms are more vigorously enforced than are the formalized organizational norms. In light of other changes, for example, recognition that concern for the clients' welfare needs more often to be the dominant concern guiding the use of positional power, the normative restrictions perceived to be in operation with respect to innovative behavior and self-direction may give rise to strain in the work situation when the participants return. If this is the case, organizational change may be an indirect effect of the training.

The effect of participation on opinions tapped by question 15, almost total consensus before and after training, was probably one of reinforcement for already existing opinions and beliefs. Both before and after training there was almost complete disagreement with the claim that "pushing for the implementation of new, innovative program is not my job".

The effect of participation, as measured by the EI Score, ranged from 11 percent to 50 percent. Participation was found to have most effect on opinions tapped by question 15 and least effect on opinions tapped by question 7. However, as mentioned above, there was almost total consensus on question 15 before the institute. The maximum amount of change possible before training was therefore extremely small (4%). The EI Score of 50 percent means then that half (or 50%) of the extremely small amount of change possible (4%) was achieved. As a result, the amount of change actually present in the overall climate of opinion is minimal. However, as was also mentioned before, the effect of participation was probably to reinforce already existing opinions.

When the EI Score for question 15 is excluded, the effect of participation is strongest on opinions tapped by question 8 (EI Score 33%). The amount of change possible for this question was 55 percent and indicates that changes present after training were in opposition to the majority view previously prevailing. In fact, with the exception of question 15, changes present for all other questions after training were in opposition to the majority view prevailing before training.

The effect of participation is considered "high" for opinions tapped by questions 8 and 15; for questions 3, 5, and 7 the effect of participation was considered "low".

The data certainly support the general expectation that participation in the institute would result in a more critical orientation towards the participants' work performance and work organization. These findings with respect to changes in the climate of opinion as it relates to organizational rules and perceived power certainly evidence a questioning orientation as illustrated in the following summary statement of the climate of opinion prevailing after the institute. Included in the majority view were the following beliefs: people in bureaucracies have lots of power and know how to use it to their advantage and, in addition, they frequently end up being a slave to the bureaucracy. The following minority views increased in strength after the institute: attempts to innovate "rock the boat" and it is unreasonable to have to ask your boss "before you go out on any limbs". Also included within the majority views (both before and after training) was the belief that "pushing for implementation of new innovative program is definitely their responsibility".

The overall effect of participation on views relating to the effect of organizational rules on the employees' perception of power appears less strong than was the effect on views relating to organizational rules and employees' competence.

Effect of Participation on Climate of Opinion as It Concerns Organizational Rules and Client Relationships (Items 9, 11, 12, and 13)

The overall effect of participation was weaker for this set of questions. As the percentage distributions make clear, there was high consensus on all questions before training. With the exception of question 11, all changes in the climate

of opinion reflect increases in the strength of majority views that prevailed previously. The climate of opinion, with respect to opinions tapped by this set of questions, differed very little after training.

Two factors may account for the lack of change with this set of questions. First, many of these questions almost "demand" the socially acceptable answer. That is, there is only one response likely to be socially acceptable; i.e., the response given by the great majority of participants. To answer otherwise suggests that performance is not in accord with expectations of important others. The fact that these questions refer specifically to work activities performed by many of the participants may make it seem even more important that they respond in the socially acceptable manner.

Another factor that may have something to do with the similarity in before/after findings is the overlap that frequently exists between organizational rules and professional norms with respect to client relationships. If these statements did tap professional attitudes, the apparent resemblance to professional norms concerning client relationships may have made other than the professionally acceptable answer deviant.

Another possibility is that these questions tap a different type of attitude and opinion than do the other two sets of questions. The statements here very explicitly refer to what should be done. In other words, these statements identify ideal behavior. The opinions and attitudes identified in the data then would be those that pertain to what should be done or ideal behavior. If this is the case, the general expectation for the effect of participation would not be appropriate. The other set of questions, because of their reference to real behavior, implicitly make reference to the actual norms in operation and exerting control on actual behavior in the work situation. The discrepancy between ideal and real norms is frequently discussed, as is the discrepancy between attitudes and behavior.

SCHEDULE A - SELF ANCHORING

A "self-anchoring scale" was adapted for use in evaluating the impact of training upon participants. See Appendix A. While there are two parts to this scale, for purposes of analysis presented in this report, only part two is included. In the first part, the trainee describes briefly the best life he can imagine and follows with a written statement about his view of the worst life possible.(4)

In part two, the participant studies a set of ladder type scales with ten steps on which the top step, number 10, represents the best life and the bottom step, number 1, represents the worst life. The participant is asked to evaluate several racial and ethnic groups, both average and arrested, and circle the number on the scale which, as he sees it, represents the life situation of these different groups. The following is an illustration of the scale.

(4) "Self Anchoring Scaling": A measure of Individuals' Unique Reality World." F. P. Kirkpatrick and Hadley Cantril, Journal of Individual Psychology, Volume 16, 1960.

SELF ANCHORING SCALE

Pictured below is a series of "ladders", each with 10 steps. Step 10 represents "the best life" and Step 1 represent "the worst life". For each of the following, circle the number of the step you judge to reflect the present situation.

- a. Where I stand at the present time.
- b. Where the average Anglo living in Washington stands.
- c. Where the chronically arrested Anglo in Washington stands.
- d. Where the average Negro living in Washington stands.
- e. Where the chronically arrested Negro in Washington stands.
- f. Where the average Spanish-surname person living in Washington stands.
- g. Where the chronically arrested Spanish-surname person in Washington stands.
- h. Where the average Indian living in Washington stands.
- i. Where the chronically arrested Indian in Washington stands.
- j. Where the average Oriental living in Washington stands.
- k. Where the chronically arrested Oriental in Washington stands.

