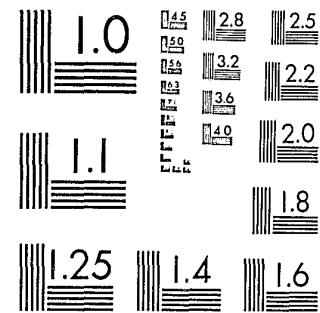


National Criminal Justice Reference Service



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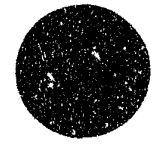
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National Institute of Justice
United States Department of Justice
Washington, D. C. 20531

1/11/84

MF-1



National Education-Training Program

Teaching Module Booklets

*Resource
for*

Police and Criminal Justice Volunteerism

- 12 -

83357

Funded by:

*L.E.E.A.-O.C.J.E.T.
The W.K. Kellogg Foundation*

*The Public Welfare Foundation
The Ford Motor Co. Fund*

*V.S.P. N.C.J.D.
1980-1981*

A DIVISION OF THE
NATIONAL COUNCIL ON CRIME AND DELINQUENCY

200 WASHINGTON SQUARE PLAZA ROYAL OAK, MICHIGAN 48067 (313) 398-8550

NCJRS

KEITH J. LEENHOUTS, Director
Municipal - District Court Judge, 1959-1969

MAY 7 1982

March, 1981

TO: Professors of Juvenile and Criminal Justice.
Professors of Sociology, Psychology, etc.
teaching juvenile and criminal justice courses.
Professors, Trainers and others conducting training
for juvenile and criminal justice volunteer programs.

FROM: The Curriculum Development Committee: Dr. Vernon Fox,
Professor G. LaMarr Howard, Dr. Gordon Misner, Mrs.
Marcia Penn, Dr. Ernest L.V. Shelley, Judge Keith J.
Leenhouts, Project Coordinator and Ms. Vera I. Snyder,
Associate Project Coordinator

During the past decade there has been a proliferation of information
about volunteering. For those professionals interested, we are pleased
to provide you with curriculum materials to assist you in teaching and
developing classes or courses in juvenile and criminal justice volun-
teerism and juvenile and criminal justice general curriculum.

We have given much time and thought to this project since we are con-
vinced volunteerism is one of the best, if not the best, development
in juvenile and criminal justice programs during the last two decades.
Volunteers, working under careful and intelligent supervision, reduce
recidivism by greatly increasing effective rehabilitative services.

These materials have been prepared, compiled, printed and distributed
with funds from a grant from the Law Enforcement Assistance Administra-
tion Office of Criminal Justice Education and Training*, The Public
Welfare Foundation, the Ford Motor Company Fund and the W. K. Kellogg
Foundation. Special gratitude is extended to Dr. J. Price Foster,
Davis Haines, Leo J. Brennan, Jr., Dr. Peter R. Ellis and Professor
Thomas O. Johnson of Asbury College.

We do suggest broad flexibility in the use of these teaching module
booklets. The Teachers Outline, suggested Questions and Answers,
Learning Exercises, Bibliographies and Content Pages are to be used
by you in any and every way they will be most helpful. Please feel
free to be creative, imaginative and utilize the materials in a
manner which will best suit you. The same is true of the resource
packets, modules numbered eleven and twelve.

We feel volunteerism has a very legitimate and important place in
juvenile and criminal justice curriculum. We hope you agree and
fine these resources helpful.

Please let us know if we can be of any further assistance. We wish
you the best in your classes and courses on this most vital, crucial
and critical subject.

*Grant No. #79-DF-AX-0132. The contents do not necessarily
reflect the views and policies of LEAA.

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U.S. Department of Justice
National Institute of Justice

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Nat'l Council on Crime & Delinquency
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NATIONAL EDUCATION-TRAINING BOOKLET
(Resource Booklet for Juvenile and
Criminal Justice Volunteerism

One of twelve teaching module booklets to assist Professors to teach classes and/or courses on juvenile and criminal justice volunteerism.

Written and Compiled by:

Dr. Vernon Fox, Florida State University--Founder of Southern Corrections Conference
Professor G. LaMarr Howard, Georgia State University--Former Director of Volunteers, Fulton County Juvenile Court (Georgia)
Dr. Gordon Misner, University of Illinois at Chicago Circle--Former President of Academy of Criminal Justice Sciences
Mrs. Marcia Penn, PM Consultant--Former Director of the Governor's Office on Volunteerism (Virginia)
Dr. Ernest L.V. Shelley, Olivet College, Michigan--Former Director of Treatment, Michigan Department of Corrections
Judge Keith J. Leenhouts, Project Coordinator--Royal Oak Municipal Judge, 1959-1969, Director of VIP Division* of the National Council on Crime and Delinquency
Ms. Vera L. Snyder, Associate Project Coordinator, Administrative Associate of VIP Division of the National Council on Crime and Delinquency

Complete List of Teaching Module Booklets Available:

- 1) History of Volunteers in Juvenile and Criminal Justice
- 2) Value Base of Juvenile and Criminal Justice Volunteerism
- 3) Volunteer Resource Development
- 4) Management and Administration of Volunteer Programs in Juvenile and Criminal Justice
- 5) Dynamics of Individual and Group Counseling by Volunteers
- 6) Many Uses of Volunteers in Juvenile and Criminal Justice
- 7) Volunteers in Juvenile Diversion, Probation, Detention, Institutions and Alternatives
- 8) Volunteers and Adult Misdemeanant Courts
- 9) Volunteers with the Adult Felon
- 10) Issues, Trends and Directions for Juvenile and Criminal Justice Volunteerism in the 1980's
- 11) Corrections Volunteer Information Portfolio (Resource Booklet)
- 12) NATIONAL EDUCATION-TRAINING PROGRAM (Resource Booklet for Juvenile and Criminal Justice Volunteerism)

Additional copies of student material (blue pages) may be photocopied or ordered from VIP-NCCD, 200 Washington Square Plaza, Royal Oak, Michigan 48067. Copies ordered from VIP-NCCD will be printed and bound similar to this booklet (at cost). Additional copies of the complete teaching module booklets are available at cost.

*Volunteers in Prevention, Prosecution, Probation, Prison, Parole

NATIONAL EDUCATION - TRAINING PROGRAM



For

Colleges-Professionals-Citizens

W. K. KELLOGG FOUNDATION - VIP-NCCD - UNIVERSITY OF ALABAMA

VOLUNTEERS IN PREVENTION PROSECUTION PROBATION PRISON PAROLE

NATIONAL COUNCIL ON CRIME AND DELINQUENCY



200 WASHINGTON SQUARE PLAZA • ROYAL OAK, MICHIGAN 48067 • (313) 398-8550

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Municipal - District Court Judge, 1959-1969

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ROBERT C. MOFFITT
Executive Director,
Farmers, Inc.
Denver, Colorado

VOLUNTEERS
IN
PREVENTION

VOLUNTEERS
IN
PROSECUTION

VOLUNTEERS
IN
PROBATION

VOLUNTEERS
IN
PRISON

VOLUNTEERS
IN
PAROLE

NATIONAL EDUCATION-TRAINING PROGRAM
FOR
COLLEGES - PROFESSIONALS - CITIZENS

COLLEGES

To inform, inspire and instill in hundreds of thousands of college students a long-term commitment to the volunteer court-corrections movement. It is our greatest hope and major weapon in the war against crime. To assist Professors and Practitioners teaching part-time to so do.

PROFESSIONALS

To train Probation Officers, Parole Officers, Judges, Coordinators of Volunteers, Wardens and other professionals to work effectively with volunteers...our only hope for sufficient people-power to stem the tide of crime.

CITIZENS

To give to Practitioners of the movement and Professors an effective and inspiring way to inform, inspire and enlist citizens and to train them to be involved in volunteerism in juvenile and criminal justice.

A W. K. KELLOGG FOUNDATION GRANT PROJECT

Judge Keith J. Leenhouts
Project Director

Vera I. Snyder
Administrative Associate

Dr. Robert T. Sigler
Consultant

Dr. Peter Ellis
W. K. Kellogg Foundation

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NOTE: As of March, 1980, VIP-NCCD assigned N.E.T.P. to THE NATIONAL ASSOCIATION ON VOLUNTEERS IN CRIMINAL JUSTICE. Requests will be processed by VIP-NCCD in cooperation with NAVCJ.

SEE LAST TWO PAGES
FOR LOAN AND PURCHASE
FORMS

GOALS AND PHILOSOPHIES

The Goals of the NATIONAL EDUCATION-TRAINING PROGRAM for Colleges-Professionals-Citizens (NETP) are:

- 1) To serve courts, jails, prisons and juvenile institutions now utilizing volunteers and professionals by:
 - a) Providing pre- and in-service training tools and techniques for volunteers and professionals using volunteers.
 - b) To inform and inspire hundreds of thousands of college students who, with a long-term commitment, will insure a continuous flow of professionals and volunteers in sufficient quality and quantity to meet the challenges and opportunities of the future.
- 2) To assist citizens and professionals to establish and maintain professional-volunteer programs in criminal justice where such programs do not now presently exist.
- 3) To serve the volunteer court-corrections movement which in its two decades, 1960-1980, proved to be the greatest single weapon we have in the war against crime.

Sometime ago we at VIP-NCCD heard a speaker who has followed the volunteer court-corrections movement since its rebirth in the late 1950's and early 1960's say, "Volunteerism in courts and corrections goes in a cycle. The cycle is at a peak now. It will soon go down." We at VIP-NCCD believe that people control cycles....cycles do not control people.

The volunteer court-corrections movement is right, good and effective. Recidivism has been reduced, empty lives have fulfilled their potential through the volunteer court-corrections movement. Great things happen when we have the people-power through voluntarism to give intense, intelligent and individualized services in criminal justice preventive and rehabilitative programs. With a steady flow of new professionals and volunteers who have a long-term commitment to the movement, with a constant upgrading of existing programs through pre- and in-service training, with citizens and professionals who are willing to begin new programs, the movement will continue to serve well for many years to come.

We hope you will join NETP in the way that is most appropriate for you. The movement must continue to expand, improve and serve. It is our best weapon in the war against crime. Work like your life depends upon it.....because it does.

INTRODUCTION TO THE NATIONAL EDUCATION-TRAINING PROGRAM

Welcome to the NATIONAL EDUCATION-TRAINING PROGRAM for Colleges-Professionals-Citizens (NETP! You are about to become part of a truly exciting program to train citizens to become part of the volunteer court-corrections movement. Through this session you will be well equipped to take the teaching tools we offer back to your community to teach college students and other citizens how they can become part of this movement which CHALLENGES AND CHANGES THE CRIMINAL JUSTICE SYSTEM!

While we are concerned about what college students do during their student years, we are even more concerned about what they do during the forty or more years after graduation. (We should remember that two of the finest volunteer programs in courts and corrections were instituted by college students. PARTNERS and EXPEDITIONS OF NORTH AMERICA were begun by Bob Moffitt and Fred Ress while they were students.

The Video-Cassettes you will see.....and use.....are an integral part of our NETP. They provide a most effective method of exposing citizens and students to the mechanics, problems and possibilities in the criminal justice system today. Vital information on juvenile and adult justice, and other information is communicated in a simple and direct way via a color television set and a video-cassette player. (Most colleges and universities have an Audio-Visual Department with this type of equipment).

The cassettes themselves are in a variety of formats...interviews, films, lectures and panel discussions. They are done by prominent people who have many different areas of expertise. Selective use of these cassettes in addition to face-to-face discussion sessions with the students by yourself and other local practitioners and carefully planned field trips for the students can result in a very meaningful course. We say "selective use" of the cassettes, since we feel that each of you may want a different set of the cassettes based on your personal area of expertise, your local situation and the particular focus you want your courses or sessions to take. Selective also since you may want to show specific portions of any/or all cassettes.

We hope that everyone who uses the cassettes in training or in courses will remember that the cassettes like a hammer are only a tool. We do not lay a hammer next to a pile of lumber and return a few days later and see a completed building. In like manner, you do not simply turn on the cassettes, come back some hours later and tell the students or trainees they are educated or trained. With the hammer, a good carpenter is essential. With the cassettes, a good educator is critical.

SUGGESTED USES OF THE VIDEO-CASSETTES

In order to provide you, the instructor, with as much assistance as possible, we include a number of suggestions to help you conduct your class in an interesting and exciting manner. (Please keep in mind these are only suggestions).

- 1) Plan A Class Outline complete with syllabus to hand to the class to allow for prior introductory reading by the students and effective field trips which occur where the student can gain the most from the experiences.
- 2) Pass Flow Outlines to the class of each cassette you present to encourage note-taking. VIP-NCCD discovered that when we had a written flow of the cassette in front of us, we were able to grasp the information more readily.
- 3) Encourage On-Going Feedback from the class about what they would like to do. For example, certain group activities (such as the game "Star Power") as well as additional areas not covered by the cassettes have been suggested by the class and implemented.
- 4) Use The Video-Cassettes Most Effectively. Video-cassettes offer more flexibility and possibilities than films. The cassettes may be stopped whenever appropriate

to discuss certain points or emphasize a key statement. They may be rewound and repeated and it is easy to start in the middle of a video cassette or to stop it prior to the end. In this way you can show what you feel are the most important parts of a particular cassette. By simply using the "fast forward" mechanism on the player, you may move quickly to certain key spots. With planning, the classroom can become an exciting arena of ideas rather than a living room T.V. watching session.

- 5) Use Questions To Bring Out Key Points. Discussion stimulants are included in each video-cassette write-up. They try to reinforce important points made in the cassettes and highlight current issues (especially true in the films). As you view each cassette, we suggest you think of how you might use all or portions of it in your own class. Undoubtedly, you will think of other questions and it might be an idea to jot them down during this session.
- 6) Most of All, Make This An "Action Oriented" Class. The goal is for the students to become a vital part of the court-corrections volunteer movement, either as volunteers or as professionals working with volunteers. Therefore, we suggest you have opportunities available to allow the students to become involved immediately if they choose. At the UNIVERSITY OF MICHIGAN, (as an example) "OPERATION PLUG-IN" was implemented to encourage this immediate participation.....with significant results.

ADDITIONAL TOOLS AVAILABLE

As we have tried to indicate, the cassettes are only one of a number of tools at your disposal. FIELD TRIPS to courts and different institutional settings in your community have proven to be very successful, also, some over-night jail experiences have been used. We believe an appropriate text can also be an effective tool. Some books we believe you should consider are:

- | | |
|---------------------------------------|--------------------------------------|
| 1) NATION WITHOUT PRISONS** | 7) BREAKING INTO PRISONS |
| 2) FIRST OFFENDER | 8) VOLUNTEER PROGRAMS IN COURTS |
| 3) THE RED BARN | 9) COMMUNITY CRIME PREVENTION |
| 4) USING VOLUNTEERS IN COURT SETTINGS | 10) JAIL HOUSE BLUES |
| 5) LEAA STANDARDS | 11) THE NEW JUSTICE FOR CHILDREN |
| 6) CRIME OF PUNISHMENT | AND FAMILIES (STORY OF CAMP OAKLAND) |

These add an important academic framework for the class as well as giving each student a chance to explore these ideas on his own time away from the class.

Obviously, the most important part of the course, is the professor or teacher. Your experiences in the field of criminal justice will prove an invaluable resource in discussions as well as the cassette presentations and will prove to be the backbone of an exciting class for your students.

We hope the cassettes, readings, etc., provide a solid spring-board for the real learning that comes from discussion and sharing of ideas.....and the FIELD TRIP experiences. Your class, in addition to influencing the students perceptions on the criminal justice system and encouraging them to volunteer, may influence their career goals.

Other resources are being developed by the NATIONAL EDUCATION-TRAINING PROGRAM in addition to those listed and described herein and are described elsewhere in this manual. Contact us for further information relative to these additional resources.

If there is any way our organization can be of service to you, please contact us at the address listed below:

Judge Keith J. Leenhouts, Director - VIP DIVISION of N.C.C.D.
200 Washington Square Plaza - Royal Oak, Michigan 48067
(313) 398-8550

** Only suggested text book which is not available at low cost. However, permission has been granted to reproduce at low cost.

NATIONAL EDUCATION-TRAINING PROGRAM
FOR
COLLEGES-PROFESSIONALS-CITIZENS
(NETP)

FOR SALE OR LOAN

We are pleased to announce the availability of a series of audio-visual (TV) cassettes which are of great assistance to the volunteer court-corrections movement.

Sets of cassettes are now available for purchase through the VIP-DIVISION OF N.C.C.D. The total price for a complete set of thirty four (34) cassettes is at cost. You will note the cassettes are being processed in sixty (60) minute cassettes only. We did this to save you money, help you stretch your budget funds and to offer more for less. The cassettes can also be purchased individually, you do not have to order a complete set. The cost for any one 60 minute cassette is at cost. (See Purchase Order Form on Page 99 and Loan Form on Page 98).

The cassettes are loaned by VIP-NCCD, Royal Oak for a small postage and handling fee or they can be purchased from the VIP Division of NCCD. (See the address at the end of this cassette listing).

The Cassette Listing is as follows:

Note: Each cassette is designed to be shown in either 30 or 60 minute segments.

Cassette No. - Title, Speaker and Subject

- | | |
|-----------|--|
| 1 | COURSE INTRODUCTION- Judge Keith J. Leenhouts
Part 1 Ends at Counter #546 - 30.35 Minutes |
| 2 & 3** | JOB THERAPY, INC. - Richard Simmons (Volunteers In Prisons/
Parole)
HISTORY OF PRISONS - Richard Simmons
Two Thirty Minute Presentations |
| 4 & 6** | CONCERNS IN CRIMINAL JUSTICE - Milton G. Rector (An Overview)
PARTNERS, INC. - Robert Moffitt (Volunteer Juvenile Program--
includes a Personal Experience)--Two Thirty Minute Presentations |
| 5 | JUVENILE COURT VOLUNTEER PROGRAM - Judge Eugene A. Moore
(Oakland County, Michigan)
Part 1 Ends at Counter #574 - 32 Minutes |
| 7 | TRAINING & SUPERVISION - Robert Moffitt, (Partners, Inc.)
Part 1 Ends at Counter #522 - 28.43 Minutes |
| 8 | PARTNERS, INC. - PHILOSOPHY AND SPIRIT - Robert Moffitt
Part 1 Ends at Counter #513 - 26.54 Minutes |
| 9 | MANAGEMENT & FUNDING - Robert Moffitt (Partners, Inc.)
Part 1 Ends at Counter #518 - 27.50 Minutes |
| 10 | EXPEDITIONS PROGRAM - Frederick Ress (Alternative to Juvenile
Incarceration - Includes Film, "Becoming Brothers")
Part 1 Ends at Counter #560 - 30.50 Minutes |
| 11a | EXPEDITIONS PROGRAM - Frederick Ress (Questions & Answers) |
| b | SIX MONTH EXPEDITION TRIP - Frederick Ress (Includes Short Film)
Two Thirty Minute Presentations |
| 12 & 44** | A PERSONAL HISTORY - Robert Groves (Alcohol and Drug Addiction
Center)
IT TAKES A LOT OF HELP - A Film (Drugs) |

CASSETTE LISTING (Continued)

Cassette No.	Title, Speaker and Subject
13a	ALCOHOL AND DRUG ADDICTION CENTER - Robert Groves (Questions and Answers)
b	GRADUATION DAY - A Film (Juvenile Probation) Two Thirty Minute Presentations
14	DRUGS - Dr. Arthur W. Jalkanen Part 1 Ends at Counter #503--26 Minutes
15 & 32**	COURTS AS THEY ARE TODAY - Judge Keith J. Leenhouts (An Overview) COLLEGE STUDENTS FIELD TRIP EXPERIENCES - Kathy and Dan (A Discussion of Experiences Relative to a Course at Central Michigan University) Two Thirty Minute Presentations
16 & 17**	PRE-SENTENCE INVESTIGATIONS - Judge Keith J. Leenhouts (Using Volunteers in PSI) DIVERSION - Judge Keith J. Leenhouts Two Thirty Minute Presentations
18a	MECHANICS OF VOLUNTEER PROGRAMS - Judge Keith J. Leenhouts
b	MANY USES OF VOLUNTEERS - Judge Keith J. Leenhouts Two Thirty Minute Presentations
19a	TIME FOR DECISION - A Film (Alcohol)
b	WHAT IS YOUR RELATIONSHIP - A Slide Presentation Two Thirty Minute Presentations
20a	ONE PLUS ONE EQUALS MANY MORE - A Slide Presentation
b	COMMUNITY PRE-SENTENCE PROGRAM - A Slide Presentation Two Thirty Minute Presentations
21 & 22**	CRIME AND CORRECTIONS - John C. Stoeckel (Includes Slide Presentation) ONE PLUS ONE EQUALS MANY MORE - John C. Stoeckel (One-To-One Volunteers--Comments on Slide Presentation) Two Thirty Minute Presentations
23 & 24**	VOLUNTEER PRE-SENTENCE PROGRAM - John C. Stoeckel (Hennepin County, Minnesota) ADMINISTRATION AND COORDINATION - John C. Stoeckel Two Thirty Minute Presentations
25 & 26**	VOLUNTEERS IN INSTITUTIONS - Dr. Ernest L.V. Shelley DYNAMICS OF THE ONE-TO-ONE VOLUNTEER - Dr. Ernest L.V. Shelley Two Thirty Minute Presentations
27 & 28**	GROUP COUNSELING - Dr. Ernest L.V. Shelley RESEARCH & EVALUATION - Dr. Ernest L.V. Shelley
29	TRAINING AND COUNSELING TECHNIQUES - Dr. Ernest L.V. Shelley Part 1 Ends at Counter #554--30 Minutes
30 & 41**	PERSONAL HISTORY-EXPERIENCES IN PRISON - James Spivey ROLE OF VOLUNTEER COORDINATOR - Donald Amboyer Two Thirty Minute Presentations
31	MINORITIES AND CRIMINAL JUSTICE - Rev. Archie Rich, James Spivey, and Mrs. Clara Rich (A Panel Discussion) Part 1 Ends at Counter #548--30.45 Minutes
33	A VOLUNTEER'S STORY - W. Peter Kramer Part 1 Ends at Counter #557--30.05 Minutes
34	A VOLUNTEER & WOMEN'S DIVISION COORDINATOR - Barbara Kerby Part 1 Ends at Counter #537--30 Minutes
35	A PROBATIONER - Bob (A Case Study) Part 1 Ends at Counter #474--25.15 Minutes

CASSETTE LISTING (Continued)

Cassette No.	Title, Speaker and Subject
36	STUDENT VOLUNTEERS--COLLEGE LEVEL - John H. Cauley, Jr. Part 1 Ends at Counter #549 - 29.55 Minutes
37 & 38**	ACTION PROGRAM - Jeanne Carney (College Volunteers) SURROUND - A Film - Comments by Judge Keith J. Leenhouts (Use of High School Students as Volunteers) Two Thirty Minute Presentations
39	CITIZENS PROBATION AUTHORITY - Richard McPartlin (Use of Volunteers at Prosecutor's Level) Part 1 Ends at Counter #559 - 30.50 Minutes
40a	REVOLVING DOOR - A Film (Prisons)
b	CASE HISTORIES OF VOLUNTEERS - Richard McPartlin (Felony Diversion Program) Two Thirty Minute Presentations
42a	THE ODDS AGAINST - A Film (Prison)
b	HELP ME PLEASE - A Film (Adult Misdemeanant) Two Thirty Minute Presentations
43a	NO TEARS FOR KELSEY - A Film (Juvenile)
b	I'M GONNA BE FREE - A Film (Prison and Parole) Two Thirty Minute Presentations
45a	THE PRICE OF A LIFE - A Film (Adult Probation Officer and Client)
45b	COMMENTS ON THE FILM, PRICE OF A LIFE - Judge Keith J. Leenhouts Two Thirty Minute Presentations

**Two Thirty Minute Cassettes Have Been Combined
For Reasons of Economy....

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SUGGESTIONS FOR CASSETTE USE

All cassettes are designed to be shown in thirty minute segments.