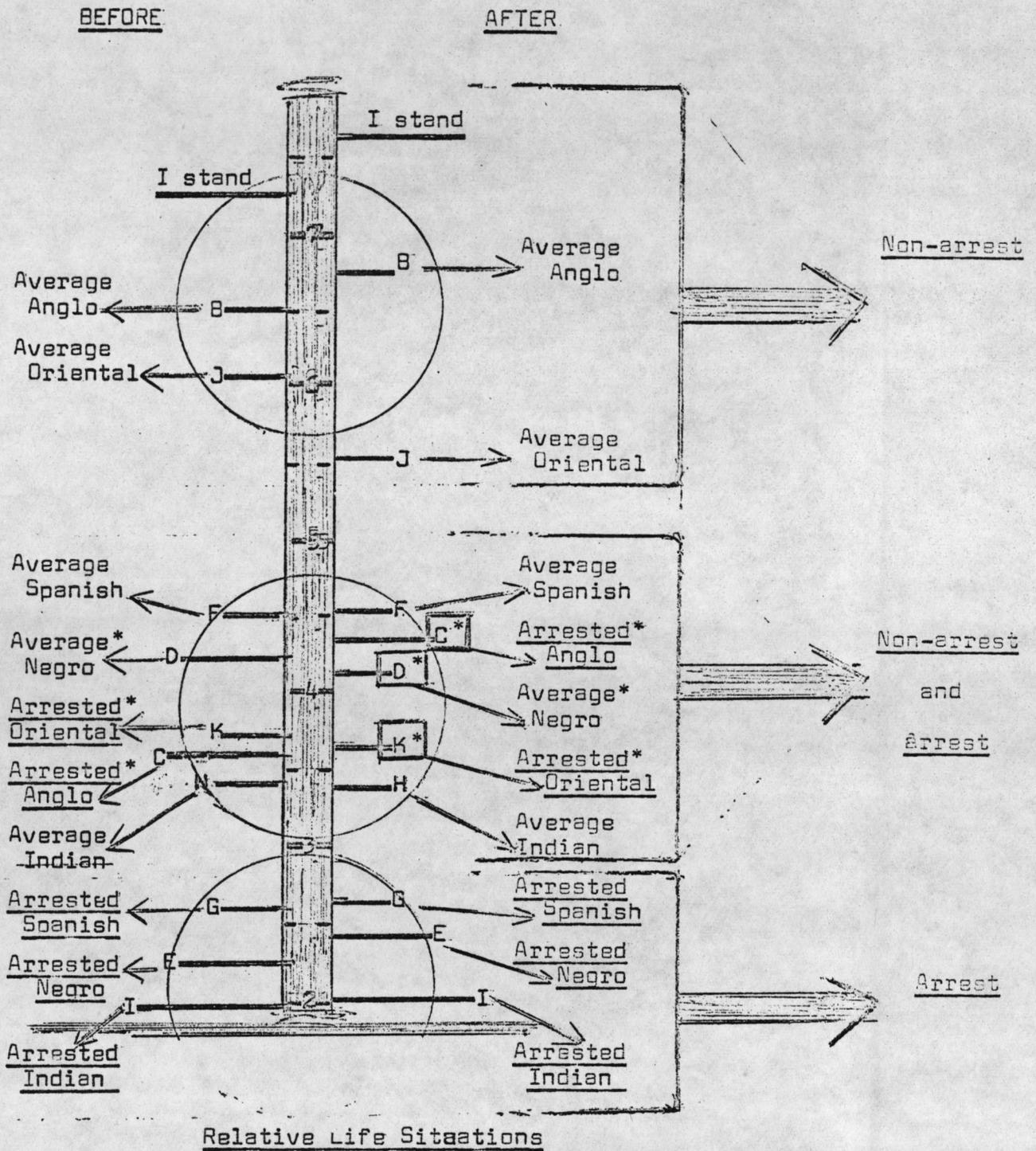
	<u>A</u> I Stand	<u>B</u> Aver. Anglo	<u>C</u> Arrest. Anglo	<u>D</u> Aver. Negro	<u>E</u> Arrest. Negro	<u>F</u> Aver. Spanish	<u>G</u> Arrest. Spanish	<u>H</u> Aver. Indian	<u>I</u> Arrest. Indian	<u>J</u> Aver. Oriental	<u>K</u> Arrest. Oriental
Best Life	10	10	10	10	10	10	10	10	10	10	10
	9	9	9	9	9	9	9	9	9	9	9
	8	8	8	8	8	8	8	8	8	8	8
	7	7	7	7	7	7	7	7	7	7	7
	6	6	6	6	6	6	6	6	6	6	6
	5	5	5	5	5	5	5	5	5	5	5
	4	4	4	4	4	4	4	4	4	4	4
	3	3	3	3	3	3	3	3	3	3	3
Worst Life	2	2	2	2	2	2	2	2	2	2	2
	1	1	1	1	1	1	1	1	1	1	1

From the beginning, it was assumed that participants would rank themselves higher than those in minority group status. Most trainees are caucasian, possessing an adequate income and social status. It was hoped that the training experience would provide knowledge about and a deep understanding of those involved in the criminal subculture, both caucasian and minorities.

Additional information would lead participants to perceive a greater disparity between their life situation and that of other groups, particularly those arrested. Thus, if they did obtain additional information about these groups, the scale difference between themselves and those groups would be expected to increase when their before and after responses were compared.

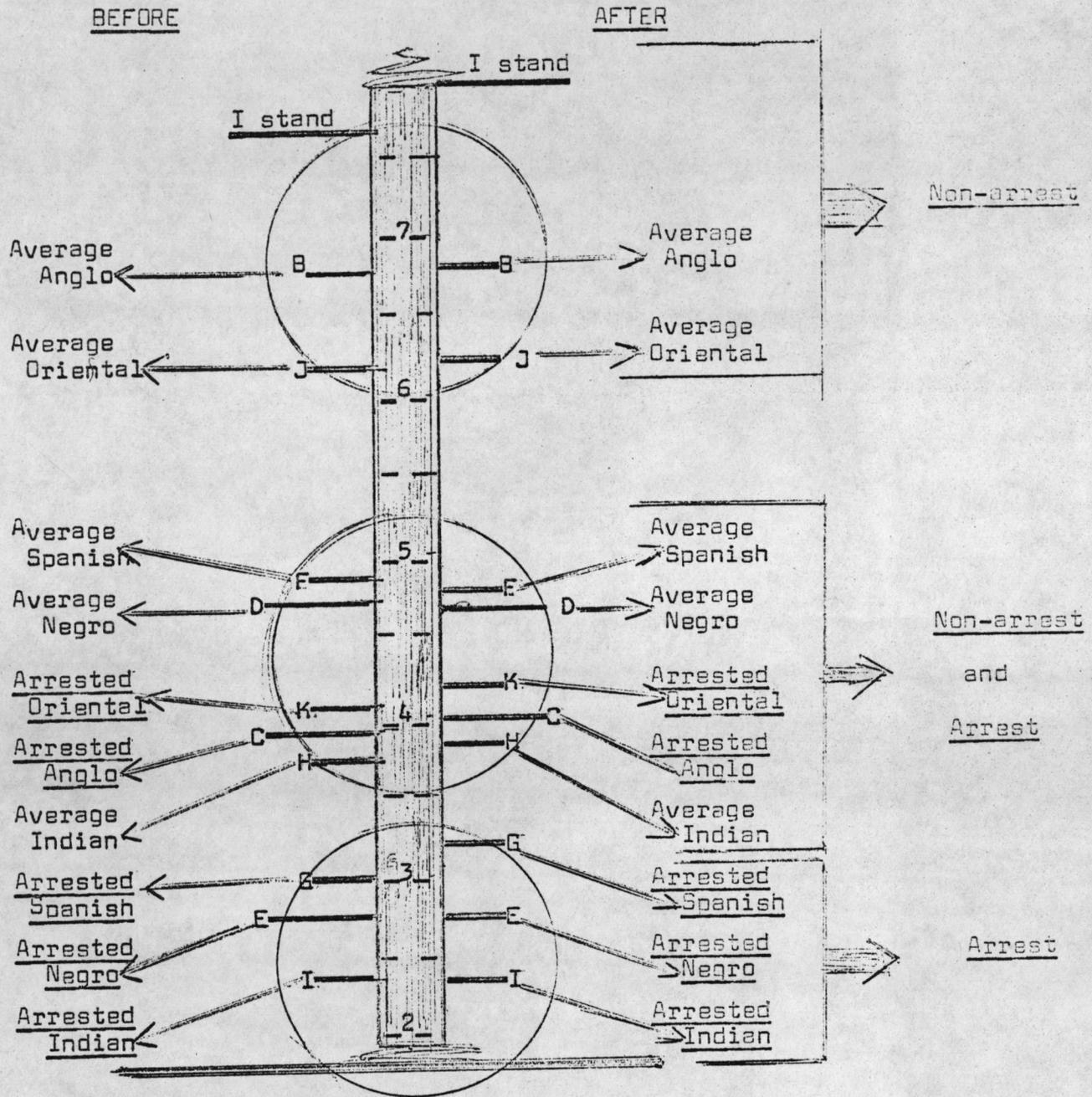
A graphic presentation of the data is found in Tables X through XII. Schedule A for each of the three institutes is analyzed separately.