A large number of the sixty minute cassettes have been marked a and b. This indicates that they are really two separate and completely independent thirty minute cassettes and are, therefore, ideal for the fifty minute class period. They have been put on one sixty minute cassette only to save costs.

The sixty minute cassettes which are not so marked are, in fact, one cassette of that length. However, they were made with the idea in mind that the usual class period of fifty minutes long and, with time out for administrative detail... role taking, etc., thirty minutes is about all you would want to show in one class period. Thus, each video cassette has been specifically made with a stopping point at or very near the thirty minute mark. You will then have some time to discuss it before concluding in the next class session.

When the training period is longer than the traditional fifty minute class period, we suggest the instructor preview the cassette. In many cases he/she will decide to stop it several times for discussion purposes.

The cassettes give you a great opportunity for flexibility. We suggest you make maximum use of the many different ways in which they can be used. The fast forward, rewind, stop and counter buttons assist in making them very useable.

SPEAKER JUDGE KEITH J. LEENHOUTS -- COURSE INTRODUCTION
Founder and Executive Director of VIP-NCCD,
Royal Oak (Michigan) Municipal Judge and
State of Michigan District Court Judge,
1959-1969

CONTENT This video cassette is an introduction to the NATIONAL TRAINING PROGRAM. Within a framework of the history of the volunteer court-corrections movement, Judge Leenhouts offers a valuable perspective to the student, professional and citizen participants in the program. Encapsulated within the overall goal of inspiring and guiding college students to become involved in the criminal justice system...either as volunteers or as professionals working with volunteers...Judge Leenhouts directs the viewer's attention toward action. It is stated the sole reason for the presence of a successful volunteer program within a community or institution is the work of a single individual or a small group of individuals who refused to accept "NO". He outlines for the participants what he believes to be the essential ingredients and qualities necessary for such a program...yet returns to this concept of a "single inspirational personality" as THE answer to the dismal state of affairs in the criminal justice system today. The cassette includes a five minute IMPACT film from the National Association for Junior Leagues.

- DISCUSSION POINTS
- 1) Judge Leenhouts states at the onset that "We are all in the work of prevention". In what sense is this true? What can we do as citizens to renovate the criminal justice system?
 - 2) Why is it essential for the presence of "single inspirational personalities" for a volunteer (or any other) program to succeed?
 - 3) How can college students effectively meet the three goals offered by Judge Leenhouts for the NATIONAL COLLEGE COURSE...to start new programs, to up-grade existing programs and to reduce crime and recidivism of offenders?

NOTE TO INSTRUCTORS

This Cassette can be used either at the onset of the course, to illustrate key goals for the students or at the end as an inspirational key-note. You might even like to use it twice, both at the beginning and at the end.

SPEAKER: Richard Simmons -- Job Therapy, Inc. (Volunteers in Prisons/Parole)

Mr. Simmons is the Founder and Executive Director of Job Therapy, Inc., also known as the Man-To-Man or M-2 Project. A native of the northwest, he was originally a Presbyterian minister and became interested in the prison system. He began visiting inmates in the Washington State Penitentiary on a one-to-one basis. From this he began, in 1966, to use volunteers to help bridge the gap in an inmates transition back to the community with job placements and friendship. The project has spread to twenty other states and involves over 6,000 sponsors in one-to-one relationships with inmates. Job Therapy seeks out the "loneliest of the lonely, the most hopeless of the hopeless" and instills in them hope, a sense of pride and self-worth.

CONTENT: The tape is a lecture given in the summer of 1974 at Central Michigan University. Mr. Simmons first explains the cost of keeping inmates locked up in prison...an expensive venture when one considers the high failure rate. He points out that the needs of the men in the institutions must be answered by the unused resources within the community. Job Therapy was founded to provide not only the hope and the trust for the inmate, but also the tools to make a successful transition back into the community to become a productive citizen. A film, "Our Forgotten Men" is shown, documenting Job Therapy, its goals and successes.

DISCUSSION POINTS:

- 1) Mr. Simmons estimates the cost of keeping a man institutionalized runs approximately \$11,000 a year...yet only breeds failure. Why, if prison is such a failure, are no other less expensive programs attempted?
- 2) In what way can community resources be harnessed to meet the needs of prisoners in prison?
- 3) Mr. Simmons states that four out of five parolees would not fail if we would work with them in the community. What about the remaining 20%.
- 4) It is emphasized in the tape that job placement is one of the keys to successful community re-entry. Is this so?
- 5) How does a volunteer provide the hope and trust needed by the prisoners? How does he provide the tools for re-entry? Why must both be present for a successful rehabilitation?
- 6) What type of person would volunteer to serve in Job Therapy?
- 7) The rate of return to prison for inmates participating in Job Therapy dropped considerably. What factors brought this about?
- 8) Should any convicted offender be incarcerated? If so, which ones and why?

SPEAKER: Richard Simmons (See previous write-up) -- History of Prisons

CONTENT: Mr. Simmons tells of the phenomenal spread of Job Therapy, Inc. to twenty states with over 6,000 volunteer-inmate matches. He points out administrative costs for the entire program to be significantly less than keep a man in prison...with significantly better results. An interesting comparison between the prison system of the Netherlands and Michigan...which are of comparable size and populations, is offered. National recidivism in the Netherlands is five percent! The reason? The use of 9,000 volunteer probation officers and utilization of community treatment centers (known as half-way houses in the United States). This allows offenders personal responsibility and freedom. The dismal picture of the chronic offender in the United States is drawn...with his sense of defeat, distrust, downtroddenness and dependence dragging him down in the quagmire of constant failure.

DISCUSSION POINTS:

- 1) Mr. Simmons points to administrative costs of \$400.00 per man for placement in Job Therapy...as compared with a figure of \$11,000 a year per man in prison. Why are programs of this type not attempted more often?
- 2) It is stated that the recidivism rate increased from 5% to 15% in the Netherlands, as their program became professionalized and the use of the one-to-one volunteers was decreased. What does this mean to you?
- 3) As they (the inmates) accepted more responsibility...they were given more freedom. Is this sense of responsibility important...and, if so, how can it be instilled in the lives of inmates?
- 4) Comment on Mr. Simmons statement that "this is not a crime problem, but a fatherlessness problem".
- 5) How can industry "keep responsibility" with the rehabilitation of felons?
- 6) In the picture of the chronic offender, Mr. Simmons points to the fact that 70% of the inmates in the Federal system have no visitors. What effect does this have on an individual?
- 7) How can the bleak outlook of the parolee be changed by a volunteer sponsor?

SPEAKER: Milton G. Rector -- An Overview of Concerns in Criminal Justice

Mr. Rector is President of the National Council on Crime and Delinquency and is an eloquent spokesman on the need for change in the criminal justice system. He has served on the President's Advisory Council on Juvenile Delinquency, as a Consultant to the President's Crime Commission and as a Member of the National Commission on Reform of Federal Criminal Laws. His expertise in the areas of criminal corrections stretches worldwide. He served as a delegate to the UN Second, Third and Fourth World Congress on Prevention of Crime and Treatment of Offenders. He is a Member of the Board of Directors of multitudinous organizations in criminal justice-the American Correctional Association and the International Center for Comparative Criminology.

CONTENT: The tape is an interview. Mr. Rector talks with authority about the crying need for re-evaluation of our criminal corrections system. After taking a brief historical glance at the idea of "penitence," he poses the ultimate question...do prisons or other penal institutions do any good or are they merely monuments to futility? He points to the key needs within institutions...the economic factor, their isolation from the community, their inability to provide adequate training for re-entry to the community, etc. He then points out some alternative programs which seek to harness community resources in rehabilitation such as Des Moines, Iowa or the Pontiac, Michigan group model. Alternative living arrangements within community settings is much preferred with those in power "held accountable" for their actions. We must stop using tax dollars to build un-needed institutions. Meaningful alternatives need to be developed through intelligent use of community resources.

DISCUSSION POINTS:

- 1) The idea of Quaker "penitence" is unrealistic in dealing with offenders, yet some action needs to be taken for wrong-doing. What alternatives can be utilized to fill this need?
- 2) In the "New Red Barn", the author speaks of the one hundred newest prisons as still "monuments of futility". What are the faults within the prison system?
- 3) The Des Moines plan stands as a model for community action in corrections. What alternatives were utilized and why?
- 4) What is your reaction to Mr. Rector's comment that "white-collar" criminals can stay in the community, while poor and minorities go to prison?
- 5) Why are prisons still being built...after their failure rate and futility have been proven?
- 6) What would be the problems in neighborhood acceptance of community treatment centers, similar to Salt Lake City?
- 7) Mr. Rector speaks of politicians needing to be "held accountable" in their efforts to build new prisons. How can this be done?
- 8) Would it be effective to use ex-offenders in self-help programs?
- 9) Why is effective research so necessary in criminal justice today?

SPEAKER: Robert Moffitt -- Partners, Inc. (A Volunteer Juvenile Program)
(Includes a personal experience as a volunteer)
Mr. Moffitt is the Director of Partners, Inc. of Denver, Colorado. In 1965, while a student in seminary, he left to develop the project as an alternative for juvenile offenders. It is a volunteer program open to all community volunteers who wish to build a one-to-one relationship with delinquent youth. Mr. Moffitt has also served as a national consultant to VIP-NCCD, as a faculty member at four federally sponsored Volunteer Management Institutes in Colorado, Michigan and Tennessee and, at one time, was a Peace Corps. volunteer and school teacher.

CONTENT: This is a lecture given at Central Michigan University during the summer of 1974. Mr. Moffitt provides his audience with a brief explanation of the philosophy and history of Partners, Inc. He indicates that as a court referral agency, Partners gives a significantly positive alternative to normal procedures in the juvenile court system for youth in trouble with the law. He points out that quantitatively Partners "just scratches the surface" of the problems in Denver...yet it stands as a creative program for kids which allows community participation in the rehabilitative process. After giving a brief history of the founding of Partners...how it began, how the program receives youth from the court, etc. Mr. Moffitt gives the case histories of two boys, Jim and Johnny. They show the dynamics of the one-to-one relationship and how that relationship continues between the youth and his volunteer sponsor after the program officially terminates. Due to intense volunteer involvement, Partners can offer twenty four times as much contact with youth than can be offered by traditional probation services.

- DISCUSSION POINTS:
- 1) Mr. Moffitt points out that Partners does not even "scratch the surface" of the problem of delinquency in Denver...receiving only 10% of the total referrals to Juvenile Court. How could Partners be expanded to include more? What limits its growth?
 - 2) What factors might lead to the 120% difference in recidivism rates between youth on standard court probation and those involved in Partners?
 - 3) How might the one-to-one relationship have a negative modeling effect on youth?
 - 4) What do you think of a brochure to attract the juvenile to voluntarily "join" Partners? Is this feasible for other court referral agencies?
 - 5) Mr. Moffitt mentions the fact that Partners offers 24 times as much face-to-face contact between the Junior and Senior Partner as would be received under standard probation. How does he arrive at this?
 - 6) Activities are used as a "crutch" to get relationships started. Could these activities be rehabilitative in and of themselves?
 - 7) Partners is centered in a large city, Denver, Colorado. What would be the major problems involved in starting "Partners" in an even larger city....or a smaller city?
 - 8) Mr. Moffitt speaks of starting a relationship between a Junior and Senior Partner, which will continue long after the program. Is this a reasonable request to make of a volunteer?

SPEAKER: Judge Eugene A. Moore -- Oakland County Juvenile Court Volunteer Program
Judge Moore is the Probate (Juvenile) Judge in Oakland County, Michigan ...which sponsors a very extensive and progressive program. Judge Moore is the son of Judge Arthur E. Moore, the founder of many excellent programs dealing with juveniles as early as 1930. Continuing this fine tradition, Judge Moore has continued and enhanced these programs as an example of supreme community effort channeled to help troubled youth.

CONTENT: The tape is an interview. Judge Moore describes in detail four of the programs for troubled youth in Oakland County...each using volunteer assistance to carry out its duties. Oakland County Youth Assistance is a pre-court diversionary program supported by each municipality or township, local school board and the citizens in the county. Local citizen committees seek to divert youth from the system entirely by utilizing community resources and case-work volunteers...and claim an 85% success rate. In the official court volunteer program, one-to-one volunteer help is offered by citizens to kids in trouble with the law. In cases where detention is needed, Children's Village offers various program alternatives for specific youth in short detention and Camp Oakland offers a beautiful and serene alternative to incarceration of youthful offenders with more long-range needs. Both men speak of the responsibility of judges to be facilitators and motivators for the community based programs.

- DISCUSSION POINTS:
- 1) Judge Moore offers an 85% success rate for those youths who take part in the Youth Assistance program. What factors would make this possible?
 - 2) Why is it essential for each of the twenty-seven citizen committees in the various cities and townships within the county involved in Youth Assistance to develop their own programs independent of one another?
 - 3) What was the value of the one-to-one volunteer in the case history offered by Judge Moore?
 - 4) What do you think of the use of "parent training" programs for the Youth Assistance program? It is feasible? Effective?
 - 5) How does institutionalization affect a youngster? Can it really be expected to help change the youth and prepare him for later life?
 - 6) Judge Moore mentioned that 90% of those children before the court plead guilty...even with lawyers present. What does this tell you about the nature of the Juvenile Court proceedings?
 - 7) What was the nature of the resistance to the use of volunteers in the Oakland County court by the professionals already involved? How did that ultimately change?
 - 8) How can a detention facility prove to be a traumatic experience for a child? How does Oakland County offer an alternative?
 - 9) Camp Oakland was built by men from service clubs in the county.... themselves. What does this tell you about the resources and needs of the public and private sector in dealing with criminal behavior?
 - 10) Judge Moore mentions low self-esteem and expectant failure as "common denominators" in the lives of most delinquent youth. How can a volunteer help to change this?

SPEAKER: Robert Moffitt (See previous write-up) -- Partners Training & Supervision

CONTENT: The tape is an interview. Mr. Moffitt tells about the progressive approach which the Partners program uses in the pre-service training of community volunteers. He emphasizes a need for real commitment on the volunteer's part. He discusses how training can be...and is...a self screening process. Partners has an extensive mass media recruitment in the Denver area to solicit initial response. Emphasis on attracting the conscientious volunteer is important. He explains the three guides for the twelve hour training session...to acquaint the volunteer with the: a) Juvenile justice system; b) The Partners program and c) Possible problems which might arise with a Junior Partner. These are emphasized through "basic instructors" (bringing in other Senior Partner--Junior Partner pairs), role-playing and some lectures. He points out that while he is a personal adherent of in-service training, he found difficulty in working it into the Partners program. Thus, on-going support is offered by staff members calling Senior Partners by telephone once every week or two to ascertain the progress in the relationship. While not professing to guarantee "risk free" training and supervision, Partners does try not to mold their Senior Partners into "watered down professionals".

DISCUSSION POINTS:

- 1) How does Partners overcome the problem of lack of community feeling in a large metropolitan area in attracting its volunteers?
- 2) How can the recruitment process screen prospective volunteers?
- 3) He stated that of the total number who initially call in to become Senior Partners, only one sixth to one tenth are actually matched with a client. Why is this so?
- 4) Dr. Shelley points out that in training, one should not attempt to make the volunteer a "watered down professional". Do you agree?
- 5) What are the advantages in the learning schemes utilized in Partners training programs (role playing, "basic instructors", etc.)?
- 6) Mr. Moffitt tells how their training program was altered to include a "cross cultural awareness" section. Why is this important?
- 7) What constraints are put upon minority and poor individuals who want to volunteer their time in Partners? Can these be overcome?
- 8) Compare the methods of supervision in the Royal Oak and Partners programs. Which do you think supports the volunteer more? The client? The program?
- 9) Why is it essential to receive feedback from the client as well as the volunteer?

SPEAKER: Robert Moffitt -- Partners, Inc. Philosophy And Spirit

CONTENT: The tape is an interview. Mr. Moffitt describes the philosophy and spirit behind the Partners program (Denver, Colorado). A slide presentation, used by the Partners staff to train and recruit new volunteers from the community is shown...documenting a "typical" Junior Partner-Senior Partner relationship and how the program functions. Extensive use of activities are only to assist the volunteer in the relationship...that the most important aspect of the program is giving a youngster a friendly listening ear and an adult who cares about him as an individual. After the slide presentation, Bob gives examples of cases which point to the commitment, consistency and concern that must be shown by a volunteer. He points out that while there are many success stories, there are also failure relationship which do not go any where...and that a Senior Partner must have realistic goals in the pairing with a Junior Partner. The object of Partners, to be sure, is one of "good times" and "fun"...but even more in "earning the right to be a friend". A volunteer must help channel the abilities and talents of their youngster into positive opportunities. This takes time and patience.

DISCUSSION POINTS:

- 1) Given its success, how can the Partners program be expanded? What are the constraints?
- 2) What are the basic needs of a "delinquent" youth? How can a volunteer meet these needs?
- 3) The slide presentation points to a successful Senior Partner-Junior Partner relationship...where the youngster felt his volunteer would not "betray his confidence". Why is this trust ingredient so important?
- 4) What role does training play in the Partners project? How could it act as a screening device for volunteers?
- 5) The show mentions commitment and consistency as requisites of the volunteers. Why are these so essential for a growing relationship?
- 6) How can a volunteer "earn the right to be a friend" of a youth who has a totally different value system...and who has known only rejection and failure from societal institutions?
- 7) Mr. Moffitt mentions the case of a twelve year old girl who, although living only five blocks from the down-town area, had never ridden on an escalator or elevator. How can a youngster be "locked in a concrete jungle"?
- 8) What is the most important aspect of Partners...the activities, or the relationship? Why?
- 9) Why is it so essential for the volunteer to set realistic goals for his relationship?
- 10) Mr. Moffitt talks about the "opportunity structure" of the delinquent as being one where abilities and talents exist in abundance...yet are often channeled in unlawful activity. Do you agree? How can a volunteer help to channel opportunities for appropriate activity?

SPEAKER: Robert Moffitt (See previous write-up) --Partners Management & Funding

CONTENT: The tape is an interview. Mr. Moffitt explains the Partners Program, which is one of the most exciting and creative programs dealing with juvenile offenders any where in the country. An informative slide show (approximately ten minutes long) shows the six essential differences between Partners and traditional juvenile court probation services. They are: a) Fundamental program model; b) Private vs. bureaucratic approach; c) Community support; d) The absence of stigma from the justice system labels; e) the "referral nature" of the program and f) Building of trust and understanding. From these points, he then explains in depth some of the key mechanics of Partners. Management by objectives is implemented in all phases of the program. He stresses that a program has no right to exist if its objectives are not met. Under funding, the "managing partnership" is discussed as an exciting and creative way for Partners to seek community funding through industrial support. In stating what a volunteer can offer to a youngster, Mr. Moffitt tells three criteria which must be met by the Senior Partner to legitimize the sharing; a) That the Senior Partner has "earned the right to be a friend"; b) That he is able, and c) That the timing is appropriate. Otherwise, no effective help can be given by the volunteer to the youth, no matter how good his or her intentions.

DISCUSSION POINTS:

- 1) How does he arrive at the statistic that Partners offers twenty four times as much face-to-face contact than the traditional probationary relationship in Denver?
- 2) How does Partners assure accountability in its program? Is this a realistic way?
- 3) Mr. Moffitt stated that an idea does not "have the right to exist as a program if it cannot meet its objectives". How does this compare with traditional social agency approaches to their clients?
- 4) How might a justice system stigma affect a youngster? How does Partners eliminate this?
- 5) Fifty one percent of Partners service budget comes from in-kind contributions. What does this say about the necessity of community support in a rehabilitative program of this type?
- 6) What do you think of Partners idea of the "managing partnership"? Is it feasible?
- 7) Does Partners resist public money for its program? Is its philosophy correct in your opinion?
- 8) What accounts for the 130% difference in recidivism rates between a random sample of kids who received traditional probation services and kids who became Junior Partners?
- 9) In his theoretical model, how can a "mainstream" volunteer help an individual who does not, or cannot, accept his value system?
- 10) Partners attracts the juvenile who then volunteers to be a Junior Partner. How does this differ from traditional probation? In your opinion, which is most effective? Why?
- 11) Why must a volunteer meet the three criteria stated before he can effectively share with his Junior Partner?

SPEAKER: Frederick Ress -- EXPEDITIONS (An alternative to juvenile incarceration) (Includes the film, "Becoming Brothers")

Mr. Ress is the Director of EXPEDITIONS, an exciting program which offers a wilderness canoe adventure as an alternative to incarceration for juvenile offenders. He began his work with delinquent youth while still a college student. His background includes undergraduate work in philosophy and music, acting as a volunteer counselor for the Wilderness Canoe Base with delinquent and positive youth in wilderness living and as a volunteer in a project known as "Surround" at the Boy's Training School in Red Wing, Minnesota.

CONTENT: The tape is an interview. Mr. Ress begins by explaining his background in corrections and how he became involved in the Expeditions program. He tells about his volunteer work at Red Wing while still a college student. He then gives a structural background on the first Expedition ...how he took six teenage boys, two from positive background, two who seemed destined for trouble, two from juvenile institutions and one other adult counselor-guide (all the participants were from the same home community) in one large North Canoe on a 75 day journey from Lake Superior to Hudson Bay. A documentary film, "Becoming Brothers" is shown, narrated by the youngsters themselves and Mr. Ress. After, the film, Mr. Ress explains how this trip grew into a viable program which sent out many similar trips.

DISCUSSION POINTS:

- 1) Delinquency is spoken of in the tape as a "social crime". What influence do you think the peer group has on individual behavior?
- 2) Mr. Ress sees the lack of accomplishment among the youth as a "common denominator" in delinquent activity. Do you agree? How can this sense of accomplishment be gained through Expeditions?
- 3) The six youth and at least one of the adult counselors must be from the same home community. Why is this important?
- 4) What is the most important aspect of Expeditions...the physical adventure of the comradeship between the youth? Why?
- 5) Mr. Ress pointed to a period of transition which all the youth experienced after a month or so on the trip. What was this change and why do you think this was so?
- 6) What role do the group meetings play? Are group meetings, several times a week realistic?
- 7) At one point in the film, one of the youth says, "when you are around someone like Fred, you want to be like him and believe the way he does. Yet Fred does not want it that way. He wants us to think it out for ourselves." Why is this important?

NOTE: At one point during the narration of the film, Mr. Ress uses the actual language of a youth on the trip. It comes as he describes the use of Transactional Analysis and quotes one youth as saying, "Adult to adult, F--- you!" The operator might want to turn the sound portion down at this point for some audiences.

FURTHER INFORMATION: Available from Frederick Ress, 3125 Dupont Avenue, Minneapolis, Minnesota, 55408 or from VIP-NCCD, 200 Washington Square Plaza, Royal Oak, Michigan, 48067.

SPEAKER: Frederick Ress -- Expeditions - Questions and Answers
(See previous write-up for background and information)

CONTENT: The tape is an interview. It discusses Expeditions and is a follow-up of the effect upon each of the youth individually. The boys are evaluated and how their own youthful ideas of life grew and matured as a result of their adventure experience with the other youth is described. Whether coming from positive or troubled backgrounds, each youth discovered for himself a truer sense of love and fulfillment...feelings of pride and accomplishment which they could take home with them after the trip was finished. The troubled youth experienced remarkable turnabouts in attitudes...from selfishness and sarcasm to almost an over-caring and concern. The positive youth also went through similar periods of re-examination and searching and came through with renewed strength and a heightened sensitivity for others. The importance of choosing honest and caring adults for counselors and guides on the trip, qualities essential for the growth within the youth is clearly emphasized.

- DISCUSSION POINTS:
- 1) None of the youth who have completed an Expedition have returned to or entered a juvenile institution. Why do you think this is so?
 - 2) Both men agreed that honesty in the group meetings was the essential factor for growth, sharing and caring. Why?
 - 3) Mr. Ress was asked by one of the youth about his religious beliefs.he did not answer. Why was it important for him not to give his beliefs to the youth?
 - 4) Judge Leenhouts described the adventure portion of Expeditions to be "the umbrella" under which the real love and concern would grow. How do you see it?
 - 5) Mr. Ress agreed that the greatest benefit of Expeditions was the inner self-understanding a youth would realize on the journey and take back home with him. How could this be gained on the trip?
 - 6) Could the program be expanded for girls...why or why not? How about co-ed groups?
 - 7) Why was the "no cutting down" rule essential in group meetings?
 - 8) Several times in the film and the interview the youths talk about love. Do you think they really learned to love? Is it important that they learn to love?

FURTHER INFORMATION: Available from Frederick Ress, 3125 DuPont, Minneapolis, Minnesota, 55408 -- Or from VIP-NCCD, 200 Washington Square Plaza, Royal Oak, Michigan 48067.

SPEAKER: Frederick Ress -- Six Month Expedition Trip (Includes short film)
(See previous write-up)

CONTENT: The tape is an interview, describing an extensive six-month canoe trip...a transcontinental voyage from Seattle, Washington to the St. Lawrence Seaway...attempted in 1973 with six youth and one other guide. A ten minute film documenting the experience is shown (with Mr. Ress narrating). He describes the difficulties encountered on this Expedition. He speaks of the need for careful screening and selection of youth embarking on the journey, not denying opportunity, but being careful to select the proper youth for that certain program most beneficial to him. Expeditions has opened up a whole new world in juvenile corrections, not only as an alternative setting for rehabilitation, but even more because of the willingness to work with the most difficult youth who might fail in a program. Research and evaluation, funding and other critical areas of concern for the program are discussed.

- DISCUSSION POINTS:
- 1) The entire cost of such a trip is about the same as the cost to keep two youth in a correctional institution. Given the success ratio, why don't we do this kind of thing all the time?
 - 2) Mr. Ress has taken canoe trips for longer and shorter periods of time. He now thinks the length of this trip, a little under three months, is best. Why?
 - 3) Do you think it is realistic to have thousands of juvenile offenders on such trips rather than going to prison-like juvenile institutions?
 - 4) Mr. Ress was surprised at "how utterly deep the problems are" with some of the youth. What are some of these problems? Is there a key to the solutions?
 - 5) What effect does a journey in the wilderness, away from the city and home pressure, have on the youth and their feelings towards themselves and one another?
 - 6) Mr. Ress told of the need to be innovative in programming...to have the courage to fail and to experiment with new concepts to assist youth. How do "successful" and "unsuccessful" programs differ?
 - 7) Judge Leenhouts spoke of the lengthy group rap-sessions which lasted hours on one single subject...love. Why would it be so important for youth to talk honestly about love?
 - 8) What type of screening and selection procedure would you implement in picking the group for the trip?

SPEAKER: Robert W. Groves (See previous write-up) A Personal History,
(Includes ADA Center Information)

CONTENT: Mr. Groves tells his personal history including his life as an alcoholic and the founding of the Royal Oak Alcohol and Drug Addiction Center (ADA). He believes he was "an alcoholic from the day he was born"...and he uses studies from the National Institutes of Mental Health to document his idea that alcoholism is a biological trait. He then gives a glimpse of his descent into a quagmire of liquor...finally submitting to treatment and placing himself in a hospital to "dry out". Through intense personal effort, Mr. Groves got his feet on the ground again and became involved with the Royal Oak probation program in 1965. In 1966, he went to Denver to observe an alcohol information school and he began a similar program in Royal Oak as an alternative to jail. The tape concludes with slides of the ADA Center and live-in facility.

- DISCUSSION POINTS:
- 1) Is alcoholism a biological trait? Can it be treated?
 - 2) Mr. Groves voluntarily placed himself in an "alcohol de-tox" center to dry out and gain a grip on his life. What is the advantage of having such a "de-tox" center associated with the court?
 - 3) Mr. Groves began the ADA as an "alternative tool" for the Royal Oak District Court. How does this help?
 - 4) What are the advantages of live-in facilities for offenders involved in substance abuse?
 - 5) Now that alcoholism is decriminalized, what agency can act as a "referral agency" for programs such as the ADA?

SPEAKER: IT TAKES A LOT OF HELP -- (A film -- Twenty Seven Minutes) -- (Drugs)

CONTENT: The film's primary message is that drug abuse is a community problem and it is the responsibility of the community to take action in order to solve their problems. A portrait is presented of how one community (Cedar Rapids, Iowa) began with only a belief in community responsibility and self-help. It assembled a drug abuse program from available resources. A citizen committee confronted its problem through education, information, prevention and treatment. Alternative programs tackling drug abuse in San Diego and Boston are also mentioned. This film was produced by the Kemper Insurance Company and is in color.

- DISCUSSION POINTS:
- 1) How would you instigate action in your community for any type of service program? What resources, other than those given in the film, can be tapped in the formation of a program?
 - 2) Would you agree with the statement that community founded programs are better than federally instigated programs? Why or why not?
 - 3) Remember the "scare" films about drugs which you saw in high school....how would you educate the public about the effects of drugs? Would you use scare tactics, just the facts or both? What are the advantages or disadvantages of these educational methods?
 - 4) At what age should drug education begin? Where should it begin....in the home or in school? Why?
 - 5) Royal Oak developed its Drug Abuse Center through volunteers but in quite a different manner. Should each community develop its own program in its own way? Why?
 - 6) Is citizen concern and action better than panic and punishment? Why?

SPEAKER: Robert W. Groves -- Alcohol and Drug Abuse Center

Mr. Groves is the Co-Founder and Executive Director of the Alcohol and Drug Addiction Center (ADA) in Royal Oak, Michigan. Himself a recovered alcoholic and long time member of Alcoholics Anonymous, he served as a volunteer in the Royal Oak Court Program in the 1960's. In 1965, he studied an alcohol information school in Denver and was inspired to begin a similar program in Royal Oak using other volunteers. Relying solely on volunteer help, Mr. Groves and other volunteers built the program from an alcohol information class to a live-in facility with complete counseling and other rehabilitative services, both in-patient and out-patient.

CONTENT: The tape is an interview. Mr. Groves describes the history of the ADA program from its inception in 1966 to the present. A case history tells how the program functions...from reception...to release. He discusses the advantages of the live-in center for some offenders needing more intensive assistance...and the great need for their proliferation in the future. Another case history is used to show the effectiveness of using peers, recovered addicts, as counselors and volunteers.

DISCUSSION POINTS:

- 1) The ADA Center was formed as an alternative to jail for offenders. Why should alternative programs such as this be expanded?
- 2) What are some advantages to having a live-in facility for offenders. Disadvantages?
- 3) What do you think of the idea of using recovered alcoholics and addicts as counselors in the program?
- 4) The method of treatment in the Center is basically one of information dissemination, with the voluntary participation of those present. Is this a practical alternative to jail or should mandatory participation be forced by the court?
- 5) In Michigan, alcoholism is decriminalized...and the court loses contact as an agency which would refer "victimless" offenders to alternative programs. Is this realistic or fair in communities which have alternative facilities to deal with specific offenses such as substance abuse and do not merely punish them with jail terms and fines?

SPEAKER: GRADUATION DAY (A film -- Thirty Minutes) (Juvenile Probation)

CONTENT: Cindy Bowman is lost within a world of self-hate and loneliness, and seeks her answers through drugs and sex. Her probation officer senses her need to be loved and struggles to help her gain a sense of pride and self-worth. She turns eighteen which means that the juvenile court must release her from their case-load...yet the probation officer's care and concern pushes him to stay with her. It's a tough fight, but in time she is able to see the truth and begin a new life.

DISCUSSION POINTS:

- 1) The juvenile court loses jurisdiction at age 18, (in some states it is 17), and the probationer is then abruptly released from treatment. Do you think this is a good system?
- 2) The probation officer's caseload was 52....lighter than the national average by far. How much time could he afford to spend with his clients when you consider that most probation officers spend over 80% of their time on intake investigations, revocation petitions and hearings and other similar matters?
- 3) What was Cindy's home-life like? How was this a casual factor in her development?
- 4) The probation officer tells Cindy...."How can I love you when you don't even love yourself?" Is this important to understand? How does this effect so-called incorrigible behavior?
- 5) The probation officer had to steer a course between his professionalism and his concern for Cindy. How successful was he?
- 6) How did Cindy realize she could help herself?
- 7) What about the other 51 probationers during all the time the probation officer was with Cindy? Did they need intensive help and service also?

SPEAKER: Dr. Arthur W. Jalkanen -- Drugs

Dr. Jalkanen is a professor at Oakland Community College, Oakland County, Michigan. He also acts as a consultant to many community based "substance abuse" programs and at the same time conducts a private practice. His extensive research and writings in the area of alcohol and drug abuse attest to his expertise in this area.

CONTENT: The tape is an interview/lecture. With authoritative style, Dr. Jalkanen tells about commonly held fallacies of substance abuse in the United States....fallacies which prevent effective and intensive treatment. By combining both alcohol and drug abuse in the term, "substance abuse", Dr. Jalkanen describes a new era in individualized treatment which includes a "revolution in human services." He points to the crying need for three axioms of "intensive, individualized and intelligent" services to be provided for all offenders...and how true this appears as worn stereotypes and misconceptions fall away through intensive analysis and control of the problem. The offender is now seen not as an unsolvable dilemma and nuisance but as an individual with his own individual history and special needs.

DISCUSSION POINTS:

- 1) What effect would a rhetorical change of focus, from "alcohol abuse" (in the 1950's) to "drug abuse" (in the late 1960's) to today's "substance abuse", have on treatment modalities available for the offender?
- 2) Dr. Jalkanen offers several commonly held notions about the causal nature of substance abuse. How did each find their way in treatment programs? How were flaws discovered in each theory?
- 3) Do you agree with the developmental approach to substance abuse? Why or why not?
- 4) How would Dr. Jalkanen's continuum model be applied to a criminal offender? Is this a fair assesment of the needs of an offender?
- 5) Dr. Jalkanen mentions "a revolution of human services" and the possibility of a "human service station". Is this feasible?
- 6) What effect might the declaration of full human rights have for the criminal offender? For the mentally retarded?
- 7) Dr. Jalkanen states that money will not solve human service problems and that what is needed is intensity and people who care to solve these problems. How can one bring about this intensity and caring other than the use of volunteers?
- 8) Dr. Jalkanen states that a person can break out of the drug culture at any given point, but they need alternative life styles to choose from. What alternatives do you feel we can offer an offender on drugs? Do you know the alternatives available in your community?

SPEAKER: Judge Keith J. Leenhouts -- An Overview--Courts As They Are Today

Judge Leenhouts is the Founder and Executive Director of VIP Division of the National Council on Crime and Delinquency. He has played a significant role in the development of the use of volunteers in courts and corrections...from virtually zero in 1965 to some 2,000 courts and institutions utilizing well over 300,000 volunteers in 1975. A former Municipal Judge in the City of Royal Oak, Michigan, he saw the criminal justice system hampered by its ability to administer justice to offenders due to its lack of adequate alternatives. By activating concerned citizens from all walks of life in the community, he began to utilize volunteers in 1959. It was estimated that by 1964, the probation department was furnishing \$250,000 a year in services on a budget of \$17,000 from the city and \$8,000 from private businessmen.

CONTENT: The tape is a lecture given at Central Michigan University in the summer of 1974. It includes a structural breakdown of the criminal court-corrections system for adult and juvenile offenders in the State of Michigan. Judge Leenhouts describes the jurisdiction of the various courts ranging from the District Court (handling adult misdemeanants and civil cases) to the Michigan Supreme Court. He then gives a breakdown of the procedure in the criminal justice system, from the preliminary steps after a crime has been committed, to arraignment, trial, sentencing and institutionalization. An inherent fault of the system as it stands is its woefully inadequate programming and lack of alternatives to stop the "revolving door" of crime. He describes the volunteer court corrections movement and its phenomenal growth from 1965 to the present.

DISCUSSION POINTS:

- 1) In what ways is the Michigan court system similar to the system in your state? Different?
- 2) Judge Leenhouts mentions that the jurisdiction of the Probate Court includes juveniles. There are "status offenses" which would not be deemed criminal for an adult (drinking, truancy, etc.). What do you think of jurisdiction over this type of offense being part of the corrections system?
- 3) How does the court system act to guarantee justice to the individual offender? How does it act as a hindrance?
- 4) What service can the community offer to the court to help offenders?
- 5) Imagine yourself as a defendant in a lower court where sentence was rendered seconds after the verdict with a sentence of "fine, jail, next case"...how would that effect you?
- 6) Judge Leenhouts spoke of the phenomenal expansion of the volunteer in the criminal justice system from virtually zero in 1965 to some 300,000 today. In what ways is this a realistic alternative to the lack of services in the lower courts.
- 7) How can an individual citizen act to speak "for the offender" in the court-corrections system?

SPEAKERS: Kathy and Dan -- Central Michigan University Students

CONTENT: The tape is an interview. These two Central Michigan University students discuss and relate their experiences and knowledge gained from taking the course, "Challenging and Changing the Criminal Justice System. (It was this first course at CMU that gave birth to this video-cassette series). Each student perceived the class from a differing standpoint....a fact which explicitly emphasizes and exemplifies two goals of the tape series, i.e. to prepare future volunteers to work with professionals and to prepare future professionals to work with volunteers. One of the students, Kathy, who is a senior in social work, talks about the course in terms of her future career in the criminal justice system. She said that the class solidified her inclination to go into the field of corrections and gave her a more rounded view on what this field of work is really like. She was also sold on the utilization of volunteers. Dan, an engineering student, viewed the course from the standpoint of a future volunteer and he commented on how the course showed him the real side of the system and that he was encouraged to become an active volunteer. The strength of the tape lies in the communication of personal experiences which each student had because of the field trips taken during the course. These field trips included a mock arraignment and incarceration in the county jail. Field trips were also taken to other correctional facilities such as prisons and detention homes.

- DISCUSSION POINTS:
- 1) What could be some motivations of students taking a course like this one?
 - 2) Regardless of whether or not a student becomes involved in the "system" on a personal level, what can be learned from this type of course and learning experience?
 - 3) Stemming from Kathy and Dan's sentiments concerning field trips, Mrs. Clara Rich, a criminal lawyer, purports that all judges should visit correctional institutions. Would Kathy and Dan concur? What is your opinion?
 - 4) What could be some general motivations for working in the criminal justice system? How would this course give a student direction in this area?
 - 5) Why do volunteers volunteer?
 - 6) Dan states that it is useless to question and try to evaluate who in a one-to-one relationship receives more. Do you agree? Does one side of the relationship benefit more?

SPEAKER: Judge Keith J. Leenhouts (See previous write-up)
Volunteers in Pre-Sentence Investigation

CONTENT: The tape is a lecture given at Central Michigan University in the summer of 1974. He describes the nature and value of the Pre-Sentence Investigation Department (PSI) in the Royal Oak Court in the 1960's. For proper sentencing and placement services, an effective PSI Department is essential and he describes the team of three retirees to be "the best". One, a retired Superintendent of Schools, made it a practice to "listen to the music" of the defendant, to ascertain his emotional needs and strong points and develop a probation plan to meet those needs. Another, a retired investigator of labor disputes for the railroads, was able to develop meticulous factual reports. The third, a retired, recovered alcoholic, was able to effectively deal with defendants with an alcohol problem by "seeing through their smoke-screen" through his experience as an institutionalized alcoholic. These three men, with assistance from about thirty five volunteer psychiatrists and ten volunteer psychologists, helped the judge sentence, developed effective probation plans, prepared the offender for a probation department that really cared and shared, saw to it that all people in a particular case were provided for, directed the constant expansion of resources and services offered by the court and diverted some cases entirely out of the system.