TABLE X



SEATTLE I

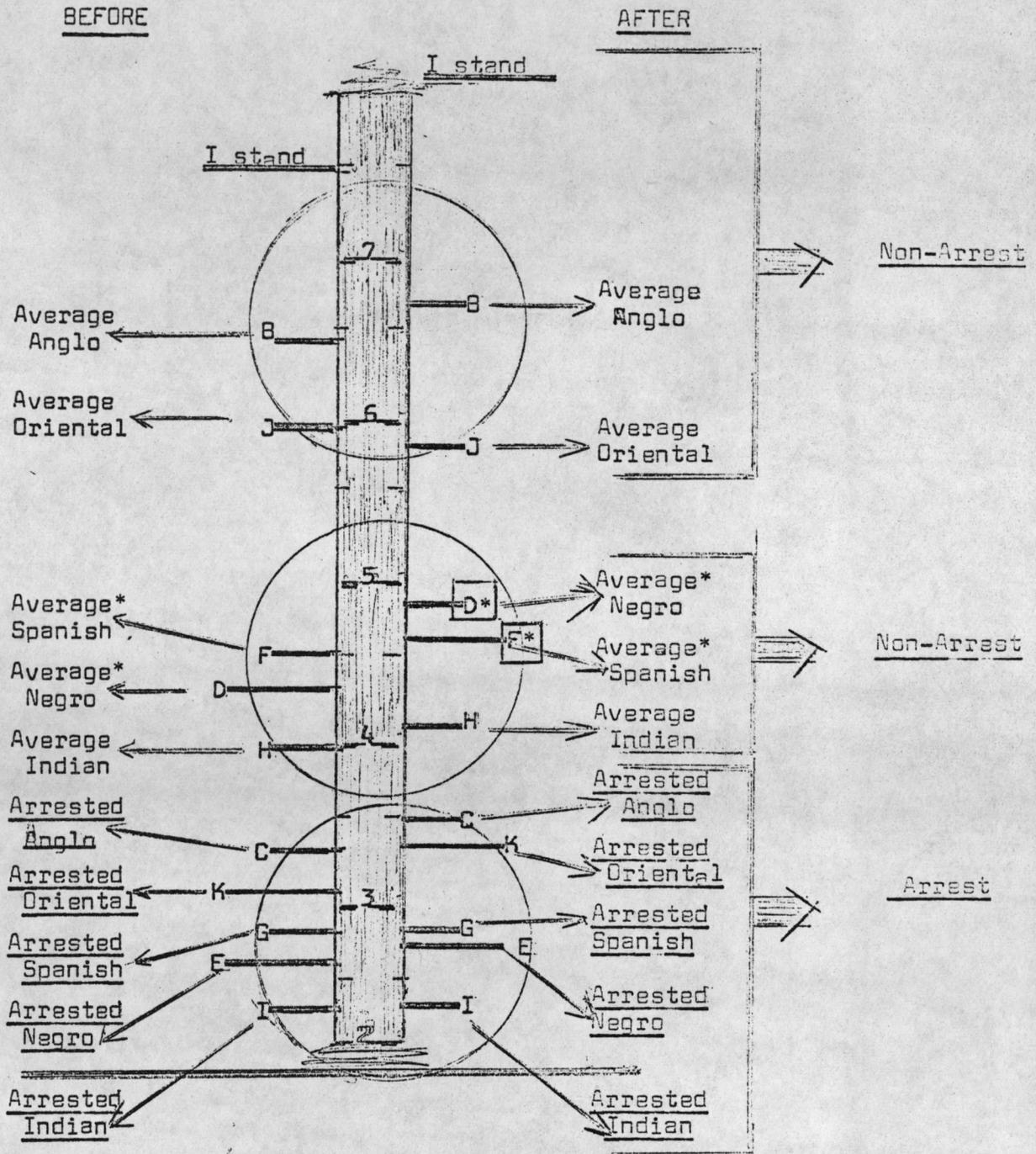
TABLE XI



Relative Life Situations

Seattle II

TABLE XII



Relative Life Situations

SEATTLE III

RESULTS

As anticipated, both before and after training, the participant's life situation was located closer to the "best life" than any other life situation. They considered their own life situation to most closely resemble the "best life". And after the institute, the participant's life situation, relative to all others, was considered to offer even more of the "best life". For example, within all three institutes, the participant's life situation moved higher on the ladder and, as a result, the gap between it and all other life situations was increased.

Within all institutes, before and after training, the average Anglo (white) life situation is considered to offer more of the "best life" than that of any minority group.

Although the life situation of all minority groups was lower on the ladder, the gap between the participant's life situation was considerably larger for particular minority groups. For example, within all institutes, the average Oriental's life situation was located higher on the ladder than was the average Indian's. The participants, therefore, perceived the average Oriental's life situation more like his own.

The combination of minority group membership and arrest widened the gap between participants and minority groups. For example, the gap between the participant and that of the arrested Indian was considerably larger than the gap between the average Indian and the participant. Both before and after training, the arrested Indian was located at the bottom of the ladder within all three institutes.

After the institute, the relative location of some minority group life situations within Seattle I and III had changed. For example, within Seattle I, the life situation of the arrested Anglo moved above that of the Spanish and Indian after training. Within Seattle III, the life situation of the average Black moved above that of the average Spanish. After training, judgments of participants resulted in a reordering of positions within the same location on the ladder.

As the findings show, minimal change occurred after participation. However, it is possible that in addition to a reinforcement effect, other changes also occurred. It seems very likely that participation may have resulted in increased awareness and knowledge about the life situation for various minority groups and the criminal subculture. Other types of change are also a possibility. Whatever changes actually did occur may be more qualitative--more subtle--thus require a different type of measure.

SCHEDULE B - THE CRIME PROBLEM

On Schedule B, participants were asked to rank four sets of items in response to the four questions on the questionnaire. See Appendix A. The four questions directed attention to four different aspects of the overall crime problem

1. *In most communities in the United States, criminal activity is:*
2. *In most communities in the United States, crime is mainly due to:*

3. *In most communities in the United States, the problem of crime can best be solved by:*
4. *In most communities in the United States, the most important obstacle to the solution of the crime problem is:*

When assigning ranks to items, respondents were asked to assign the highest ranks to those items "most close" to their own opinions. The lowest ranks were to be assigned to items "least close" to their opinions. The ranks to be assigned ranged from 1 to 9; the highest rank was 1 and the lowest rank was 9. The questionnaire was completed before and after training.

Since respondents' opinions guided the assignment of ranks to items, changes in the ranks assigned after training were assumed to represent changes in opinions.

The unit of analysis for present purposes is an institute. For this reason the individual rankings on all items were averaged and the mean for each item used as an institute score. Changes in the mean scores before and after represent the climate of opinion characteristic of a particular institute.

The effect of participation on the climate of opinion relating to the crime problem is assessed as the amount of rank change present after participation. Rather than work with the actual mean scores, they were ranked in order of magnitude, and the resulting rank order used instead.

RESULTS

A general question asked of the data is: What was the effect of participation on the assignment of ranks to social versus psychological items relating to the crime problem. The expectation is that after training, the climate of opinion within institutes will have changed and, as a result, social items will be assigned higher rank than was the case before training.

What Was the Effect of Participation on the Assignment of Ranks to Social and Psychological Items Relating to the Problem of Crime?

Training content gives emphasis to social factors and their relationship to the crime problem. The training makes available in a variety of settings, numerous opportunities for observing social conditions such as the effects of labelling by formal officials, the significance of membership in particular racial or ethnic groups, and the discrepancy in community and societal services for different social classes.

The expectation exists therefore that participation will result in increasing awareness of and knowledge about the relationship of social factors to the crime problem. Evidence of this expected change is sought in the ranks assigned after training to items concerning different aspects of the crime problem. If the expected effect has been achieved, the social factors will be assigned higher ranks after training than was the case before. It is assumed that the assignment of different ranks after training reflects a change in

opinions related to the crime problem. On the other hand, psychological factors which traditionally have received most emphasis are not expected to increase in rank after training.

In order to ascertain whether or not this expectation was confirmed, the items for each of the four questions were divided into two groups: (1) items emphasizing social factors or conditions and (2) items emphasizing psychological factors or conditions. Those items which direct attention to conditions, factors, characteristics, and processes external to people were considered social items. With respect to the crime problem, these items refer to the conditions located in the context or environment within which persons live out their lives. For example, social items concerning solutions to the problem of crime are likely to identify changes in the social context within which persons live. As a consequence of these changes in the social context, it is anticipated that a "life of crime" will no longer represent either the only avenue to success or survival or the preferred avenue to success or survival.

Items which direct attention to conditions, factors, and characteristics internal to individuals are considered psychological items. With respect to the problem of crime, these items make reference to such internal states as motivation, future versus present orientation, level of aspiration, and mental health. When psychological features of individuals are used to explain or describe the problem of crime, the causes and solutions to the crime problem are to be found within the individual.

Obviously, an inclusive explanation and/or description of the problem of crime requires both levels of analysis; for example, psychological and sociological. But as the emphasis in this training is on social conditions and their relationship to the crime problem, the items for all questions are considered to identify either psychological or social conditions despite the interdependence of both types of factors within any situation.

For questions one through three, there are five social items and four psychological items, while for question four, there are six social items and three psychological items. For a few of the items, the decision was arbitrary and could have gone either way.

The social and psychological items for each of the questions are listed in Table XIII. A translation of the letters to actual items can be made by referring to Schedule B found in Appendix A.

QUALITATIVE ANALYSIS SUMMARY

In order to understand the findings presented in Tables XIV and XV concerning non-change and decrease in rank assigned social items, the ranks assigned before and after training were reviewed. The following conclusions were reached:

1. In general, decisions not to change rank of social items occurs when the item was assigned a relatively high rank before the institute. It appears that opinions guiding decisions for assignment of these ranks were reinforced during training and, as a result, the same rank was assigned after the institute.

TABLE XIII

Questions	Social Items	Psychological Items	Total Per Question
1	a, c, d, e, i	b, f, g, h	9
2	b, c, d, e, h	a, f, g, i	9
3	a, b, f, g, h	c, d, e, i	9
4	a, b, c, d, f, h	e, g, i	9
Total All Questions	21	15	36

2. In general, decisions to decrease ranks of social items were present when several of the social items (after participation) were reordered and one or two move up or down a rank or two. These new ranks however are generally found in the same location of the overall ranking. For example, an item assigned a rank of 2 before the institute may in the reordering that takes place after training move down to a rank of 3 or 4. Another social item may move up from a rank of 5 to a rank of 3 after training. This suggests that participation may result in greater ability to discriminate among social conditions for those who come to the institute with a deep awareness of social conditions.
3. Particularly for questions one and two, these are "favorite" psychological conditions that participation may have moved around a bit, but for the most part they remained among the top ranking items (frequently assigned a rank of 1, 2, 3). Achievement orientation, personality disorder, and mental disorder, particularly, remained at the top. In fact, the achievement orientation item is the only item assigned a rank of 1 by all sessions both before and after the institute. Participation may disturb these traditional opinions but it does not dislodge them.
4. The overall general impression after reviewing the before/after rankings for these four questions as well as the direction of change is that numerous changes occurred, the great majority of which supported the expectation stated on page 74. The magnitude of the rank change is not answered by these tables but is relatively small. In fact, reviewing the rank changes and their direction, after learning the findings of these tables, the trend toward greater emphasis on social conditions is much more apparent; particularly, since the ambiguity concerning non-change for social items is found to be supportive of the general trend toward more emphasis on social conditions.

TABLE XIV

Average Effect of Participation on Decisions Regarding Ranks
Assigned to Social Items for Each Question Relating to the Crime Problem

Question	Average Proportion of Each Type Decision After Institute for Social Items*			Total	Base N**
	Increase Rank	Decrease Rank	Not to Change Rank		
1	.60	.13	.26	.99	15
2	.53	.13	.33	.99	15
3	.40	.40	.20	1.00	15
4	.38	.28	.33	.99	18

*5 social items for questions 1,2,3
5 social items for question 4 (Total N=63)

**number of decisions per question

TABLE XV

Average Effect of Participation on Decisions Regarding Ranks
Assigned to Psychological Items for Each Question Relating to Crime Problem

Question	Average Proportion of Each Type Decision After Institute for Psychological Items*			Total	Base N**
	Increase Rank	Decrease Rank	Not to Change Rank		
1	.08	.50	.41	.99	12
2	.00	.41	.58	.99	12
3	.08	.00	.91	.99	12
4	.44	.33	.22	.99	9

*4 psychological items for questions 1,2,3
3 psychological items for question 4 (Total N=45)

**number of decisions per question

FINDINGS

Social Items

1. After training, the decision made most often was to increase the rank of social items for questions one, two and four. For example, more than fifty percent of the decisions made for social items in questions one and two were to increase the rank of these items.
2. Participation had most effect on opinions relating to characteristics of crime, question one, and cause of crime, question two, as evidenced by the higher proportion of decisions to increase rank.

However, if decisions not to change rank, same rank before and after training, are the basis on which determination of effect is made, then questions three and one, opinions concerning best solutions to the crime problem and characteristics of criminal activity, demonstrate the strongest effect of participation as they have the lowest proportion of decisions not to change (.20 for question three, .26 for question one).

3. The proportion of decisions to increase and decrease ranks of social items in question three were equal, 40 percent for both types of decisions. This choice may have amounted to a reordering of the social items after training.
4. Twenty to 30 percent of all decisions made for each question resulted in no change in rank assigned; the items were assigned same rank both before and after. The non-change items generally support the expectation of increased concern with social conditions.
5. In general, participation can be said to have an effect on opinions which influence the assignment of ranks to social items relating to the crime problem.

Psychological Items

1. The proportion of decisions to increase the rank assigned to these items was relatively large only for question four (proportion=.44). The effect of participation was then to increase the importance of psychological factors relating to major obstacles to the solution of the crime problem.
2. For all other questions, the largest proportion of decisions made for these items was to either decrease rank or not to change rank.
3. The effect of participation on psychological items was minimal. However, if an item was assigned a relatively high rank before the training, and the decision to reassign the same rank after training resulted in the same high rank, then the effect of participation may have been to reinforce the importance of the psychological factor.
4. In general, the effect of participation on assignment of ranks to psychological items would appear to be minimal.

Participants apparently shifted their views about the importance of certain items. This change is interpreted as showing a slightly increased recognition on the part of the trainees that the influence of social organization in the community and among minority group members is more important in understanding crime than is a comprehension of individual differences.