- DISCUSSION POINTS:
- 1) If proven effective and inexpensive by the Royal Oak Court and others, why do 90% of lower courts still lack proper pre-sentence investigations?
 - 2) What effect does sentencing have on the defendant when imposed seconds after the verdict....on his possible rehabilitation?
 - 3) How does one "listen to the music" as Ralph Shepard did in his PSI reports?
 - 4) Why is it important to have a recovered alcoholic on your PSI team?
 - 5) How can a PSI team act as screening devices to divert cases or suggest avenues for rehabilitation?
 - 6) Judge Leenhouts spoke of urging the pre-sentence team to "blow our minds" with requests for services. Was this important?
 - 7) What are the goals of a pre-sentence investigation and how does it help the defendant, the judge and the community?

SPEAKER: Judge Keith J. Leenhouts (See previous write-up) -- Diversion

CONTENT: The tape is a lecture given at Central Michigan University in the summer of 1974. He speaks upon the founding ideas behind the Royal Oak "Work-Detail" program, a diversion concept which offered young adult first offenders the opportunity to earn a dismissal of criminal charges and thus no criminal record. The basic philosophy is "if a court cannot do any good, at least do not do any harm." The court would seek out a defendant who met specified criteria upon which it could build. If applicable, the idea of earning a dismissal was presented to the defendant stressing the fact that it was a much more difficult way to go. If accepted, he would work a specified number of Saturdays for the City of Royal Oak and report unofficially to the probation staff including hundreds of volunteers. If the defendant met these requirements, a dismissal would be granted by the judge...the key being the emphasis by the court to the defendant that "he did it himself. He earned a dismissal, dignity, pride and self-respect. The tape concludes with suggestions for possible revisions in the program in the legal mechanics and also the need to find opportunities to allow the defendant to express himself in his own creative way while working in the program.

- DISCUSSION PERIODS:
- 1) Judge Leenhouts mentions Karl Menninger's "Crime Of Punishment", which states that courts in many cases do little good and much harm to the defendant. Do courts do this?
 - 2) Why is the "self-help" concept so fundamental to a diversion program of this nature?
 - 3) This is a proven alternative...why has it not spread to every court?
 - 4) Judge Leenhouts mentions the criteria established for admission to the Work-Detail program. Are these necessary?
 - 5) How can the stigma of even a misdemeanor effect an individual?
 - 6) The need of careful administration in a program such as this is essential. Do you agree?
 - 7) What talents of these offenders could be put into good use in other more creative ways?
 - 8) How did the defendant earn his dismissal? Why does Judge Leenhouts say that this route is the more difficult than a jail term, a fine or probation with or without jail or a fine?

SPEAKER: Judge Keith J. Leenhouts -- Mechanics of Volunteer Programs
(See previous write-up)

CONTENT: The tape is a lecture discussing the use of twelve words that begin with "S". Judge Leenhouts lays out the basic, important mechanics in beginning a good volunteer program. Some of the ideas mentioned are starting small...to allow for growth and learning from mistakes; selecting your own mechanics or those facets of a volunteer program which fit the needs of your community; effective on-going supervision of the volunteer, which can be done in a number of ways, to receive feedback on the effectiveness of the program and how it can be improved; and sweat...just plain hard work to make the program run smoothly and effectively. These and other "S" factors help point out the basic ingredients of a good volunteer program.

- DISCUSSION POINTS:
- 1) Why is it important to begin a program on a small scale?
 - 2) Is there an objective, discernible way to judge the superiority of your program to see if it is "doing well"? Why or why not?
 - 3) Judge Leenhouts points to supervision as a most critical point in beginning a volunteer program. Why is this important and how can proper supervision be maintained?
 - 4) Should a successful volunteer program, such as Royal Oak or Partners in Denver, Colorado, be franchised? Why or why not?
 - 5) Judge Leenhouts states that in determining a proper spirit in the program, "If you always agree, then one person isn't necessary". How does that strike you?
 - 6) Why is this spirit so essential to a well-run program?
 - 7) What are the resources available to an individual who wishes to begin a volunteer program in his community?

SPEAKER: Judge Keith J. Leenhouts (See previous write-up) -- Many Uses of Volunteers

CONTENT: The tape is a lecture in which Judge Leenhouts describes the multitudinous uses of volunteers in the Royal Oak (Michigan) court probation program. By opening the program to community resources, he discovered a variety of ways by which the community could actively participate in the rehabilitation of offenders. Through extensive pre-sentence investigation reports (staffed, of course, by volunteers), the needs of the defendant were documented. Then, through a cataloging of resources, individualized probation plans were drawn up which tapped these resources through one-to-one volunteers, volunteer professionals (doctors, lawyers, dentists, optometrists, marriage counselors, etc.) and other direct referrals. Individuals could also volunteer to administer the various programs, such as volunteer accountants or alternative project administrators (such as the Royal Oak Alcohol and Drug Addiction Center). Where there is a need, there is a volunteer to fill that need.

- DISCUSSION POINTS:
- 1) The Pre-Sentence Department (PSI) was constantly urged to recommend new and creative approaches in their reports. Why is this important?
 - 2) Can a community program depend upon volunteer professionals such as psychiatrists, psychologists?
 - 3) Can financial contributors be considered volunteers? How can their service be effective?
 - 4) Program ideas were developed by volunteers in Royal Oak who would pin-point where they could be of most service (i.e. Charm School or ADA Center). What other referral agencies from the court are possible?
 - 5) How can retirees benefit a court program such as this?
 - 6) Why was it essential to have referral agencies such as volunteer dentists, doctors and optometrists in a court program?

SPEAKER: TIME FOR DECISION (A film -- 30 Minutes) (Alcohol)

CONTENT: The film raises the need for early recognition of alcoholic symptoms so prompt use can be made of public and private agencies to combat the problem. A case study is examined showing the symptoms of alcohol abuse and alternatives for treatment. Due to a fear of stigma, action is often suppressed with the fear that alcoholism indeed is evident...and subsequently the family and job situations grow more bleak. Alcoholism councils can act as a referral agency. Al-Anon family groups sponsor group sessions with spouses who learn to adapt to the situation with their alcoholic spouses. Alcoholics Anonymous meetings, and local alcoholic rehabilitation clinics are shown...giving a spouse or friend much latitude in choosing where to get help.

- DISCUSSION POINTS:
- 1) Why is early recognition so essential in combating alcohol abuse and alcoholism? How does the "fear of stigma" prevent this?
 - 2) What services does Al-Anon family group offer....such as depicted in the film? How might this be helpful?
 - 3) What does Alcoholics Anonymous bring to the alcoholic problem? Is it effective?
 - 4) The film points to an emotional pattern built up during childhood....excessive dependence or rejection....in the development of an alcoholic. Do you agree? Are there any other causes?
 - 5) Can an alcoholic be forced by court order to receive treatment? Is it effective? Some courts have very effectively forced A.A. programs on alcoholic offenders....is this all right morally?
 - 6) "Alcoholism", in many states, is no longer a criminal offense. Because of this, many new cases of alcohol abuse will go undetected and will fester. How can this problem be handled in a preventive rather than punitive fashion?

SPEAKER: "WHAT IS YOUR RELATIONSHIP?" - A Slide Presentation

"WHAT IS YOUR RELATIONSHIP" is designed for both orientation and in-service training of corrections volunteers and agency staff. The production uses specific examples hi-lighting how one goes about establishing a "helping relationship." Important principles as acceptance, confidentiality, mutual respect, problem solving, and termination are presented.

The slides were produced by the Hennepin County Volunteer Program (Minnesota).

This slide presentation is basically used as a spring-board for discussion in the interview of John C. Stoeckel on the Tape entitled, "Administration and Coordination of Volunteers"....(Cassette 24).

SPEAKER: ONE PLUS ONE EQUALS MANY MORE (A Slide Presentation)

"ONE + ONE = MANY MORE" clarifies the role of the corrections volunteer and the professional who supervises volunteers while emphasizing the importance and value of a team approach: volunteers and professionals working together. It is to be used for orientation and in-service training of both volunteers and agency staff in a new role requiring supervisory skills. This production should be shown to all new and veteran staff because it highlights the supervisory relationship and the duties and responsibilities of the supervisor in relation to his volunteers.

The slides were produced by the Hennepin County Volunteer Program (Minnesota).

This slide presentation is basically used as a spring-board for discussion in the interview with John C. Stoeckel in the tape entitled, "One + One = Many More".....(Cassette 22).

SPEAKER: COMMUNITY PRE-SENTENCE PROGRAM - (A Slide Presentation)

The COMMUNITY PRE-SENTENCE PROGRAM was produced for other correctional agencies. The presentation shows how Hennepin County Court Services has utilized volunteers in conducting pre-sentence investigations in their Adult Courts.

The production examines the need for such a program, along with the administration of the program, the recruitment and screening of volunteers, the training component, and the actual processes through which volunteers fulfill their role functions. Preliminary program evaluation is also outlined. The above-mentioned program components are readily adaptable to other correctional agencies.

The slides were produced by the Hennepin County Volunteer Program (Minnesota).

This slide presentation is the basis for discussion in the interview with John C. Stoeckel in the tape entitled, "Volunteer Pre-Sentence Investigation Program"....(Cassette 23).

SPEAKER: John C. Stoeckel -- Crime and Corrections (Includes Slide Presentation)

Mr. Stoeckel is the former Director of Volunteer Court Services in Minneapolis, Minnesota. He is now serving in a similar capacity in Toledo, Ohio.

CONTENT: In this interview, John Stoeckel discusses recruitment, placement and the utilization of volunteers. Incorporated in the tape and discussion is a slide presentation made by the Hennepin Volunteer Program designed for the recruitment of volunteers and also to stimulate public awareness. The slides encompass the fundamental areas concerning crime and corrections such as the meaning of probation and its effectiveness, various means of probation, the community's responsibility regarding the rehabilitation of its offenders, how community members can help and the requirements to be a volunteer. Using the slides as a spring-board for discussion, the interview includes the responsibility of the volunteer called unpaid staff, the professional and the client, the need for evaluation of the volunteer, the volunteers' need to know the results and the multifarious uses of volunteers in the Hennepin County program.

DISCUSSION POINTS:

- 1) Are community members responsible for the rehabilitation of its offenders? Why?
- 2) In the slide presentation the public is invited to make a personal protest against crime by volunteering. What are some basic reasons which would explain the motivations for volunteering?
- 3) Should volunteers and professionals have an equal amount of responsibility? Why or why not? What problems would equality promote? How does the client fit into the responsibility scheme?
- 4) What anticipations would you, a pre-assignment volunteer, have in regards to your obligations?
- 5) Mr. Stoeckel gives an extensive list of the areas in which Hennepin County volunteers are used. Are there any areas where volunteers should not be used? What are they? Why?

SPEAKER: John Stoeckel (See previous write-up) -- One + One = Many More
(One-To-One Volunteers)

CONTENT: The tape is an interview. The session stems directly from a film-strip entitled, One- + -One = Many More, (included on another tape). It is used for orientation and in-service training of both volunteers and agency staff in the Hennepin County Volunteer Services Division (Minneapolis, Minnesota). Mr. Stoeckel describes the new evolving role of the professional in court corrections to be acting less as a clinician and more as a supervisor offering direct and indirect service, through the use of volunteers, to his client. The volunteer adds a necessary component to the resources available to the trained professional...manpower. Individualization of treatment for the client means matching interests and skills of volunteer to the needs of probationer...and all three parties must work as a team in constantly negotiating their relationship together. He defines the role of the professional to be supportive of the volunteer and his client, yet to be honest and point out where they can grow. This pattern of negotiation between the three sets the "mood and model" for the therapy.

- DISCUSSION POINTS:
- 1) What is the role of the volunteer from a professional point of view? How is that different from a client's point of view?
 - 2) Mr. Stoeckel speaks of matching techniques as selecting pairs with "mutuality of interest". Is this "homogeneity" good? What about pairings of those with different racial or social backgrounds?
 - 3) It was stated that the client need to want a volunteer for the match to be effective. How could this be determined? Is this feasible? Other courts force the relationship, which is right? Could both be right depending on how they do it? Is how more important than what?
 - 4) What are the essential elements in forming a negotiated relationship between the professional, the volunteer and the client? How should you deal with the problem of authority?
 - 5) Who is more effective, given hypothetical circumstances....a paid professional with a light case-load or a properly supervised volunteer?
 - 6) Mr. Stoeckel states two reasons why there might be resistance on the part of the professional to the use of volunteers. What are other possible areas of conflict between the professional and the volunteer?
 - 7) Careful, on-going supervision of a volunteer-client pairing is essential. What do you think is the most effective method of supervision...group work, individual counseling, written reports or others? Why?

NOTE: See Tape Number 20 (a) for corresponding slide presentation.

SPEAKER: John Stoeckel (See previous write-up) Administration and Coordination

CONTENT: The tape is an interview. Mr. Stoeckel emphasizes the essential advantages and skills which the volunteer and the professional have to offer as a team. Although a training period is essential to expose the volunteer to the mechanics and dynamics of the one-to-one relationship, the professional does not want to take away what the volunteer essentially has to offer...empathy, warmth and understanding. They must discover for themselves what skills they have to offer and how they plan to work together. Who has the authority is also critical. Mr. Stoeckel then describes what knowledge and skills are helpful for both the volunteer and the professional, now that the idea of the volunteer in courts-corrections has considerable appeal. It is important that the agency director not "pigeonhole" his volunteers by demeaning their function. They serve an essential purpose and need support in their endeavors. The proper compromise between inspiration and management must be found and maintained to have a successful relationship.

- DISCUSSION POINTS:
- 1) What are the key skills inherently possessed by the volunteer? How might extensive training affect these qualities...for better or for worse?
 - 2) How should the professional and the volunteer define their relationship relative to each other? Who should possess authority on key decisions? Why?
 - 3) Mr. Stoeckel spoke of his volunteer agency as being part of the correctional system first and volunteer agency second. What do you think of this?
 - 4) How would psychology or sociology classes affect the volunteer's perception of his client? What skills are necessary in their relationship?
 - 5) Is it necessary to have a spokesman for volunteerism outside the correctional system, or should it be a judge, probation officer, etc.?
 - 6) What is the necessity of management by objectives...is it feasible in a court setting which deals with individual cases?
 - 7) In terms of communication skills, Mr. Stoeckel speaks of the need of "candor without rancor"....why is this essential? Is it feasible?
 - 8) In terms of managerial skills....how do you seek to inspire the volunteer to be creative, yet still efficiently and carefully supervise the one-to-one relationship?

NOTE: See Tape Number 19 (b) for corresponding slide presentation.

SPEAKER: John Stoeckel (See previous write-up) -- Volunteer Pre-Sentence Program
(Hennepin County, Minnesota)

CONTENT: The tape is an interview. Mr. Stoeckel gives the history of the Hennepin County (Minnesota) pre-sentence investigation programs which makes extensive use of volunteers in investigations and recommendations to the court. He describes the volunteer make-up of the PSI staff to be mostly housewives with college educations, students and a number of salesmen with rather flexible schedules. The characteristics of a typical volunteer in PSI are laid out... comfortable with writing, willingness to make recommendations in their reports and acceptability with the court. Mr. Stoeckel tells of a research project conducted by the University of Minnesota which determined no real difference between PSI reports submitted by professionals and by volunteers. The interview points to four reasons why effective pre-sentence investigations are essential...
a) Creation of an atmosphere of thoroughness to let the defendant know he has "had his day in court"; b) To assist the judge in sentencing; c) To develop a probation plan; d) To divert cases, which should never have been brought to court, away from the criminal justice system entirely.

- DISCUSSION POINTS:
- 1) Why is approval of judges essential to a volunteer program of this nature?
 - 2) An important point in the interview was that the recommendations of the PSI were not "unilateral." Why do you think this is important?
 - 3) Mr. Stoeckel stated they sought out a particular group of volunteers...middle-aged housewives with "time on their hands". What do you think of this idea of soliciting a particular group of volunteers?
 - 4) What are the major differences between a PSI volunteer and the one-to-one volunteer? Are these qualities mutually exclusive?
 - 5) What was your reaction to the research of the University of Minnesota that there was no discernible difference between volunteer and professional PSI reports? What implications might this have upon the role of the professionals in corrections?
 - 6) Why do you think it is so essential to impress upon the defendant that he has "had his day in court" in sentencing as well as trial?
 - 7) One of the basic advantages of having effective PSI reports is the determination of pertinent information for sentencing and referrals for therapy. How can a program of this nature be used to expand the use of existing community resources?

NOTE: See Tape Number 20 (b) for corresponding slide presentation.

SPEAKER: Dr. Ernest L.V. Shelley (See previous write-up) - Volunteers In Institutions

CONTENT: The tape is an interview. Dr. Shelley concerns himself with the problems encountered in maintaining an effective institutional volunteer program in jails, camps (less than maximum security) and prisons. While pointing out examples of other successful programs throughout the United States, the single most important factor seems to be the presence of a single individual whose dedication and determination brings quality and direction to make the program excel. Jails, camps, prisons and juvenile institutions are all separately analyzed in their own unique light...and with their own special needs and advantages. Of the four, the prison seems to be the most difficult in which to begin a volunteer program, as Dr. Shelley alludes to the prison walls being built as much "to keep people out as they are to keep people in". Realistic assessment of the situation in each institution by those seeking change within that institution will prove to be more fruitful than merely starting a program. This analysis, less academic than action-oriented, points the direction for any new program and groups of individuals who refuse to accept "no!"

- DISCUSSION POINTS:
- 1) Dr. Shelley speaks of municipal and county jails as being institutions where community based programs are most sorely needed, yet where volunteer programs might be more easily implemented. What factors make this so?
 - 2) Why does there seem to be more staff resistance in a prison to volunteers than in a camp or local jail? How can this be overcome by the volunteers?
 - 3) What was your reaction to Dr. Shelley's comment that prison walls were "built as much to keep people out as to keep people in"?
 - 4) Dr. Shelley alludes to cases where institutional volunteers found themselves caught in the middle between prison administrators and the residents. How can this come about? Can volunteers work to please both? If so, how?
 - 5) Would a program with strong religious orientation be more successful than a secular based program?
 - 6) Job training is emphasized in many programs...yet Dr. Shelley declares that many such programs are "unrealistic"...how might this be true? How can this be corrected?
 - 7) What effect does an institutional program have on an offender... when society sends him/her to prison or jail that offers no meaningful rehabilitation program?
 - 8) Why is it so essential for successful programs to have one or more individuals who refuse to accept "no"?

SPEAKER: Dr. Ernest L.V. Shelley -- Dynamics of the One-To-One Volunteer

Dr. Shelley is currently a Professor of Psychology at Olivet College (Michigan) and the Chief Psychologist for the Ingham County Probate Court. He also serves in a consultant role to the National Information Center on Volunteerism and to VIP-NCCD. He, for many years, served as the Director of Treatment for the Michigan Department of Corrections and in this capacity became one of the pioneers in the use of the volunteer in corrections.

CONTENT: The tape is an interview. Dr. Shelley speaks of the importance of the role of the one-to-one volunteer in courts and corrections. Calling it the "bread and butter" of the entire volunteer movement, he points to the person-to-person dynamic as the one mechanism which can truly help another in need. He says that 75% of all male offenders lack an adequate idea of the adult male role. He offers two case histories which tell of the success in using volunteers when professionals seemed to be detrimental or unworkable. Dr. Shelley stresses three ideas in working with people: a) To be eternally aware that you are dealing with a human life...not an inanimate object which needs to be shaped; b) To respect an individual's ability to change; c) That one must work very hard to ruin another person.

- DISCUSSION POINTS:
- 1) How does a one-to-one volunteer differ from group therapy in terms of its effect upon an individual offender?
 - 2) Dr. Shelley pointed out that 75% of male offenders seem to lack an appropriate male model for behavior. Do you concur? How might this affect behavior?
 - 3) In the case study of the four men from Howell assisting in a rehabilitation program, what do these facts point up about the essential differences between the volunteer and the professional?
 - 4) In the second case study, the guard helped the psychotic by just listening to him. Does this really help?
 - 5) What does Dr. Shelley mean when he says that people in the system are hurt by professionals, not by lay-men?
 - 6) Can a volunteer, without training, truly help a troubled criminal offender with a long criminal record? Why? How might his presence be detrimental to an offender?

SPEAKER: Dr. Ernest L.V. Shelley - Group Counseling (See previous write-ups)

CONTENT: In this interview, Dr. Shelley talks about the dynamics of group psychotherapy. His major concern in this area is the use of non-professional volunteers in the capacity of group counseling leaders. The skills needed for this position, Dr. Shelley states, can be possessed by the lay-man, because these skills are qualities of the person, not the results of training. In the institutional environment an anti-establishment sub-culture usually evolves. Group counseling in this setting can take an existing problem and use it in a beneficial manner. From here the interview turns to the mechanics of group counseling including: the proper size, policy, which covers confidentiality, honesty and trust and also structuring the group's discussion. Most offenders have an innate desire to change. Requiring a probationer to attend group counseling removes the burden of having to admit to their peers that they have a problem and need to change. The interview concludes with Dr. Shelley describing an innovative program in Lansing, Michigan which requires both the juvenile probationer and his parents to attend separate group counseling sessions.