CHAPTER V

APPENDIX

APPENDIX A

EVALUATION SCHEDULES

-A
-B
-C
-D

3. Pictured below is a series of "ladders", each with 10 steps. Step 10 represents "the best life" and Step 1 represents "the worst life". For each of the following, circle the number of the step you judge to reflect the present situation.

- a. Where I stand at the present time.
- b. Where the average Anglo living in Washington stands.
- c. Where the chronically arrested Anglo in Washington stands.
- d. Where the average Negro living in Washington stands.
- e. Where the chronically arrested Negro in Washington stands.
- f. Where the average Spanish-surname person living in Washington stands.
- g. Where the chronically arrested Spanish-surname person in Washington stands.
- h. Where the average Indian living in Washington stands.
- i. Where the chronically arrested Indian in Washington stands.
- j. Where the average Oriental living in Washington stands.
- k. Where the chronically arrested Oriental in Washington stands.

	<u>A</u> I stand	<u>B</u> Aver. Anglo	<u>C</u> Arrest. Anglo	<u>D</u> Aver. Negro	<u>E</u> Arrest. Negro	<u>F</u> Aver. Spanish	<u>G</u> Arrest. Spanish	<u>H</u> Aver. Indian	<u>I</u> Arrest. Indian	<u>J</u> Aver. Oriental	<u>K</u> Arrest. Oriental
Best Life	10	10	10	10	10	10	10	10	10	10	10
	9	9	9	9	9	9	9	9	9	9	9
	8	8	8	8	8	8	8	8	8	8	8
	7	7	7	7	7	7	7	7	7	7	7
	6	6	6	6	6	6	6	6	6	6	6
	5	5	5	5	5	5	5	5	5	5	5
	4	4	4	4	4	4	4	4	4	4	4
	3	3	3	3	3	3	3	3	3	3	3
	2	2	2	2	2	2	2	2	2	2	2
Worst Life	1	1	1	1	1	1	1	1	1	1	1

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Schedule B

In each of the following questions, read through the whole list of alternatives, then decide which statement is closest to (most representative of) your present opinion. Give that statement a rank of 1, then rank the statement next closest to your own opinion 2, and so on until each statement is ranked from 1--most close to your opinion--through 9. The rank of 9 should correspond to the statement the least close to your own present opinion.

1. In most communities in the United States criminal activity is:
Rank (from 1 to 9).

- a. primarily confined to ethnic minority groups.
- b. confined to people who lack an achievement orientation.
- c. mainly a matter of definition--hardly any person is really not a criminal in the U.S.
- d. a way of life generally acceptable to those who live it.
- e. confined to sub-standard slum districts.
- f. most nearly defined as a mental health problem.
- g. a normal condition which will never be completely eliminated.
- h. a problem of individual cases rather than a "community problem".
- i. increasing more rapidly in the suburbs than in the inner city.

2. In most communities in the United States, crime is mainly due to:
Rank (from 1 to 9).

- a. lack of individual ambition to obey the law.
- b. lack of skills and education.
- c. lack of job opportunities.
- d. discrimination against minority group members.
- e. lack of knowledge of other possible styles of life.
- f. long term family disorder and circumstances.
- g. disturbed personality development in early years.
- h. influence of peers rebelling against accepted values.
- i. genetic makeup of individuals in society.

3. In most communities in the United States, the problem of crime can best be solved by: Rank (from 1 to 9).

- a. developing better education for delinquency prone children in our school system.
- b. providing better vocational training and providing more jobs.
- c. encouraging a greater tolerance of deviance in society.
- d. reducing racial tension and prejudice.
- e. passing stronger laws and enforcing them better.
- f. increasing the number of guidance centers and out-patient services to those in trouble
- g. exposing youth to successful models from their own group and area.
- h. improving community based programs such as probation and parole.
- i. re-organizing correctional agency structures which should handle the problem.

4. In most communities in the United States, the most important obstacle to the solution of the crime problem is:

Rank (from 1 to 9).

- a. community apathy--e.g., it is not a concern of community leadership.
- b. the lack of understanding--most people do not realize the extent or nature of crime in the community.
- c. the lack of money to support projects designed to reduce crime.
- d. the lack of expert knowledge about how to change established patterns of behavior, especially for particular ethnic groups.
- e. resistance to change by those satisfied to stay the way they are now.
- f. the increasing mobility of populations resulting in a breakdown of the traditional community.
- g. the expectation that people can go straight regardless of their past or present circumstances.
- h. obsolete or backward correctional agency structures.
- i. breakdown of traditional family structure.

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Schedule C

For each of the following statements, there are four positions which persons may hold: agree, disagree, strongly agree, strongly disagree. Please circle the item which most closely expressed your feeling about each statement.

1. The rules set up by my agency give me all the freedom I need to do my job well.
Strongly Agree Agree Disagree Strongly Disagree
2. If I followed all of the rules, I really would not be able to get as much accomplished as possible.
Strongly Agree Agree Disagree Strongly Disagree
3. People can innovate and try very different things in my office without rocking the boat.
Strongly Agree Agree Disagree Strongly Disagree
4. If I cut corners at my office, I would get more results for the people who need help.
Strongly Agree Agree Disagree Strongly Disagree
5. People who work in bureaucracies have lots of power and they know how to take advantage of their position.
Strongly Agree Agree Disagree Strongly Disagree
6. If I really did my job well, I would have to be very careful not to alienate some of my colleagues.
Strongly Agree Agree Disagree Strongly Disagree
7. It is only reasonable to ask your boss before you go out on any limbs.
Strongly Agree Agree Disagree Strongly Disagree
8. Most people who work in bureaucracies wind up being a slave to them.
Strongly Agree Agree Disagree Strongly Disagree
9. In the long run it is better to try and keep a guy in jail than to try to place him again and again on parole or probation.
Strongly Agree Agree Disagree Strongly Disagree