- DISCUSSION POINTS:
- 1) The fundamental force of group counseling is peer pressure. What effects does positive peer influence have on instigating positive behavior modes?
 - 2) How is requiring probationers to "seek help", i.e. attend group counseling sessions, justified? Is this an infringement on an individual's right to privacy?
 - 3) How can the necessary factors of confidence, trust and honesty be instilled in a group? Can problem solving occur without the factors? Why?
 - 4) In the realm of avoiding destructive advice or criticism, Dr. Shelley states that group counseling is "safer" than individual consultation. What are some reasons which support this statement? Does "safer" in this sense mean group counseling is better than individual consultation?
 - 5) Dr. Shelley observes that lay-men, as well as professionals, can possess "third ear" qualities. Why, then, are professionals traditionally believed to be the only individuals capable of having this quality?
 - 6) What advantage does a non-structured group session have over a structured session? And vice-versa?
 - 7) In what way would a group composed of voluntary members be more productive than a group composed of individuals who are required to attend? In what ways less, if any?

SPEAKER: Dr. Ernest L.V. Shelley (See previous write-up) Research and Evaluation

CONTENT: The tape is an interview. Dr. Shelley speaks on the vital need for careful research and evaluation in court volunteer programs to gauge their scope and effectiveness. Program administrators must know how well their programs are accomplishing their goals, not only to justify the program to the public, the professional and the volunteer, but more to ascertain how the program can grow. Discussing extensive and sophisticated research methods and other "informal" on-going research which can be implemented by all courts, Dr. Shelley discusses different research methods which can be utilized to carefully evaluate various programs. In the exhaustive "deep dish" research method, Dr. Shelley explains the "random selection" design to show how the use of various programs can effect behavior of juvenile offenders. He also directs attention to less complicated methods which can and should be implemented by courts to evaluate the progress of their volunteer programs. Courts have the responsibility to at least keep accurate records from which data can be obtained, to ascertain recidivism rates and to detect attitudinal change in the offenders. Dr. Shelley demonstrates that with the choice of proper methodology, any human behavior or attitude can be measured.

DISCUSSION POINTS:

- 1) Why is program evaluation important? Can it be ascertained properly and accurately through statistics?
- 2) What accounts for the phenomenal increase in volunteer studies from 1970 (NICOV) to 1973 (Un. of Chicago)?
- 3) Dr. Shelley speaks of the Martin Gold study where all of the kids involved in the study "were from the same hopper"...some were randomly included and some randomly excluded. All needed treatment. Is this ethical? Why or why not?
- 4) What was the basic difference between the "random selection" approach utilized by the Martin Gold study and the "baseline approach" utilized by other courts? Which would be more effective?
- 5) In what way is recidivism an accurate assessment of a court program? A deceiving one?
- 6) Dr. Shelley suggests some resources through which research can be conducted (high school students, young college students, etc.) How else might this information be obtained?
- 7) Judge Leenhouts suggested that programs which offer help to offenders (such as an Alcohol Information School) draw more offenders into court than would ordinarily appear. Do you agree? What does this tell you about recidivism rates as a basic criterion on evaluation?
- 8) Can it be shown, through research, that attitude change brings about a reduction in recidivism? If so, how?
- 9) Do you agree with Dr. Shelley's statement that "any human behavior or attitude can be measured to some degree"?
- 10) If a rehabilitative service can accomodate all offenders, is it ethical to deny...on a random basis...some for research purposes? If it can only accomodate some offenders, is it ethical to deny some on a random basis for research purposes?

SPEAKER: James Spivey -- Personal History (Experience in Prison)

Mr. Spivey serves as the Legislative Ombudsman for the State of Michigan's correctional system and is the Founder of We Care, Inc., a Detroit based organization which seeks to provide counseling, employment assistance and educational help for inmates and their families. Through involvement with a negative peer group and with school difficulties, Mr. Spivey fell into a cyclical life of crime...which ultimately led him to spend thirty six consecutive years in maximum security institutions. He was paroled in 1970.

CONTENT: The tape is a lecture given at Central Michigan University in the summer of 1974. Mr. Spivey gives his personal background as an ex-offender and prisoner in the Michigan corrections system and now as the "prison" Ombudsman for the Michigan Legislature. He urges the various institutions (schools, courts, etc.) to live up to their responsibility and to prepare one to understand how the system works. His juvenile record and his confinement at various institutions never prepared him for employment nor dealt with his immature attitudes. People need to know the laws which they live under but are not allowed such a privilege. He describes his life in prison on three separate occasions, the latter for 36 consecutive years.

DISCUSSION POINTS:

- 1) Mr. Spivey describes the criminal corrections system as "an industry of human beings". In what sense do you see this to be true?
- 2) What part did the educational system play in Mr. Spivey's story? How typical is this situation?
- 3) What did you think of Mr. Spivey's comment, "schools never tell you why (to do something), just do it!"?
- 4) What stigma is attached to a non-expunged criminal record in terms of future opportunities?
- 5) How does the criminal justice system do things to individuals, rather than for them?
- 6) What effect did the various juvenile institutions have on Mr. Spivey? What does this tell you about the futility of juvenile corrections?
- 7) Mr. Spivey stated that "we are entitled to know the laws we live under". How is this knowledge concealed? Are we all allowed this right?
- 8) In a political sense, how would Mr. Spivey be "antagonistic" as the Ombudsman for the State Department of Corrections?
- 9) There are now some thirteen states with prison ombudsmen who serve the state legislature. What do they do? Do we need more?

SPEAKER: Dr. Ernest L.V. Shelley (See previous write-up) Training & Counseling Techniques

CONTENT: The tape is an interview. Dr. Shelley focuses in on the essential advantages of the volunteer as a rehabilitative model over the professional...and how over-training and supervision can muffle this therapeutic effect and restrain the growth of the relationship. A distinction is made between orientation and training...with the suggestion that initial orientation to the structure and procedures of the system combined with good on-going supervision seems to work best. In dealing with a client, the volunteer must never lose sight of the defendant's humanness and warmth and not be distracted by professional deviancy labels. While different tactics are suggested for supervision, the essential beauty of the volunteer layman... that of remaining alert, honest and open to his client and providing a sensitive, listening ear...should not be trampled down in a sea of psychological jargon and labels. Both participants address themselves to the issue of proper matching techniques.

DISCUSSION POINTS:

- 1) What seems to be the most advantageous method of exposing the volunteer to his task...informal orientation, pre-service or inservice training? Why?
- 2) How could prolonged training ruin good volunteers? How can this be prevented?
- 3) Why is it important for the inexperienced laymen to become involved right away, without extensive training beforehand?
- 4) Dr. Shelley mentions the crucial need for confidentiality in the relationship. Why? How do professionals sometimes break this code?
- 5) Is a formal social science background requisite to become a volunteer in courts or corrections today? Why or why not?
- 6) Dr. Shelley observes that "some of the most horrible crimes committed against people are committed by psychotherapists". How is this true?
- 7) What is the essential difference between the volunteer and the professional from a counseling standpoint?
- 8) Why is it essential for volunteers to know "how the system works"?
- 9) In terms of evaluation, why is it important to elicit information of the volunteer relationship from the client? Should this be given more/less weight than the volunteer's perspective? Why?

SPEAKER: Donald Amboyer -- Role of the Volunteer Coordinator

Mr. Amboyer is the Project Director of the Volunteer Probation Aides Program for the Macomb County (Michigan) Probation Department. His key responsibility is to recruit, screen, train, supervise and evaluate volunteer citizens assigned on a one-to-one basis to work with probationers in a county of about one million inhabitants. In addition, he serves as liaison for twenty one municipal, district and circuit court judges as well as probation officers, colleges and universities, press, radio and television, service organizations, etc. He acts as a consultant for other volunteer programs, administers and oversees budget management, a monthly newsletter and volunteer/probationer group activities. He is a field instructor for Wayne State University, Oakland University and Macomb County Community College student volunteers.

CONTENT: The tape is an interview. Mr. Amboyer breaks down his four major areas of concern in the role of coordinating volunteers. While all differ, his relationship with the judge, probation officer, volunteer and probationer all involve careful communication. In his relationship with the judge, the important information needing transmission is offering a viable treatment program for the offender while guaranteeing adequate protection of society. For probation officers, the essential idea to dispel is the haughty "professional" approach to probationers which often brings with it a narrow skepticism to the idea of volunteerism. Mr. Amboyer says his main concern was to prove to the probation officers that their workload could be...and indeed was...assisted by using volunteers. In coordinating volunteers, he recruited other volunteers to serve in the capacity of group leaders, who have autonomy in dealing with the "nitty gritty" of training, matching and supervision. Most important in his relationship with the client was to have them choose their own goals and work towards them rather than be arbitrarily imposed by judges or probation officers. The tape offers a general statement as to the qualifications for a coordinator position.

DISCUSSION POINTS:

- 1) Ten years ago the professional position of coordinator of volunteers was unknown. Now there are over a thousand in courts and institutions throughout the United States. What qualifications are necessary for the position? Why is this position essential?
- 2) The coordinator must often work with different judges in his program. How does one offer a viable treatment plan while guaranteeing to protect society?
- 3) The Management By Objectives (MBO) approach is quickly gaining interest as the proper framework for program development in corrections. Why is this important for the program and the client?
- 4) Why does a student want to volunteer his time in the probation field?
- 5) Mr. Amboyer stated an essential ingredient of the program is that all parties participate in the initial planning. Why is this so important?
- 6) Why might there be a conflict between the professional and volunteer?
- 7) What do you think of the idea of using volunteers to coordinate other volunteers in a group leader capacity?
- 8) He speaks of the offender being caught as perhaps the best thing, that ever happened to him. Is this possible?
- 9) What skills does a college student need to be a coordinator of volunteers?

SPEAKERS: Rev. Archie Rich, Mrs. Clara Rich, James Spivey - (A panel)
Minorities and Criminal Justice

Rev. Rich is Chaplain Coordinator for the Metropolitan Jail Ministry, a group of Detroit, Michigan ministers who give counseling and aid to inmates at the Wayne County Jail. Mrs. Rich, is an attorney with extensive experience in criminal law. James Spivey is the State Legislature Corrections Ombudsman and the former Executive Director and Co-Founder of We Care, Inc., an organization which assists inmates, ex-offenders and their families.

CONTENT: The panelists concern themselves with the need for community involvement to meet the crime problem in America's core cities. Basic needs of individuals...especially poor people...are disregarded by a justice system bent more on punishment than proper adjudication. Mrs. Rich points to the "lopsided approach" of the system in dealing with offenders...oriented far too much on the negative rather than reward for individual progress. Mr. Spivey points to the responsibility of the school system which must be up-graded to guarantee equal opportunity and protection. With no formal education or training, "kids" become dangerous to themselves and society. White collar crime is discussed with Rev. Rich's firm prediction that if "crimes against the poor are reduced, the crimes of the poor will be reduced". The panelists hit upon the vital need for citizens and local governments to concern themselves with crime prevention through community action programs...with a special focus on the minority volunteer.

DISCUSSION POINTS:

- 1) What role can the church and individual ministers play in the rehabilitative process of criminal offenders?
- 2) What place does education have in the background of an offender? How can his need be met through institutionalization? Through community involvement?
- 3) Rev. Rich's observation that if "crimes against the poor were reduced, the crimes of the poor would be reduced"...do you agree?
- 4) Rev. Rich states that the major reason for the incarceration of offenders at the Wayne County Jail is because they are poor. Is this a just manner of dealing with the accused? What alternatives could be thought of?
- 5) What could constrain a minority or poor individual from volunteering his time in the volunteer court-corrections movement? How could these constraints be over-come?
- 6) Why would "peer confrontation" with successful and unsuccessful individuals from the same geographic, ethnic, racial or social backgrounds, be advantageous to incarceration and punishment.
- 7) Mrs. Rich speaks about the nature of plea-bargaining and its place in the criminal proceedings. In terms of eventual rehabilitation, how might this process hurt the individual offender? How else could the system proceed with efficiency and yet guarantee adequate protection for the defendant?
- 8) What was your reaction to Mr. Spivey's comment that in beginning his Half-Way House, he was given men by the state who "weren't supposed to succeed"?
- 9) What was your reaction to Mrs. Rich's comment that judges should visit the institutions to which they sentence defendants?

SPEAKER: W. Peter Kramer -- A Volunteer's Story

Mr. Kramer has served as a one-to-one volunteer in the Royal Oak Court since 1962 and has worked with several probationers during that time. (Mr. Kramer is married, has three children and works as an insurance agent). He has been a resident of Royal Oak nearly all his life and is active in community and civic affairspresently serving as one of the City Commissioners.

CONTENT: The tape is an interview. Mr. Kramer explores the dynamics of his relationship with his first probationer, John. After distinguishing himself with the Probation Department by refusing to read John's pre-sentence report...preferring to meet John "without a piece of paper between them"...he describes his relationship with John in three stages. The first, a "swearing and glaring" period, was a testing period for both...a forced relationship where he had to "earn the right to be a friend." Then ensued a reasonable friendship...where John turned to Mr. Kramer to help him get a grip on his life. Mr. Kramer was able to help him find technical education, get him out of trouble in a nearby city with the help of a volunteer attorney and assist in patching up a strained relationship with John's father. The third stage...and the one that has endured until this day...is the plain love and affection each has for the other. He points out key characteristics in becoming a one-to-one volunteer... the importance of confidentiality, patience, earning the right to be a friend, paradoxical hard-nosed love and the need for the volunteer to be creative.

DISCUSSION POINTS:

- 1) A difficulty in the one-to-one relationship in some courts is its forced nature at the outset. Why is the volunteer told to expect three to four months of rejection before the right to be a friend is earned?
- 2) Mr. Kramer hits upon the crucial need for the volunteer to be allowed creativity in his work and not be over-trained. Do you agree?
- 3) Why is confidentiality so crucial?
- 4) Mr. Kramer was allowed to begin without reading the pre-sentence report...which gave the first opening in his relationship with John. What does this tell you about the need for careful supervision of volunteers? About the need to know your volunteer and to be flexible?
- 5) What is so crucial about a "tightrope of affection" or the paradoxical nature of hard-nosed demanding love in a one-to-one relationship?
- 6) What are the rewards for the volunteer?
- 7) Can anyone be a one-to-one volunteer?

A Volunteer and A

SPEAKER: Barbara Kerby -- Women's Volunteer Coordinator

Mrs. Kerby is the Coordinator of Women Volunteers for the Royal Oak Court Probation Department. She first became involved in the volunteer movement in 1965. While serving a number of years in the capacity of a one-to-one volunteer, (she organized, on her own, a charm school for young female probationers who needed a feeling of dignity and self-worth), she received the appointment for Coordinator of the Women's Division in 1969. (In her capacity as volunteer coordinator, it is her responsibility to train, match and supervise women volunteers for one-to-one probation work with female offenders).

CONTENT: The tape is an interview. Mrs. Kerby first describes how she got involved in the Royal Oak volunteer program. She gives two case histories which serve as examples of how effective an "inspirational personality" can be in the lives of young probationers. The first girl, Vicki, was helped to overcome her feelings of hostility and need of self-worth through Mrs. Kerby who allowed her to meet goals step-by-step. The second, Debbie, was an excellent example of how a volunteer can utilize various community agencies (hospitals, employment opportunities, Legal Aid, Medical Services, etc.) to help a lonely girl get on her feet. She then "switches hats" and explains her role as a volunteer coordinator and how this role differs from the one-to-one role. She describes two of her main functions as effective matching and supervision of volunteers and proper recruiting and screening of the correct function for the right volunteer. She points to the need of allowing her volunteers to "be their own persons" yet stresses the importance on really getting to know the volunteers and where they can be of most help.

DISCUSSION POINTS:

- 1) In the first case history, Mrs. Kerby points out the severity of the offense (trespassing) was not as important as the problem of hostility which Vicki labored under...a fact discovered by the pre-sentence investigation team. What is the importance of effective pre-sentence investigation units in the lower courts?
- 2) Comment on Mrs. Kerby's statement, "when you are successful (as a volunteer) you are no longer necessary."
- 3) In matching volunteers to probationers, what type of qualities would you look for? Should there always be a homogeneity between volunteer and probationer?
- 4) How important a quality is education...especially in such areas as social work, psychology, sociology, etc?
- 5) Judge Leenhouts repeats a comment given to him by someone regarding the importance of listening...that the volunteer acts to "enhance my dignity by listening to me." Why is listening so essential to building a relationship between a volunteer and probationer?
- 6) In the case history of Debbie, Mrs. Kerby mentions various community agencies used to help in this case. Is it practical to catalog various community agencies and give this information to the volunteer? Why or why not?
- 7) It is mentioned the key to effective supervision, whether as a volunteer or as a coordinator of volunteers, is to "allow a girl to be her own person." How can this be accomplished and still keep close ties on a relationship?
- 8) What are the qualities necessary to be a good one-to-one volunteer? What positions could be filled for those who want to get involved in the volunteer movement, yet don't seem to possess these skills?

A CASE STUDY -- BOB, A PROBATIONER

SPEAKER: "Bob" was a probationer in the Royal Oak Municipal Court in 1960 as the result of a reckless driving charge...nearly hitting two children playing on a side street where Bob was driving over 70 m.p.h. He was assigned a one-to-one volunteer who is a marriage counselor. His girl friend was pregnant and they wanted to get married. The volunteer helped put their marriage in a clearer focus for both of them and assisted in establishing communication between both sets of parents. Bob continued his relationship with his volunteer long after the probationary period was ended...and never again got into trouble with the law. Through the care and concern of members of the Probation Department, Bob and his wife are now happily married and are living full and productive lives as contributing members of society.

CONTENT: The tape is an interview. After an introduction to the case history, Judge Leenhouts discusses with Bob and his wife the one-to-one relationship and marriage counseling from their perspective. Bob points out that it was his volunteer who helped him get a grip on himself. Through the care and understanding provided Bob and his wife, relationships with parents were patched up and their marriage was begun on a positive note. An example of the latter was given, where the City Attorney was called in to assist in a personal family matter.

NOTE: Thirty one (31) minutes into the tape, the conversation becomes rather "folksy". You may want to stop the tape at this point.... others might think it good to continue. Use your judgement.

DISCUSSION POINTS:

- 1) Richard Simmons of Job Therapy, Inc., points out that we do not have a crime problem as much as a fatherlessness problem. How was this evident in the life of Bob?
- 2) In what ways did the volunteer assist during the difficult period Bob and his wife were facing?
- 3) Bob stated that being put on probation was "the best thing that ever happened" to him. How?
- 4) The City Attorney was called in to assist with a long-standing problem with Bob's father regarding perverted sexual tendencies. How does this show the importance of community resources in helping the offender? How does this show the importance of the volunteer's influence on Bob's "handling" of the situation?
- 5) The relationship with his volunteer continued after the probationary period ended. What does this tell you about the nature of the one-to-one relationship?

SPEAKER: John H. Cauley, Jr. -- Student Volunteers (College Level)

Mr. Cauley was the Director of Volunteer Services at Michigan State University in the early 1970's. As the Coordinator of Volunteers, he expanded and directed the efforts of students. He is still working with volunteers in other areas.

CONTENT: This interview is concerned with the student volunteers and the areas in which they can serve. Mr. Cauley talks about the phenomenal growth of student volunteerism since the late 1960's. It began in the field of education and expanded to corrections and many other areas. He analyzes the change of motivating forces which induced students to volunteer in the 60's as compared to the motivations today, i.e. from motivations of social change and protest to pre-job experience. Positive light is shed on the question that students are difficult to rely on for serious commitment because they are so transient. He also says that agencies should be honest in presenting volunteer job requirements. Only when a clear cut job description is given can a student decide if he can fulfill the time commitments and other obligations. The question of receiving academic credit for volunteer work is also discussed.

DISCUSSION POINTS:

- 1) Due to the shift in motivations of student volunteers from the 60's to the present, is there a change in sincerity of their commitment? Why or why not?
- 2) How can volunteer programs alter their requirements, i.e. residency for a specific time duration, to fit the student occupation? Should programs change to accommodate student volunteers?
- 3) Mr. Cauley's commitment and support of students receiving academic credit for volunteerism wasn't very convincing. This nebulous stand is taken by many college and university administrators. Should academic credit be given for volunteer work by itself or should it always be incorporated with other academic processes?
- 4) Judge Leenhouts frequently asked Mr. Cauley to give some ball-park figures concerning the numbers of student volunteers involved nationally and at Michigan State University. What was his reply?
- 5) Most practitioners think that all volunteers must be screened individually and no types...like ex-convicts, college students, psychiatrists, psychologists...should be all included or all excluded. Do you agree?

SPEAKER: Jeanne Carney -- ACTION (College Students as Volunteers)

Ms. Carney is the Director of the National Student Volunteer Program of ACTION, a national program began in 1971 which coordinates all federally-sponsored volunteer groups (such as VISTA, Foster Grandparents, Peace Corps, etc.). In her capacity, she also seeks to offer guidance and training to leaders of various student volunteer organizations as well as to disseminate information about exciting new ideas in college volunteerism.

CONTENT: The tape is a lecture given at Central Michigan University in the summer of 1974. After a brief introduction to ACTION, Ms. Carney describes statistically the vastness of the student volunteer movement...springing from the civil rights movement of the 1960's. The number of students now serving nationally in a volunteer capacity is calculated at 422,000. They give 7.5 million hours of service per year, or (in economic cost/benefit rations) 135 million dollars of service each year to their communities...the cost is 37¢ an hour. She describes four separate volunteer groups involved in the criminal justice system, ranging from stocking a local jail library with books to women volunteers involved with institutionalized delinquent boys in community self-help programs.

DISCUSSION POINTS:

- 1) What are the major contributing factors in the phenomenal increase of student volunteers today?
- 2) Ms. Carney mentioned a college class project in Connecticut which stocked a jail library with books. What did this tell you about the mechanics of setting up some simple, yet effective volunteer programs?
- 3) What negative effects can a student placement have in an institutional setting? How can this be overcome?
- 4) In her description of the Hofstra Project which worked in a county jail, Ms. Carney tells of many positive effects stemming from growth in student involvement. Is it important to begin such a program on a small scale?
- 5) What did you think of the dramaclinic for prisoners at Pottstatt Prison? Are such art-based programs feasible?
- 6) How can inmates be used to give service to others outside the jail walls?
- 7) What did you think of the use of female college volunteers working at the Boy's Training School in Lansing, Michigan? Can it really help the boys? How might it act as a deterrent?

SPEAKER: SURROUND (A film) and Judge Keith J. Leenhouts
(On Use of High-School Students as Volunteers)

CONTENT: The film offers a view of a program which utilized two virtually untapped resources in the rehabilitation process of juvenile offenders, the church and the peer group. Focusing on environmental causes as well as family difficulties and unhealthy peer influences as casual factors in delinquent behavior, it shows how the church can foster positive self-growth. Rev. Ron Hendrickson, Chaplain at the Boy's Training School at Red Wing, Minnesota founded a program known as Surround for the boys in the institution. Making use of the church youth volunteer, he brings in groups of kids from all over the state who spend time with a single youth in the institution, surrounding him with their love and concern. Bridging social gaps which would otherwise create a schism between himself and so-called "straight kids", the program does more than originally intended....it gives the boy a positive path of transition back into his home community by giving him closer contact with "positive" youth in that community. After the film, Judge Leenhouts offers some personal experiences which further describes the advantage of the church youth worker in the rehabilitative scheme. (Junior High School and High School students are used as volunteers).

- DISCUSSION POINTS:
- 1) What environmental and home factors produce delinquent behavior?
 - 2) What role does the peer play in the formation of moral principles of an individual? How can this influence be controlled?
 - 3) The film mentions that a boy is asked to change habits which have taken a life-time to develop....in a matter of months while at the institution. Is this realistic?
 - 4) How does Surround act to bridge the gap between the youth and his home community?
 - 5) Mr. Hendrickson states that usually the boys at Red Wing are at least "five years removed from the church". Is church an important element in the formation of individual growth? How can the church harness its responsibility to meet the needs of delinquent youth?
 - 6) What effect did the institutionalized youth have on the positive youth? How is this important?
 - 7) Judge Leenhouts mentions older middle-class women being effective in dealing with delinquent youth in activities usually thought of as unrealistic and stuffy. Why are these successful at Red Wing? Is what you do as important as how you do it?

SPEAKER: Richard McPartlin -- Citizens Probation Authority (Volunteers in Prosecution)

Mr. McPartlin is an Assistant Prosecuting Attorney for the Circuit Court of Kalamazoo, Michigan and also is Director of the court's diversion program...the Citizens Probation Authority (CPA). The program, utilizing volunteers, serves adult, non-violent, property related felony offenders who are required to pay through various means for the services rendered. His educational background includes a Bachelors Degree in Business Administration from Western Michigan University, a Masters Degree in Corrections and now he is taking a course in Systems Analysis. Before becoming head of the CPA Program, he worked in vocational education and in Circuit Court probation.

CONTENT: This video presentation is an interview. The central focus of this tape is to portray the feasibility of diversionary programs in regards to their costs, services rendered and effectiveness as compared to traditional process and also to explain the mechanics of the CPA program. Mr. McPartlin briefly describes his background and frustrations as a former probation officer due to a large caseload and the short amount of time he was able to spend with each client. The main objectives of the CPA program is to lighten the case-load of the probation officers thereby allowing them to work more effectively in supervision and counseling and to give the offender better and more meaningful service during his/her rehabilitation. Statistical charts, which include cost comparisons, failure rates, the non-statistical benefits that the clients reap and other tables are shown documenting the effectiveness of the CPA program.

- DISCUSSION POINTS:
- 1) What is the importance of the offender volunteering himself to a diversion program? Should a probationer be required to become involved in a program, like the CPA, upon order of the court?
 - 2) The CPA program requires that the probationer pay for the services of the program either by the payment of \$100.00 or by volunteer work in volunteer organizations. Is this a good practice?
 - 3) Mr. McPartlin discusses the stigma that is attached to being an arrested criminal. Why is this important? In what ways is the stigma avoided when a probationer is involved in a diversion program?
 - 4) Why is it important that the probationer understands the responsibilities and requirements of an alternative program as compared to usual procedures?
 - 5) The question of whether or not volunteers should have an authoritarian position was raised in the course of discussion. What are some pros and cons on this issue? How would a volunteer having a position of authority effect the professional?
 - 6) A chart on "Other Benefits" of the CPA program was shown. Are these benefits, which include citizen involvement, time availability and responsibility of the client secondary or primary in convincing communities of the feasibility for having a diversion program?
 - 7) What does expunging the record accomplish for the defendant?

SPEAKER: REVOLVING DOOR -- (A Film - Thirty Minutes) -(Prisons)

CONTENT: REVOLVING DOOR is a documentary depicting the inadequateness of the court system in handling minor offenders. Shows the overburdened caseloads of judges, attorneys and probation counselors. Termed a "breeding ground for criminals" the local jails serve as centers of custody rather than treatment. Movie presents an inhuman portrait of the jail system. Suggestions are given for improvement of the system: diversion projects, volunteers in probation and improved humanitarian conditions in jails. Excellent film for stirring clean-up action.

Produced by the American Foundation

DISCUSSION
POINTS:

- 1) Why is it that communities spend more money on municipal cemeteries than jails?
- 2) How is the misdemeanant viewed by the community? What community attitudes toward crime are presented in this film? Are these true representations?
- 3) Excessive over-crowding in lower courts has been voiced by many as detrimental to proper adjudication...much less proper treatment...of the offender. How can we guarantee to the accused a speedy trial, yet still guarantee his constitutional rights?
- 4) "Making her amount to something," was a statement made in regards to an offender and her probation experience. What are the accepted interpretations of this statement?
- 5) A frequent criticism of jails and prisons is that these more modern institutions provide "excess luxury" for these "hardened criminals". What are your opinions concerning this statement?
- 6) What bearing does a "meaningful relationship" have on the direction and the life of an individual?

SPEAKER: Richard McPartlin -- Case Histories of Volunteers (Felony Diversion Program)

CONTENT: This presentation is an interview in which Richard McPartlin, Director of the CITIZENS PROBATION AUTHORITY (CPA) program in Kalamazoo, Michigan describes two case histories. The basic thrust of the examples is to depict volunteers working successfully in situations where professionals would have failed. This is because the volunteer has one element which a probation officer does not...time. These cases, because of the complexities involved, serve as good examples. The first case is about Bill, a nineteen year old who was shy, passive and dominated by his mother. He was arrested for receiving and selling stolen property. Bill believed that being arrested was "the greatest thing that could ever happen to him," because his parents for the first time sat down and really talked with him. He was matched with an ex-police officer volunteer who had acquired the art of listening as a police officer. This case illustrates that the volunteer diversion program can provide services to an individual who is not a threat to society, even though he is a felon. Bill's case is then contrasted with the case history of Jack. Jack was an actual threat to society. Without the proper guidance through probation, he would have continued committing criminal offenses. Jack, an alcoholic with a record of violence, had been arrested for B & E (Breaking and Entering) and theft. His wife was also arrested for being an accomplice and they were matched with a husband and wife volunteer team. The husband of the volunteer team was an ex-convict and an ex-alcoholic. This volunteer team was instrumental in the return of the stolen property. The Police Department and probation officers had failed in their attempts to bring this about. In the course of discussing the cases involved, the topic of training volunteers to listen, matching and the fact that a volunteer cannot be classified by mere outward appearances, occupation or past criminal records is discussed.

DISCUSSION
POINTS:

- 1) Mr. McPartlin says that one of his greatest frustrations is the difficulty in deciding how well an individual will function in a one-to-one relationship. Are there certain characteristics which a one-to-one volunteer should have? If so, what are they? How can they be measured? Who should make the judgements?
- 2) What occupations would indicate that an individual probably has the skills needed to be a one-to-one volunteer? What occupations would indicate that certain skills are probably absent? Can the statement be held as being valid? Or is occupation no criteria at all?
- 3) In CPA volunteer training, the art of "listening" is developed through role playing. Can listening be taught or is it an innate quality?
- 4) Jack and his wife dissolved their marriage during probation. Mr. McPartlin said that this does not mean the volunteers failed. What is your view? What is success in a one-to-one relationship?
- 5) It is a mistake not to give volunteers full information about the requirements of their job. Why do agencies fail to give the complete facts, when it causes volunteer drop-outs?
- 6) In Bill's case the probation officer quickly stereotyped him and pigeon-holed his problems. Is this due to a large case load? Why? How should a volunteer react during his first meeting with his probationer? Any different than the professional?
- 7) Should we be afraid to work with felons? Should volunteers be afraid?

SPEAKER: THE ODDS AGAINST -- (A film - Thirty Minutes) - (Prison)

CONTENT: THE ODDS AGAINST is a documentary of the present situation within our jails and prisons. This is a story of John James Mitchell, an example of one with a background of conflict with the law, who is imprisoned into a deplorable institution of "correction". Although the film is slow moving, it shows with emphasis the inhumane mass treatment of inmates in detention as well as long-term prisons. A depressing film, it offers available alternatives such as probation, work release, and improves living conditions within the institution. Shows the rigid out-datedness of the present system which puts too much emphasis on past history rather than present efforts to improve. Good film for training staff and volunteers in the correctional system.

Produced by the American Foundation

DISCUSSION
POINTS:

- 1) How can the hopelessness and despair of the individual offender be met by the criminal justice system?
- 2) How does the court attach a negative stigma on an offender? What effect does this have?
- 3) Can the court truly act as a rehabilitative agent and also guarantee the safety of the public?
- 4) Probation is offered as the most economical and effective method of treating offenders...why is it not used more extensively?
- 5) Is intensive probation more expensive than probation as we generally practice it? More effective than prison and jails? If so, is it really more expensive? What role do volunteers play in this area?
- 6) How can prisons be reformed to be centers for rehabilitation and not "massive monuments to punishment"?

SPEAKER: HELP ME PLEASE -- (A Film - Twenty five Minutes)-(Adult Misdemeanant)

CONTENT: HELP ME PLEASE shows the use of one-to-one volunteers in probation. Probation is discussed as being the best alternative to fines and confinement for young offenders. A very large percentage of all adult misdemeanant offenders are lonely and confused young people who, out of frustration and inability to cope with life and its problems, commit immature and senseless anti-social acts. The one-to-one volunteer is the best answer we know of at this time. The emphasis of the film is on the love and concern a volunteer can show an offender and how the concept of people helping people can work. It concentrates on the intelligent and realistic use of the one-to-one volunteer. It is a film which has great value for all who use volunteers in Juvenile Courts and Institutions, Jails, Prisons and Parole Programs.

Produced by Wayne State University for VIP-NCCD.

DISCUSSION
POINTS:

- 1) Is there such a thing as a "typical" offender before the court? Can we realistically standardize treatment methods?
- 2) Richard Simmons of Job Therapy, Inc. speaks of a "fatherlessness" problem. Do you see this in the film?
- 3) "Justice" as vengeance does not meet the problems of the accused or society. Why is the course of punishment still followed?
- 4) How does the volunteer, acting on his own, in a one-to-one capacity, help to rehabilitate the misdemeanant or felon?
- 5) Why can't the lower courts receive the funds they so desperately need to begin effective programs of rehabilitation?

SPEAKER: NO TEARS FOR KELSEY - (A film -- Thirty Minutes) (Juvenile)

CONTENT: The story in this film concerns 14 year old Kathleen Kelsey who feels rejected and unloved by her parents and runs away from home. Her parents, wrapped up in their own material worlds of money and self-consciousness, cannot understand her inner feelings and her bitterness. In an emotional confrontation at the Police Station, her anger then melts into her crying need for care and concern from her parents. She reaches for her father's love and they almost unite....yet in fear he withdraws to his "Speech #1 and #2"....and her needs go unmet. She turns from him hurt, alone and continues to run away time and time again.

DISCUSSION
POINTS:

- 1) In most cases of juvenile incorrigibility, with whom does ultimate responsibility lie.....the parents, the court or the child? Why?
- 2) In the film, the case-worker assigned to the case asks the parents, "How do you stop her from running away again?" How could her parents have responded? How would you answer?
- 3) In certain courts, parent training seminars are offered to assist parents. How might this have been utilized in this case?
- 4) Should incorrigibility, a "status offense" be considered a crime? What are "status offenses"?
- 5) Kathy's anger and bitterness really seemed to stem from a need for her father to respond to her with love and attention. Yet he had a blatantly amoral value system and could not respond. Do you agree?
- 6) Many parents ask themselves the same questions...."good school, good home, church, nice friends....why me? Is it the parents fault?
- 7) What should be the position of community agencies in a situation such as this where a family might benefit from outside counseling? Can outside intervention be allowed in internal family matters?

SPEAKER: I'M GONNA BE FREE (A film -- Thirty Minutes) (Prison and Parole)

CONTENT: In this simulation of an actual case history, Mylo appears before his Parole Board demanding freedom. As his case history is investigated, the Parole Board questions him by examining past records and looking for positive facts to show that the prisoner is "well prepared" to re-enter the community. Mylo points out the positive notations in the records and his conscious decision to "become a man, regardless of the cost". The Parole Members question his readiness and the prisoner explodes with a venomous indictment of the prison system, resolving to fight to reform it and suggesting avenues for change. A realistic insight into prison life.

DISCUSSION
POINTS:

- 1) How is the determination made to parole a prisoner? Is this a just method?
- 2) Could the Parole Board truthfully say that Mylor's request was "too early"? Upon what criteria was this judgement made?
- 3) In his description of how the prison system in the United States should be overhauled, Mylo mentioned educational opportunities, indeterminate sentences and opening the doors for the public as keys to the reform process. Why are these important? What are others?
- 4) What is "protective custody"? Can an inmate's safety be truly guaranteed in the prison yard?
- 5) Mylo had a counselor before the Board, yet her position was merely an advisory role...no direct advocacy was evident. How else could Mylo's right have been guaranteed before the Board?
- 6) Do prisons prepare for the outside world at all....or are they merely walls of punishment?
- 7) Richard Simmons speaks of the "loser" syndrome which follows men in prison. In what ways did Mylo fit that description?
- 8) In many states Parole Board Members are political appointees with no experience in criminal justice. Is this right?

SPEAKER: THE PRICE OF A LIFE (A film -- Thirty Minutes) (Felony)

CONTENT: This film, produced by the American Foundation, relates the experience of a probation officer and his probationer. It is a case history of Eddie, from offense to trial, to probation and subsequent release. Eddie has had constant trouble with the law...extensive juvenile record, numerous minor offenses and a lot of time in jail. Arrested again, this time for assault, Eddie's background is investigated by pre-sentence team-workers to determine his needs and eventual placement. This pre-sentence report helps the judge who places Eddie on probation. The probation officer spends a great deal of time on this case. Slowly Eddie's life is brought together again with a job. His marriage and his attitudes toward life improve. Failure looms as a constant threat, yet through patience and understanding, Eddie avoids institutionalization...a costly alternative to society as well as to Eddie as a human being.

DISCUSSION
POINTS:

- 1) Eddie's background is a dismal one dominated by a sense of loneliness and failure. How would jail or a fine answer this? What else can meet his needs?
- 2) How was the pre-sentence investigation utilized by the Probation Department? By the judge? By the attorneys?
- 3) Probation costs less than prison and is far more successful. Why don't we use it more often?
- 4) What problems did the probation officer encounter when trying to find employment for Eddie? How important is society's lack of acceptance of the offender?
- 5) The average probation officer has a case-load of 75-200 probationers. Through patience on the part of the probation officer, Eddie was able to alter his attitudes and become a contributing member of society. Yet while the probation officer was with Eddie, what was happening to the other 74-199 probationers?
- 6) What can be done to alleviate the case-load problems of the probation officer?
- 7) Even with the pre-sentence report, the probation officer still had to try out various programs before the answer to Eddie's problems was found. Was the pre-sentence investigation worth it?
- 8) The threat of the criminal stigma...a problem incurred by Eddie in a cyclical morass of despair and frustration is evident. How did the system operate to attach this stigma? How can it act to alleviate it?
- 9) How many Eddies can a probation officer handle? (Assuming eight at the most), could we save money by having ten times as many probation officers and thereby reduce our jail population?
- 10) Eddie's case is probation at its best. Probation often consists of reporting by telephone or letter only. Should we call these two systems by different names?
- 11) "Pete", the volunteer in Royal Oak (See that tape) had a probationer like Eddie. Can the proper volunteer be effective with "Eddies?"
- 12) Is the volunteer the only answer?

NOTE: For information on the Saginaw (Mich.) and Oakland County (Mich.) pilot projects where intense probation really proved itself, write to: National Council on Crime & Delinquency, Continental Plaza, 411 Hackensack Avenue, Hackensack, New Jersey 07601.

SPEAKER: Judge Keith J. Leenhouts (See previous write-ups) (Film Comment)

CONTENT: The tape is a lecture. In a follow-up to the film PRICE OF A LIFE, he points out the basic dilemma of the probation system as it is... too few probation officers having too little time to spend with their clients. To meet this problem, the Royal Oak Court began to use one-to-one volunteers to meet with their clients for a few hours each week. He describes the story of a volunteer, Pete, and his relationship with his probationer, John, an angry young man described by Judge Leenhouts as "a felony looking for a place to happen". Pete at first surprised everyone by refusing to read John's pre-sentence report...noting that he did not want "a piece of paper" between he and John when they first got together. Their relationship went through three stages...at first a "swearing and glaring contest" as both would confront the other, with really nothing to say...then a turn-around to a trusting and communicative relationship, where Pete was able to help John stay out of trouble and find some employment training...goading him all the time to make him stick it out...finally the warm personal friendship they have today, some twelve years after the probation period ended. The first four months were really the testing period for Pete by John... where Pete was really earning his right to be a friend. Yet, through it all, came a deep loving and caring concern for one another...with Pete exemplifying the paradoxical hard-nosed nature of love.

DISCUSSION
POINTS:

- 1) Probation officers often have case-loads totaling over 100 clients, with most of their time taken up in court hearings, investigations, etc. How can the probation officer be a more effective participant in the system as it now stands?
- 2) Judge Leenhouts said that Pete, in the first four months, had to "earn the right to be a friend" with John. Why do you think this was so?
- 3) Pete was able to help John by providing him with an "inspirational personality" and by giving guidance and direction to him. How was this able to fill this evident need of John? Might this lack have been what brought him into a constant series of contacts with the law? Did the absence of this...before Pete...bring him in conflict with the law?
- 4) Pete said that one of the turning points in the relationship was when John found out that he did not read his pre-sentence report. How did this cause their relationship to turn around? Why was it important for Pete to be totally honest with John in this?
- 5) Judge Leenhouts speaks of the good volunteer as embodying the "paradoxical" nature of love that Carl Sanburg saw in Abraham Lincoln...a firmness combined with a gentle care and concern. Is this the essential nature of the relationship?

ADDITIONAL
INFORMATION: Contact VIP-NCCD, 200 Washington Square Plaza, Royal Oak, Michigan 48067.