10. Rules are usually a big help to people who want to be fair and do their job well.
- Strongly Agree Agree Disagree Strongly Disagree
11. Most people who come for help should not be spoonfed.
- Strongly Agree Agree Disagree Strongly Disagree
12. The best thing is to do as little as possible for guys on probation or parole and let them take some initiative to keep out of trouble.
- Strongly Agree Agree Disagree Strongly Disagree
13. A correctional worker should not become too friendly with offenders in his care.
- Strongly Agree Agree Disagree Strongly Disagree
14. A person who wants to do his job well has to take chances and stick his neck out.
- Strongly Agree Agree Disagree Strongly Disagree
15. It is not my job to push for the implementation of new, innovative programs: people more qualified than I am are paid to do that full time.
- Strongly Agree Agree Disagree Strongly Disagree

DEPARTMENT OF INSTITUTIONS
COMMUNITY RESOURCES TRAINING INSTITUTE

Schedule D

INSTRUCTIONS:

- a. Please answer all questions.
- b. Comment on any questions where you wish to elaborate or explain your answer in more detail.

The information obtained will help in planning better Institutes here and elsewhere.

1. What do you feel were the main objectives of the Institute?

2. Were these objectives achieved, or not? Yes _____ No _____
Please explain.

3. Do you feel that your commitment to work in programs committed to
offenders has increased, decreased, or remained unchanged? Please explain.

4. Announcements and directions were clear and easy to follow.
Yes _____ No _____
5. When you first came to the Institute, did you have well-formulated learning objectives? Yes _____ No _____. (If yes, state them here.) _____

6. I could have participated more actively. Yes _____ No _____
7. I would like to have had more time spent in _____.
8. In the total picture, I think everyone accepted everyone else and made them feel comfortable. Yes _____ No _____
9. There was too much time pressure. Yes _____ No _____
10. Most people in the group changed their attitudes and behavior and became more knowledgeable during the Institute. Yes _____ No _____
11. I learned many things which will be helpful in my work relationships with the offenders. Yes _____ No _____
Also fellow employees. Yes _____ No _____
12. My most significant learning occurred during, or as a result of:
____ lecture sessions
____ informal discussions with other participants
____ field observations
____ demonstrations with basic instructors
____ other (specify) _____

13. Discussion with other participants outside the formal groups was beneficial to me. Yes _____ No _____
14. There should have been more planned recreation. Yes _____ No _____
15. The Institute faculty was well chosen for the job. Yes _____ No _____
Any comments? _____
16. To much time was spent in _____.
17. The pressure of time was conducive to the learning situation.
Yes _____ No _____
18. People improved their awareness of the problems of the disadvantaged.
Yes _____ No _____
19. There was enough time to discuss with others outside of formal groups.
Yes _____ No _____
20. I think I gained knowledge but without much change in my attitude or behavior. Yes _____ No _____
21. Most of my learning resulted from _____

22. Inadequate use was made of _____

23. The Institute started a change in my attitude toward others.
 Yes _____ No _____
24. If I were to plan another such Institute, I would give more time to the
 (choose one or two)
 _____ lecture sessions
 _____ informal discussion
 _____ field observations
 _____ demonstrations with basic instructors
 _____ other (specify) _____

25. Were the physical facilities satisfactory? Yes _____ No _____
 If no, why? _____
26. I participated in all activities as well as I could have.
 Yes _____ No _____
27. I felt more "take home" material could have been given in the Institute.
 Yes _____ No _____
28. The various parts of the Institute seemed related to each other.
 Yes _____ No _____
29. I would like to attend a more advanced Institute of this type.
 Yes _____ No _____
30. To improve future Institutes, I would suggest: _____

33. I think the most helpful thing for me to continue my training would be

APPENDIX B

DAILY LOG

DEPARTMENT OF INSTITUTIONS
COMMUNITY RESOURCES TRAINING INSTITUTE

NAME _____

DATE _____

	DESCRIPTION OF ACTIVITY	PERSONS INVOLVED	COMMENTS
SESSION A			
SESSION B			
	LUNCH		
SESSION C			
SESSION D			
SMALL GROUPS			
GROUP NUMBER _____			
	DINNER		
EVENING			

1. What particular ideas of those presented today, would I like to see implemented in my own program? (Please note ideas regardless of source, but be sure to mention source.)

2. What did I think of today's activities?

APPENDIX C

DAILY BUDGET SHEET

COMMUNITY RESOURCES TRAINING INSTITUTE

BUDGET SHEET

	Monday	Tuesday	Wednesday	Thursday	Friday	Weekly Total
EXPENDITURE						
MEALS						
LODGING						
TRANSPORTATION						
MISCELLANEOUS (please itemize)						
Daily Total						

APPENDIX D

PARTICIPANT OBSERVATION WORKSHEET
ESCAPE, CRISIS AND LEARNING IN
THE COMMUNITY

COMMUNITY RESOURCES TRAINING INSTITUTE

ESCAPE, CRISIS, AND LEARNING IN THE COMMUNITY

INSTRUCTIONS: During this training exercise, you are asked to make written responses to the following questions as you become a participant-observer. Try to discover through observation, answers to these questions.

NAME OF PROGRAM _____

I. PURPOSE

A. What are goals and objectives of the program?

B. What areas of concern are dealt with in the program?

C. How is this program related to crime and delinquency in Seattle?

II. PARTICIPANTS

A. Who are the recipients of the program's services?

B. How are they recruited or selected?

.....

.....

.....

C. Is participation representative of the potential client population? Explain: _____

.....

.....

III. PROGRAM

A. What program activities impress you most? Explain:

.....

.....

.....

B. Do you see obstacles to delivery of services to clients? If yes, explain: _____

.....

.....

C. Evaluate the program effectiveness:

.....

.....

D. How did you get answers and impressions about the program?

.....

.....

.....

ADDITIONAL COMMENTS:

.....

.....