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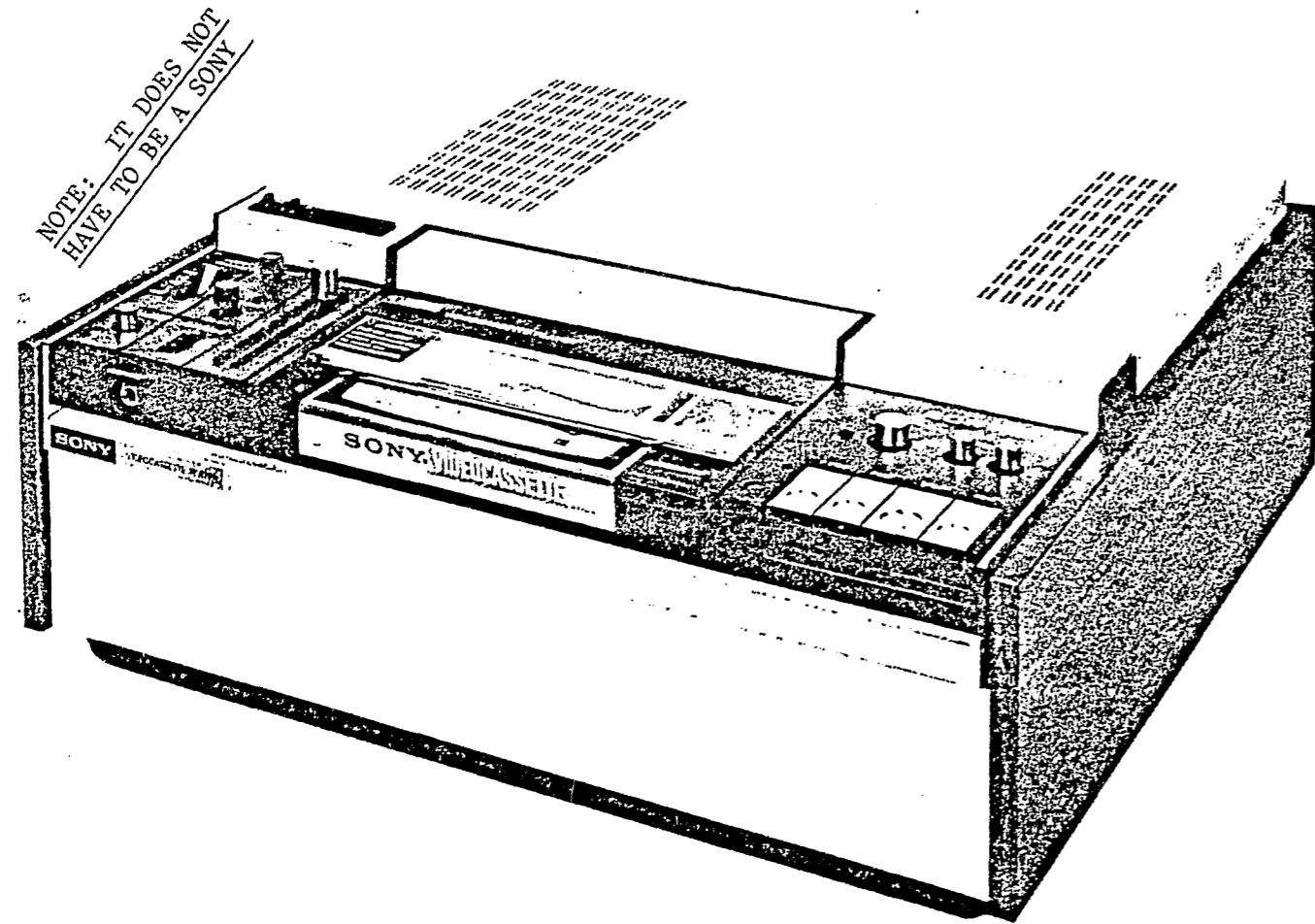
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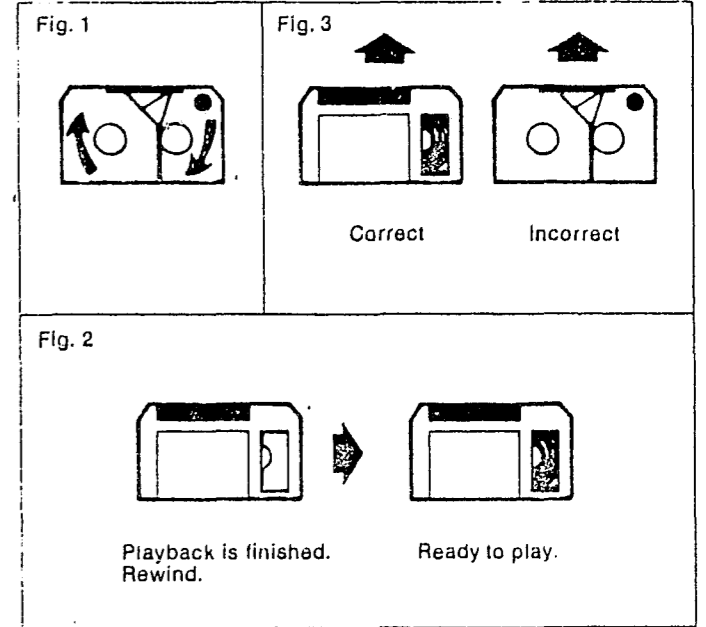
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- If the red safety cap at the bottom has been removed, recordings cannot be made. To protect a recording from accidental erasure, remove the cap.
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EQUIPMENT NEEDED:

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SUGGESTIONS ON HOW THE CASSETTES MIGHT BE COMBINED INTO THREE ONE
HOUR CLASS PERIODS OR TRAINING SESSIONS

I - COURSE INTRODUCTION

- 1) JUDGE KEITH J. LEENHOUTS - #1
(FIRST HALF)
- 2) JUDGE KEITH J. LEENHOUTS - #1
(LAST HALF)
- 3) COURTS AS THEY ARE TODAY - 15

II - INTRODUCTION TO JUVENILE DELINQUENCY

- 1) GRADUATION DAY (FILM) - #13a
- 2) NO TEARS FOR KELSEY (FILM) - #43a
- 3) DISCUSSION - POSSIBLE USE OF GUEST
SPEAKER SUCH AS A JUVENILE COURT
PROBATION OFFICER

III - A JUVENILE COURT PROGRAM

- 1) PARTNERS - PHILOSOPHY & SPIRIT - #8
(FIRST HALF)
- 2) PARTNERS - PHILOSOPHY & SPIRIT - #8
(LAST HALF)
- 3) DISCUSSION

IV - JUVENILE COURT PROGRAM

- 1) PARTNERS, INC. - #6
- 2) PARTNERS - MANAGEMENT & FUNDING
#9 (SUGGEST 30 MINUTES TOTAL
VIEWING TIME OF SELECTED PARTS
OF THIS CASSETTE)
- 3) DISCUSSION

V - ALTERNATIVE TO JUVENILE INSTITUTIONS

- 1) EXPEDITIONS PROGRAM (INCLUDES FILM)
#10 (FIRST HALF)
- 2) EXPEDITIONS PROGRAM - #10
(LAST HALF)

VI - ALTERNATIVE TO JUVENILE INSTITUTIONS

- 1) EXPEDITIONS PROGRAM - #11a
- 2) SIX MONTH EXPEDITION TRIP - #11b
- 3) DISCUSSION

VII - JUVENILE COURT VOLUNTEER PROGRAM

- 1) JUDGE EUGENE A. MOORE - #5
(FIRST HALF)
- 2) JUDGE EUGENE A. MOORE - #5
(LAST HALF)
- 3) DISCUSSION

VIII - ONE-TO-ONE VOLUNTEER CONCEPT

- 1) PRICE OF A LIFE (FILM - #45a
- 2) COMMENTARY ON PRICE OF A LIFE - #45b
- 3) DISCUSSION

IX - ONE-TO-ONE VOLUNTEERS

- 1) DR. ERNEST L.V. SHELLEY - #26
- 2) BOB, A PROBATIONER - #35
(SUGGEST NOT OVER 30 MINUTES OF
THIS 45 MINUTE CASSETTE)
- 3) DISCUSSION

X - ONE-TO-ONE VOLUNTEERS

- 1) ONE PLUS ONE EQUALS MANY MORE
(SLIDES) - #20a
- 2) ONE PLUS ONE EQUALS MANY MORE
#22 (COMMENTS OF SLIDE PRESENTATION)
- 3) DISCUSSION

XI - INTRODUCTION TO PRISONS

- 1) ODDS AGAINST (FILM) - #42a
- 2) REVOLVING DOOR (FILM) - #40a
- 3) DISCUSSION

XII - INTRODUCE PRISON CONCEPT

- 1) CONCERNS IN CRIMINAL JUSTICE - #4
- 2) PERSONAL HISTORY - EXPERIENCE IN
PRISON - JAMES SPIVEY - #30
- 3) DISCUSSION

XIII - HISTORY OF PRISONS

- 1) HISTORY OF PRISONS - RICHARD SIMMONS
#3
- 2) JOB THERAPY, INC. - #2
- 3) DISCUSSION

XIV - INVOLVEMENT OF MINORITIES

- 1) MINORITIES AND CRIMINAL JUSTICE
#31 (FIRST HALF)
- 2) MINORITIES AND CRIMINAL JUSTICE
#31 (LAST HALF)
- 3) DISCUSSION

XV - COLLEGE STUDENT INVOLVEMENT

- 1) ACTION PROGRAM - #37
(COLLEGE STUDENTS AS VOLUNTEERS)
- 2) STUDENT VOLUNTEERS (COLLEGE LEVEL)
#36 (FIRST HALF)
- 3) DISCUSSION

XVI - ALCOHOLISM

- 1) TIME FOR DECISION (FILM) #19a
- 2) PERSONAL HISTORY - #12
ROBERT GROVES
- 3) DISCUSSION

XVII - DRUGS

- 1) DR. ARTHUR JALKANEN - #14
(FIRST HALF)
- 2) DR. ARTHUR JALKANEN - #14
(LAST HALF)
- 3) DISCUSSION

XVIII - ALCOHOL & DRUGS

- 1) ALCOHOL & DRUG ADDICTION CENTER
13a
- 2) IT TAKES A LOT OF HELP (FILM)
#44
- 3) DISCUSSION

XIX - PRE-SENTENCE INVESTIGATIONS

- 1) PRE-SENTENCE INVESTIGATIONS - #16
JUDGE KEITH J. LEENHOUTS
- 2) COMMUNITY PRE-SENTENCE PROGRAM
(SLIDES) #20b
- 3) VOLUNTEER PRE-SENTENCE PROGRAM
#23

XX - DIVERSION

- 1) DIVERSION - JUDGE KEITH J. LEENHOUTS
17 (SEE SECTIONS OF #5 ALSO)
- 2) CITIZENS PROBATION AUTHORITY - #39
(FIRST HALF)
- 3) CITIZENS PROBATION AUTHORITY - #39
(LAST HALF)

XXI - ADMINISTRATION

- 1) MECHANICS OF VOLUNTEER PROGRAMS
18a
- 2) CRIME AND CORRECTIONS - #21
(INCLUDES SLIDE PRESENTATION)
- 3) DISCUSSION

XXII - ADMINISTRATION

- 1) WHAT IS YOUR RELATIONSHIP - #19b
- 2) ADMINISTRATION & COORDINATION
#24
- 3) DISCUSSION

XXIII - MANY USES OF VOLUNTEERS

- 1) MANY USES OF VOLUNTEERS - #18b
- 2) SURROUND (FILM) - #38
(HIGH SCHOOL VOLUNTEERS)
- 3) DISCUSSION

XXIV - PRISONS

- 1) VOLUNTEERS IN INSTITUTIONS - #25
- 2) I'M GONNA BE FREE (FILM) - #43b
- 3) DISCUSSION

XXV - TRAINING & COUNSELING TECHNIQUES

- 1) TRAINING & COUNSELING TECHNIQUES (FIRST
#29 (DR. ERNEST L.V. SHELLEY) HALF)
- 2) TRAINING & COUNSELING TECHNIQUES
#29 (LAST HALF) (DR. SHELLEY)
- 3) DISCUSSION

XXVI - COUNSELING TECHNIQUES & RESEARCH

- 1) GROUP COUNSELING - #27
(DR. SHELLEY)
- 2) RESEARCH & EVALUATION - #28
(DR. SHELLEY)
- 3) DISCUSSION

XXVII - ONE-TO-ONE VOLUNTEERS

- 1) HELP ME PLEASE (FILM) - 42b
- 2) A VOLUNTEERS STORY - #33
(FIRST HALF)
- 3) A VOLUNTEERS STORY - #33
(LAST HALF)

XXVIII - ROLE OF WOMEN IN VOLUNTEER COURT PROGRAMS

- 1) A VOLUNTEER - #34
(FIRST HALF)
- 2) COORDINATOR OF A WOMAN'S PROGRAM
#34 (LAST HALF)
- 3) DISCUSSION

XIX - ONE-TO-ONE VOLUNTEERS

- 1) CASE HISTORIES - #40b
- 2) ROLE OF COORDINATOR OF VOLUNTEERS
#41
- 3) DISCUSSION

SPECIAL RESOURCE

COLLEGE STUDENT FIELD TRIP EXPERIENCE - #32
(CENTRAL MICHIGAN UNIVERSITY STUDENTS)

ADDITIONAL AUDIO VISUAL RESOURCES (Not included in the tape series)

In addition to the video-cassette tape series for the NATIONAL COLLEGE, we wanted to make you aware of a few films that might also be good resource material. These cover diverse subjects, related to the area of community action in criminal justice and human welfare. These films are available from the organizations listed. Many others could, of course, be suggested. These are only a few for your consideration.

CHILDREN OF TROUBLE -- (60 Minutes)

The film concentrates on institutionalization of juvenile offenders and the subsequent harms. The institutions themselves are located in New Jersey. The film illustrates, candidly, the negative effect institutionalization can have on young offenders. It also illustrates a fine program at Skillman, New Jersey, which utilized volunteers and can point to many positive effects which stem from its action. A former TV documentary, it is available from the NATIONAL COUNCIL ON CRIME AND DELINQUENCY, Continental Plaza, 411 Hackensack Avenue, Hackensack, New Jersey 07601, Harry McNamara, contact person.

MORE THAN A FRIEND -- (25 Minutes)

This film documents, in a positive light, the effect that a volunteer can have in a one-to-one probationary relationship. It shows clearly the different uses of volunteers which have proved successful in the past and the new and more positive avenues now open for probationers for successful rehabilitation. It must be noted that the film depicts the relationship between volunteer and probationer to be overwhelmingly successful. As we know, this is not always the case and the relationship can prove to be a difficult one. The film is available from THE DIVISION OF PROBATION, Box 7018, Governor A.E. Smith Office Building, Albany, New York 12225, John Keegan, contact person.

CRIMINAL JUSTICE IN A NATION OF ORPHANS -- (27 Minutes)

The film's purpose is to get citizens involved in doing something about crime and delinquency in their own community. It documents the experiences of a young girl, awaiting sentence for murder, dwelling on the sequence of progressively more serious offenses that led to the situation in which she is now. It focuses on "what might have been" if certain community services had been available to her. It covers all areas of the system...law enforcement, courts, corrections and diversion...with a primary emphasis on youth. The National Junior League uses it as a motivational tool and spring-board for discussion. The film is available from the SEARS FILM LIBRARY, c/o Association-Sterling Films, 512 Burlington Avenue, LaGrange, Illinois 60525.

SO YOU'RE ON PROBATION -- (22 Minutes)

An excellent film that depicts the mechanics of probation for the young juvenile offender. Filmed for the Cook County Circuit Court, Juvenile Division, it explains to the individual probationer exactly what can be expected during the probationary period. The film talks about the "nitty-gritties" of probation... legal mechanics and responsibilities, determination of services and the diversity of services available to the individual offender. Produced by Betzer Productions, it is available from the COOK COUNTY CIRCUIT COURT-JUVENILE DIVISION, 1100 S. Hamilton Avenue, Chicago, Illinois 60612.

ADDITIONAL AUDIO VISUAL RESOURCES (Continued)

CANOES AND CORRECTIONS -- (35 Minutes)

The film documents an alternative program for communities seeking an answer for its delinquent youth. It depicts a wilderness canoe trip which was sponsored by the Shawnee County (Kansas) Adventure Program and the Juvenile Court. The participants on the trip were the youth, juvenile judges, probation officers and canoe guides. The film shows the feeling of comraderie the participants enjoyed as they worked side by side. It was funded solely by local businessmen and is available from VOLUNTEERS IN CORRECTIONS, 207 Shawnee County Court House, Topeka, Kansas 66603.

FOUR GREY WALLS -- (28 Minutes)

The film points to a successful program in the Utah State Prison which utilized families from the community meeting with individual inmates for an evening each week inside the prison...as well as working with the inmate's family on the outside. Combined with a "step-by-step" approach to rehabilitation initiated by prison officials, this program has had a high degree of success with prisoners who are seeking successful re-entry into the community. The film documents the loneliness and emptiness of men behind bars. It is available from the Department of Motion Picture Production, BRIGHAM YOUNG UNIVERSITY, Provo, Utah 48602.

CIPHER IN THE SNOW -- (24 Minutes)

Though not concerned specifically with criminal justice, the film hits hard at the crucial need for all of us to recognize worth in each individual. It tells of a boy, no one thought was important until his sudden death one snowy morning, whose life was characterized by loneliness and failure. It depicts the effects that the school and family have in shaping the lives of its youth...and the responsibility which must be faced up to for insuring opportunity for all. Available from the Department of Motion Picture Production, BRIGHAM YOUNG UNIVERSITY, Provo, Utah 48602.

WE DID IT FOR YOU -- (18 Minutes)

The film follows the growth of Rainbow United, Inc., a non-profit organization located in Wichita, Kansas. Rainbow United makes efficient and effective use of community resources to meet the needs of handicapped and retarded children. The program makes use of a variety of services...volunteer help from community housewives and local college students, professional consultation from individuals with expertise in areas such as accounting, advertising, media, support from local churches, etc. It documents how hard work, self-sacrifice, efficient planning and community support can combine into an effective therapeutic program. It is available from VOLUNTEERS IN CORRECTIONS, 207 Shawnee County Court House, Topeka, Kansas 66603

ADDITIONAL AUDIO VISUAL RESOURCES (Continued)

CHILDREN IN TROUBLE - A NATIONAL SCANDAL -- (29 Minutes)

This film is a two part documentary probing the abuses of, and recommending alternatives to, the juvenile justice system in the United States. Filmed on location in twenty three states, it uses commentary from judges, police, probation officers, school officials and children to tell of the staggering problems of providing adequate care and treatment facilities for troubled children which are both humane and effective. The first part of the film deals with the crimes against children perpetrated by institutions dealing with those cases. Some county jails, detention centers, institutions and even juvenile courts flagrantly violate the human and constitutional rights of children. The second part of the film gives insights into real alternatives. Attention homes, half-way houses, school program and community action programs, which truly help children in trouble, are discussed. Produced by The Film-Makers, Inc., this film is distributed by the JOHN HOWARD ASSOCIATION, 537 South Dearborn Street, Chicago, Illinois 60605. It is also available through YMCA Regional Offices. Contact your local YMCA for the address.

SECOND CHANCE -- (25 Minutes)

This film gives the story of a volunteer friend to a 16 year old boy on probation. Shows the problems a volunteer will encounter, especially when he thinks the job is easy. There is a good discussion scene with the boy, volunteer friend, probation counselor, teacher, and family. This helps the volunteer realize his mistakes, the reality of the situation and how to give himself and the boy a second chance. Excellent photography of Colorado mountains and scenery. An important film for orienting and training volunteers in the juvenile courts. Available from the NATIONAL INFORMATION CENTER ON VOLUNTEERISM, P.O. Box 4179, Boulder, Colorado 80302.

REACHING OUT -- (28 Minutes)

This 16mm. color film details the development of the NATIONAL YOUTH PROJECT USING MIMI-BIKES (NYPUM), a project which began in a Los Angeles YMCA and has since spread to over 300 cities involving more than 20,000 youth in trouble. The film illustrates the use of the mini-bike as a tool to develop relationships and the spin-off programs that aid troubled youth. The project has achieved national acclaim and was made possible through a grant by American Honda which donated ten thousand mini-bikes and also a grant from L.E.A.A. The project makes extensive use of volunteers in many of the cities where it is located. Further information on the film and the project is available from NYPUM, 714 West Olympic Boulevard - Suite 409, Los Angeles, California 90015.

BOOK REVIEWS

BY

CLYDE METZGER -- TOM WATKINS -- JAMES WARRICK

NATION WITHOUT PRISONS - Dr. Calvert Dodge

An excellent introduction to the national movement for reform in the criminal corrections system. In an organized and systematic fashion, he demonstrates the drastic need for change within the system. He also offers many examples of programs which are alternatives to prison. These are community-based volunteer programs...which are proving that only through citizen and community activity in the criminal justice system can realistic and fundamental change take place.

With selections from experts in criminology, commission findings and reports from practitioners who have founded and led successful community projects aimed at reforming the system, the contributions compiled provide an inside look at the system for the individual student. Specific research and bibliographies are provided for the reader seeking a deeper understanding of the processes involved.

Chapters written by Robert Moffitt, Richard Simmons and Judge Keith Leenhouts are included which multiply their value for this series since they are involved in the tapes also. Unfortunately, the only text book suggested not available at low cost.

FIRST OFFENDER - Joe Alex Morris

The first book published about the volunteer court-corrections movement tells about the development of the program in Royal Oak, Michigan and describes other programs such as Denver and Boulder, Colorado.

The Royal Oak program began out of a complete vacuum, totally without professional staff or funds. Eight volunteers soon grew into five hundred volunteers who acted not only in the one-to-one friend capacity but also utilized volunteer psychiatrists, psychologists, marriage counselor, financial contributors, alcohol programs, medical assistance, optometrists, etc.

The book describes how the dissemination process began which now (1975) has involved some one fourth to one third of a million volunteers active in about 2,000 courts, jails, prisons and juvenile institutions in the United States and Canada.

The initial research on the use of volunteers and professionals in a court setting is discussed. Another chapter deals with an early...perhaps the first...attempt of an adult misdemeanor court to divert defendants from the system by way of an earned dismissal program.

It has 210 pages and is available from VIP-NCCD, 200 Washington Square Plaza, Royal Oak, Michigan 48067.

BOOK REVIEWS (Continued)

LEAA STANDARDS - National Advisory Commission on Criminal Justice Standards and Goals

These texts are a series of six reports in six volumes. This Commission was appointed by the Administrator of the Law Enforcement Assistance Administration (LEAA) in October, 1971. The purpose of this Commission was to formulate national criminal justice standards and goals for crime reduction and prevention at the state and local levels. The results of this Commission's research is compiled in the following reports:

- A National Strategy to Reduce Crime
- Criminal Justice System
- Police
- Courts
- Corrections
- Community Crime Prevention

These volumes are extensive in research and highly documented with valuable information. We recommend they be used more as reference than as actual texts due to their length.

THE CRIME OF PUNISHMENT - Karl Menninger, M.D.