APPENDIX E

INSTRUCTIONS FOR WRITING NARRATIVES

INSTRUCTIONS FOR STUDENT REPORTS

RATIONALE: Each of you will have unique experiences during the field placements. In order to maximize our learning opportunity, please prepare a brief report for distribution to fellow trainees. One page is usually sufficient. Please use the ditto master supplied. Remove the separator page (tan) and write firmly on the white master with a pencil or ball point pen. Put your name and the placement in the upper right-hand corner. Please leave, at least, a one-inch margin around the perimeter of the master.

Please give the following information in three parts:

1. Brief chronological description
2. Brief narrative of journalistic description
3. Statement of the meaning or significance of the experience to you.

Please be prepared to hand this report in to your group leader or the secretary with your daily log.

Taste of Skid Road

Each of us assumed a role that would give us a handicap similar to that of most of the people on the streets. I decided to be a two-time loser—auto theft and armed robbery. Since I am just 30, stand about 6 feet 5 and weigh over 200 pounds and have the jaw to match, all I have to do is forget to shave for a couple of days to pass muster in any police line-up. Dressed in ragged Levis, hunting boots, an ancient sweatshirt, and an old Navy foul-weather jacket, I set out to find a job.

My first stop, at the state employment agency, was a nice illustration of what the institute means about reforming and loosening up the institutions and bureaucracy. There were 7 or 8 lines of 15 or 20 people each, and I stood in one for about 30 minutes only to find that they were people collecting unemployment compensation, again due primarily to the Boeing layoffs. "Around the other side of the building," the girl told me.

Again in line and finally I got to the counter. "Are you familiar with our computerized classification of jobs?" the girl asked me. They have them categorized in computer print-outs. I filled out the job-history form, neglecting the prison record. I figured most guys wouldn't put that down at this point, that they'd bring it out later after making some sort of in-road.



—John Peterson

Computerized print-outs. Beautiful. There were jobs for women, cocktail waitresses, bar maids, beauticians. One for a male hair dresser. For heavy machinery operators. Tool and die men. Marine architects. The only one I was qualified for was cook. The employment agency definitely is for the skilled.

Qualified for Cook?

I was told to wait for a job counselor, so I cooled it for better than an hour. "John Peterson?" someone called. She was prim and prissy, middle-aged. She led me down an aisle past desks occupied by other counselors and interviewees. We sat at her desk. "Are you qualified to be a cook?" she asked. "I've done some fancy short-order cooking." She looked at a card. "There's only one cooking job open," she frowned. "But that's at one of the fanciest places in town. You couldn't possibly hold that job there." "Why not?" I asked. She gave me a look that said that if I didn't know, there was no way she could tell me. "What can I do?" I asked. "You can look through the computer print-outs." "I've done that." She "flashed the teeth," as skid road describes the official, bureaucratic smile, and turned away. The whole thing took less than two minutes.

So—I hit the streets. The employment office is in a pleasant, blue-collar neighborhood away from downtown, and I stopped in all the bars, cafes, dry cleaners, and filling stations. No one was hiring, but one filling station operator asked me about my experience. I had worked in a service station in high school and I could pump gas, change oil, and grease a car.

"That's fine," he said. "Wouldn't have to break you in cold. Come around in a few days and I might have something." We chatted for a bit and he seemed friendly, about 35 or 40 years old, and looked and talked like a Southerner. I finally told him I'd been in trouble and asked what difference it would make. "Well, we'd have to talk about it," he conceded. "But I understand that people make mistakes."

In a short-order cafe I talked to a little, old woman, a grandmother type with gray hair in a net, steel-rim glasses, kind of heavy set. She had just hired someone that morning. We talked and I told her that I'd been in some trouble. She wanted to know how long I'd been out of jail. "Just got out," I said. "Do you want to go straight?" "Sure." "Well, you have to start some place. Come around when I've got another opening and I'll hire you."

'Get Moving,' He Said

I was tired and cold, so I went into the lobby of the Grosvenor Hotel, which is a few cuts above the Frye. The bell man was about 50 with plastered-down black hair, and the kind of guy who throws every little bit of authority he's got around. "Get moving," he ordered.

"Why don't those people go to work and make something of themselves?" I've heard a lot of people ask. But I wanted to work and was having no more success than thousands of other men who are high-risk prospects because of their prison records and lack of training. They're the ones who panhandle, steal, and sleep with the lice in the free church missions.

If you can't work there are other ways to get money on skid road. Bruce Johnson, the chairman of the state parole board, and I hit the street together the next day. Without a penny, our goal that day was to somehow accumulate enough money to make it past the week end. "The people here have accumulated a great deal of experience in merely surviving," Langston Tabor, the institute's

co-ordinator, told us, "You might try to find out what it takes to get by on nothing."

A Story at Welfare

First stop was the state's casual employment office. Nothing. A well-soused former railroad worker set us straight. "Panhandling's the only way." But an elderly black man, equally intoxicated, had a more sophisticated suggestion—the welfare office. "Tell them you were just laid off your job. You have a wife and two kids and no food. They'll give you \$28 worth of food stamps for 50 cents and you can sell 'em for \$20." When we reached the welfare office the man said we'd have to come back the next day. "We've got five rooms jammed with people like you two."

Every night after days like this I had trouble falling asleep, but the reason wasn't the unfamiliar skid road neighborhood or my grimy room. "Sensory depression, too many rapid realizations," in William Adam's words. He grinned when he said it and for good reason. It meant the program was making an impact.

What the final result is remains to be seen. But it made an impression on Bruce Johnson, the state parole chairman. "I've been to so many of these week-long training sessions that merely rehash the same things that I was quite skeptical this would be different," he said. "But this is what we need."

Since nearly 300 officials whose jobs bear on the people around the Frye Hotel go through this program each year, it seems reasonable to assume that there may be some change, some sort of "creative bureaucracy" that the institute's designers are talking about.

Why not? They use shock therapy on individuals, why not on institutions? Certainly no one who has lived the life for a week on skid road, even with the comforting assurance that he will return to his middle-class life at the end of it, can ever view that life—or the people who don't share it—quite the same way again.

—JOHN PETERSON

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