Dr. Karl Menninger, a psychiatrist with extensive knowledge and experience in the area of criminal justice and forensic psychiatry, provides us with a shuddering display of the miscarriage of "justice" within our criminal justice system today. Written from the viewpoint of an "involved observer", Dr. Menninger points to the misunderstanding and subsequent misuse of the interface between legal mechanics and psychological rehabilitation of each individual offender. Stated simply, his message is direct and clear: In our effort to see justice prevail in stopping crime, we see to the punishment of a selected few unfortunate ones who "just happened to get caught" as vengeance for all of society's crimes.... and do little about the everyday crimes committed all around us. Providing as a deterrent, our inhuman punitive measures of imprisonment that do little to stop the rate or rampancy of crime, much less rehabilitate an offender.

This book is easy to read, direct and hard hitting and full of evidence and examples. It is an excellent text for exposing newcomers to the study of criminal justice and the inherent and deadly short comings of our criminal "injustice" system. Although written from the scholarly viewpoint of a psychiatrist, which tends to become rather Freudian in analysis towards the end of the book, it provides a valuable insight to the vital need for reform and renewal within the system.

BOOK REVIEWS (Continued)

THE NEW RED BARN - William G. Nagel

The end result of a study headed by the author and sponsored by the American Foundation and the Department of Justice, THE NEW RED BARN is a study of the newer correctional facilities around the nation. Mr. Nagel and his study group visited and analyzed local, state and federal jails and prisons coming to the conclusion that true rehabilitation cannot be realized through institutions which confine a large number of inmates in a dehumanized environment. He further states that a moratorium should be called on the construction of new facilities and promotes the belief that the goal of contemporary corrections should be the reintegration of prisoners into society.

Descriptive in style and fairly technical in its presentation, this book may be better for practitioners than students.

VOLUNTEERS IN COURT - A Manual Published by the Department of Health, Education and Welfare

This book was written to assist courts in developing and managing a volunteer system within their own unique setting. The manual lists many "how to's": How to organize a new program; how to improve existing programs; how to make a meaningful personal contribution. These guidelines are backed up with statistics, research and the experience of ten years of trial and error in other courts. Numerous examples in the text highlight the fact that no two courts are alike and each program must be adapted to the individual needs of the specific courts and community.

This manual is unique and constructive in that each chapter can be used independently of the others. Each focuses on a single aspect of the court volunteer process, from planning and initiation to financing and improving. As such, it can be used as a constant reference. As stated by Ralph M. Susman in the forward, "The manual will meet a real need and assist courts wishing to develop volunteer programs."

VOLUNTEERS IN COURTS - Collected Papers - Published by the Department of Health, Education and Welfare

This book serves to pinpoint specific areas of specialization that can be used to bolster an existing volunteer probation system. It describes in detail various ways of utilizing the individual talents of volunteers to their fullest potential. Some of the suggested programs are foster homes, tutoring, discussion groups and professional services.

An important thrust in this book is to offer management guidelines for coordinating and supervising court volunteer job specialties. A recurring theme is that volunteers must be given work that is meaningful...work that gives the volunteer increasing direct responsibility for the probationer's progress.

In general, this book promotes the idea of capitalizing on the available talents offered by volunteers to expand the scope of the probation program to fit the varied needs of the probationers.

NATION-WIDE IMPLICATIONS

This has nation-wide implications. The HOST UNIVERSITY will inspire, inform and instill in hundreds of students a long-term commitment to the volunteer court-corrections movement.

Assisting the educator is a series of 34 hours of excellent quality, colored T.V. audio-visual cassettes. They can be borrowed inexpensively or purchased at low cost from VIP-NCCD.

We will also continue to conduct nation-wide, regional and state conferences periodically to assist Criminal Justice Educators throughout the United States and Canada.

This TRAINING MANUAL has been developed and has been incorporated into this course. It is being distributed to the Professors of Criminal Justice and Practitioners of the volunteer court-corrections movement nation-wide.

Many colleges and universities now have courses on voluntarism in criminal justice.

There is only one way for us to stem the tide in the fight against crime and that is to give the courts, jails, prisons and juvenile institutionsand particularly those who come in contact with the early, young offender.....sufficient people-power to deal effectively with the problem. The only way that can be done is to harness the power of our citizens. The one third of a million volunteers now involved must grow to several million and they must be supervised, trained and guided by knowledgeable professionals who are committed to the intelligent use of volunteers and who know how to use them.

The professional probation officer, parole officer and other professionals in criminal justice in the future will be in demand only if they know how to use volunteers. We must prepare our graduates in such a way that they will be in demand as professionals in the future. If we do not, their employment prospects will diminish materially.

Our goal is to make the course at your university the best possible course and to have hundreds of colleges and universities institute and maintain similar courses. VIP-NCCD will continue to be a resource and will assist in any appropriate way.

In the first decades of the movement, 1960-1980, we learned what to do as we grew from virtually zero to one half of a million volunteers in some 5,000 courts, jails, prisons and juvenile institutions. Research proved it. Now we must do it.

CURRICULUM SUGGESTIONS FOR COLLEGES
AND UNIVERSITIES TO CONSIDER

HOST UNIVERSITY

COURSE NO _____

CHALLENGING AND CHANGING THE CRIMINAL JUSTICE SYSTEM

POSSIBLE FACULTY

ONE OR MORE PROFESSORS FROM THE CRIMINAL JUSTICE, SOCIOLOGY, PSYCHOLOGY
OR OTHER APPROPRIATE DEPARTMENTS OF THE HOST UNIVERSITY.

A PRACTITIONER OF THE VOLUNTEER COURT-CORRECTIONS MOVEMENT TEACHING PART-
TIME OR THE PRACTITIONER AND THE PROFESSOR TEAM-TEACHING ASSISTED BY
STUDENT INTERNS AND ASSISTANT INSTRUCTORS (TO ASSIST WITH THE AUDIO-
VISUAL MATERIAL, FIELD TRIPS, GRADING, ETC.).

COURSE OUTLINE

(A SUGGESTION FOR YOUR CONSIDERATION)

BASED UPON OUR EXPERIENCES WITH ABOUT FIVE HUNDRED COLLEGE STUDENTS WHO
TOOK THE COURSE AT CENTRAL MICHIGAN UNIVERSITY, THE UNIVERSITY OF MICH-
IGAN, OLIVET COLLEGE (MICHIGAN), OAKLAND UNIVERSITY AND UNIVERSITY OF
ALABAMA BETWEEN MAY, 1974 AND JANUARY, 1977.

This suggests a Curriculum for a complete
four hour Course. Of course, one or more
Cassettes can be used in existing Courses
where a segment on voluntarism in criminal
justice would be appropriate.

HOST UNIVERSITY

4 HOUR CREDIT COURSE--15 WEEKS

NOTE: Where a Speaker is Available on the Subject, He or She can be Substituted for or Used as a Supplement to the Video-Cassettes.

SUGGESTIVE ONLY

WEEK #1

THE SYSTEM AS IT IS

- 1) Courts System - Cassette #15 (First Hour)
30 Minutes - 20 Minute Discussion
- 2) Prisons - ODDS AGAINST - Cassette #42a (Second Hour)
30 Minutes - 20 Minute Discussion
- 3) Juvenile Courts - CHILDREN IN TROUBLE - Film (Third Hour)
30 Minutes - 20 Minute Discussion (This is the only suggested Audio-Visual aid not on the cassettes. It is a 16mm. film that can be rented inexpensively. See Index under "Additional Audio-Visual Resources". Or a speaker on the Juvenile Justice System may be used in place of the film.)
- 4) Overview - Cassette #4 (Milton G. Rector) (Fourth Hour)
30 Minutes - 20 Minute Discussion

WEEK #2

GO THRU THE PROCESS

- Field Trips: The adult procedure of arrest, booking, arraignment and examination in the adult misdemeanor court and the arraignment and trial in the adult felony court. The students go through the whole process. They actually go to the Police Department, the Courts, Etc. Either all can go through the process or one student can be observed going through the entire process.
- a) Local Police Department
 - b) Adult Misdemeanor Court
 - c) Local Felony Court
- About 4 Hours

WEEK #3

YOU CAN MAKE A DIFFERENCE

- 1) Introduction - Cassette #1
30 Minutes - 20 Minute Discussion
- 2) Introduction (Part 2) - Cassette #1
30 Minutes - 20 Minute Discussion
- 3) GRADUATION DAY - Cassette #13b
30 Minutes - 20 Minute Discussion
- 4) Dynamics Of The One-To-One Volunteer - Cassette #26 (Dr. E.L.V. Shelley)
30 Minutes - 20 Minute Discussion

WEEK #4

HOW TO DO IT BETTER (Juvenile Institution Alternative)

EXPEDITIONS PROGRAM - Cassette #10--Includes Film, "BECOMING BROTHERS" (Fred Ress)

Cassettes #10 - 11a - 11b - also used in whole or in part

Cassettes and Discussion - Total 4 Hours

(Fred Ress began his involvement as a college student)

COURSE OUTLINE (Continued)

WEEK #5

HOW TO DO IT BETTER (Juvenile Courts)

PARTNERS, INC. - Cassette #8 (Robert Moffitt)

Cassettes #6 - 7 - 8 - 9 also used in whole or in part

Cassettes and Discussion - Total 4 Hours

(Robert Moffitt began his involvement as a college student)

WEEK #6

FIELD TRIPS - No Classes

a) Juvenile Court Facilities

(Court, Probation Department, Diversion Program, Detention, Commitment Facilities, Etc.)

About 4 Hours

WEEK #7

HOW TO DO IT BETTER (Juvenile Courts)

- 1) Judge Eugene A Moore - Cassette #5
30 Minutes - 20 Minute Discussion
- 2) Judge Eugene A. Moore - Cassette #5 (Part 2)
30 Minutes - 20 Minute Discussion
- 3) NO TEARS FOR KELSEY - Cassette #43a
30 Minutes - 20 Minute Discussion
- 4) HELP ME PLEASE - Cassette #42b
30 Minutes - 20 Minute Discussion
(Stresses adult procedures)

WEEK #8

OVERNIGHT JAIL EXPERIENCE - No Classes

a) A Prison or Jail

Small groups of students in one cell

b) The Alternative - Visit to Maximum, Medium or Minimum Security Prison

Talk with Inmates in as uncensored an atmosphere as possible.

(About 60-90% of the students will want the overnight jail lock-up experience. The balance can go on a field trip to an institution)

COURSE OUTLINE (Continued)

WEEK #9

PRISONS AND VOLUNTEERS

- 1) REVOLVING DOOR - Cassette #40a
30 Minutes - 20 Minute Discussion
- 2) Personal History - Prison Experience - Cassette #30 (James Spivey)
30 Minutes - 20 Minute Discussion
- 3) Volunteers In Institutions - Cassette #25 (Dr. E.L.V. Shelley)
30 Minutes - 20 Minute Discussion
- 4) JOB THERAPY, INC. - Cassette #2 (Richard Simmons)
30 Minutes - 20 Minute Discussion
(Second half hour - choice of other R. Simmons Cassette #3 or Discussion)

WEEK #10

- 1) Test on the book, FIRST OFFENDER
 - 2) Discussion of the book, FIRST OFFENDER
 - 3) Test on the book, NATION WITHOUT PRISONS **
 - 4) Discussion of the book, NATION WITHOUT PRISONS **
- (See Page 78 for other suggested texts)
- ** Unlike all other books suggested, not available at low cost.

WEEK #11

COUNSELING TECHNIQUES

- 1-2-3) Counseling Techniques (Appropriate Professor from HOST UNIVERSITY)
Brief Introduction of Reality Therapy, Transactional Analysis or other counseling techniques selected by the Host University Professor
Total 3 Hours
- 4) Description of other Courses which are Available at the HOST UNIVERSITY to prepare students to become volunteers or professionals utilizing volunteers in criminal justice
Appropriate Professor from HOST UNIVERSITY
Total 1 Hour

WEEK #12

PRE-SENTENCE INVESTIGATIONS AND DIVERSION

- 1) Pre-Sentence Investigations - Cassette #16 (Judge Keith J. Leenhouts)
30 Minutes - 20 Minute Discussion
- 2) Pre-Sentence Investigations - Cassette #23 (John Stoeckel)
30 Minutes - 20 Minute Discussion
- 3) Diversion - Cassette #17 - (Judge Keith J. Leenhouts)
30 Minutes - 20 Minute Discussion
- 4) CITIZENS PROBATION AUTHORITY - Cassette #39 (Richard McPartlin)
30 Minutes - 20 Minute Discussion or complete the 60 minute cassette
(If decide to show 30 minutes only, instructor to decide which portion to show)

COURSE OUTLINE (Continued)

WEEK #13

THROUGH THE EYES OF THOSE INVOLVED

- 1) A Volunteer - Cassette #33 (Pete Kramer)
30 Minutes - 20 Minutes Discussion
Or show balance of the 60 Minute Cassette *** (See Below)
- 2) A Probationer - Cassette #35 ("Bob")
30 Minutes - 20 Minutes Discussion
Or show balance of the 60 Minute Cassette *** (See Below)
- 3) A Chaplain - Cassette #38 (SURROUND Program)
30 Minutes - 20 Minutes Discussion
- 4) A Coordinator of Volunteers - Cassette #34 (Barbara Kerby)
30 Minutes - 20 Minutes Discussion
Or show balance of the 60 Minute Cassette *** (See Below)

WEEK #14

THE ONE-TO-ONE VOLUNTEER

- 1) PRICE OF A LIFE - Cassette #45a
30 Minutes - 20 Minutes Discussion
- 2) Comments on PRICE OF A LIFE - Cassette #45b
30 Minutes - 20 Minutes Discussion
- 3) Case Histories of Volunteers - Cassette #40b
30 minutes - 20 Minutes Discussion
- 4) Role of the Volunteer Coordinator - Cassette #41 (Donald Amboyer)
30 Minutes - 20 Minutes Discussion

WEEK #15

EXAMINATION

- 1) Test on the book, CRIME OF PUNISHMENT
- 2) Discussion of Test - 1 Hour
- 3) Test - "This Is What I Will Do OR What We As A Society Must Do"
- 4) Discussion of Test - 1 Hour

***If decide to show 30 Minutes only, Instructor to determine which portion to show...

ANOTHER COURSE EXAMPLE: VOLUNTEERS IN CRIMINAL JUSTICE - OLD DOMINION UNIVERSITY -
NORFOLK, VIRGINIA

Sociology 195: WX and WX2
INTRODUCTION TO VOLUNTEERISM IN THE JUVENILE JUSTICE SYSTEM

Fall Semester 1975
Arts & Letters 234

Thursdays (+2 Tuesdays
7:00 - 9:00 P.M.

I. - TEXTBOOKS:

Vernon Fox: "A HANDBOOK FOR VOLUNTEERS IN JUVENILE COURT", Special Issue of
JUVENILE JUSTICE: A Journal of the National Council of Juvenile
Court Judges, Vol. 23, No. 4, February 1973

Dr. Karl Menninger: "THE CRIME OF PUNISHMENT", Viking Press, New York, 1966

Lisa Aversa Richette: "THE THROWAWAY CHILDREN", Dell Books, 1969

Sol Rubin: "CHILDREN AS VICTIMS OF INSTITUTIONALIZATION", CHILD WELFARE,
Vol. LI, No. 1., 1972, Reprinted by the National Council on Crime
and Delinquency

II.- COURSE OUTLINE AND READING ASSIGNMENTS:

- Thursday
September 18 COORDINATION AND ORIENTATION - Film: "CHILDREN IN TROUBLE"
Read: Richette, Part I
- Tuesday
September 23 INTRODUCTION TO VOLUNTEERISM IN AMERICA - Judge Keith J. Leenhouts,
Special Guest - Read: Menninger, Chapters 1 and 2
- Thursday
September 25 AN OVERVIEW OF THE CRIMINAL JUSTICE SYSTEM - Cassette Tape; "Concerns
In Criminal Justice" - Cassette Tape; "I'm Gonna Be Free" -
Leonard Dobrin, Special Guest (Head of Criminal Justice, Old Dominion
University) - Read: Menninger, Chapter 3 - Plus: Rubin, Entire Article
- Thursday
October 2 A CHILD GOES THROUGH THE SYSTEM - Guests: Chris Boyce, Probation
Supervisor, Norfolk Juvenile Court and Joy Reed, Executive Director
of Volunteers, Friends of the Norfolk Juvenile Court - Other part-
icipants to be announced. - Read: Richette, Part 2 through Page 100
- Thursday
October 9 PROBLEMS JUVENILES FACE - I - Film: "Eye Of The Storm" - Guest: Ruben
Correa, U.S. Navy and Volunteer, Friends of the Norfolk Juvenile
Court - Laurie DiPadova in charge of this session - Read: Richette,
Chapters 6-8, pp. 101-144
- Thursday
October 16 PROBLEMS JUVENILES FACE - II - Cassette Tape: "No Tears For Kelsey" -
Film: "The Other Guy"-Part I - Guest: Garland White, Sociology
Department, Old Dominion University - Read: Richette, Part 3 through
Page 212
- Thursday
October 23 PROBLEMS JUVENILES FACE - III - Cassette Tape: "Drugs" - Film: "The
Other Guy", Part II - Guests: Dean Scholar and Guest from ALATEEN -
Read: Richette, pp. 213-279 - This material will be covered on the
mid-term In preparation for the hour AFTER the mid-term, Please
Read: Menninger, Chapter 4 and Richette, Part 4
- Thursday
October 30 TEST (7:00-7:50 P.M.) On readings and class material to date -
8:00-9:00 P.M.: Children And The Law - Film: "Bill Of Rights --
Juvenile Law"- Guest: Steve Bricket, Staff Counsel, Children's
Rights Project, ACLU of Virginia - Read: Juvenile Justice Handbook,
entire

OLD DOMINION UNIVERSITY Course Example (Continued)

- Thursday November 6 USES OF VOLUNTEERS AND THEIR IMPACT - Cassette Tape: "One Plus One Makes Many More" + "John Stoeckel" - Special Guest: Judge James G. Martin IV, Former Presiding Judge, Norfolk Juvenile and Domestic Relations Court - Read: Menninger, Chapters 5 and 6
- Thursday November 13 THE VOLUNTEER CLIENT RELATIONSHIP - Cassette Tape: "What Is Your Relationship?" - Guests: Tom Calhoun, Sociology Department, Old Dominion University; Ed Bradley, Probation Officer and Former Volunteer, Norfolk Juvenile Court; Lloyd Ashley, Jr. ("Junior"), Ed's Former Client - Read: Menninger, Chapters 7 and 8
- Thursday* November 20 COUNSELING TECHNIQUES - Cassette Tape: "Dynamics Of The One-To-One Volunteer" - Guest: Dora Dobrin, Sociology Department, Virginia Wesleyan College - Read: Richette, Part 5 + Menninger, Chapter 9
- Tuesday November 25 THE COMMUNITY AND THE JUVENILE JUSTICE SYSTEM - Cassette Tape: "Partners' Training and Supervision" - Guests: Lee Anne Avery, President, Norfolk-Virginia Beach Junior League; Joan Tracy, Regional Resource Coordinator for Regional Office, State Department of Corrections and Coordinator of Juvenile Justice Program, Federation of Women's Clubs; Additional Guests to be Announced - Read: Menninger, Chapter 10
- Thursday December 4 CONCLUSION - Film: "Cipher In The Snow" - Guest: Kim Dorwin, Volunteer Coordinator for Youth Services Division, State Department of Corrections - FINAL EXAMINATION DUE

*Take-Home Final Examination Handed Out

FIELD TRIP SCHEDULE - WX2 Students Choose Any 7 Units

- 1) Hampton House--1610 Hampton Blvd. -- Tuesday, September 30 - 3:00-4:00 P.M.
- 1) Tidewater Detention Home--Civic Center, Chesapeake - Tues., Oct. 7--10:00-11:00 A.M.
- 1) Regional Girls Home--768 W. 52nd St., Norfolk - Wed., Oct 8--11:00-12:00 P.M.
- 1) Pendleton Project--1000 S. Birdneck Rd., Virginia Beach--Thurs., Oct. 23--10:00-11:00A.
- 3) Richmond: Diagnostic Center, Bon Air, Pinecrest - Sat., Oct. 25 - ALL DAY TRIP
- 1) Stanhope House--2715 Stanhope Ave., -Norfolk--Mon., Oct. 27--7:00-8:00 P.M.
- 1) Juvenile Crisis Center--2212 Indian River Rd., - Wed., Nov. 5 -- 2:00-3:00 P.M.
- 1) Youth Bureau--Public Safety Bldg.-811 E. City Hall Ave.--Tues., Nov. 11--7:30-8:30 P.M.
- 1) Norfolk Detention Home--Welfare Center - Tues., Nov. 18 - 2:00 P.M.
- 1) Norfolk Juvenile and Domestic Relations Court Visit--Monday through Friday--9:45 A.M.-Noon -- Arrange through Volunteer Office at Court--Call Mrs. M. Thomas, 622-3668-Est. 288
- 1) Probation Field Unit Visit -- Monday through Friday - 9:00 A.M.-9:00 P.M. Arrange through Volunteer Office at the Court
- 1) Other Facility dealing with Juveniles -- Make own arrangements but approval must be obtained from Mrs. DePadova

Students will be provided with forms to fill out relating to each field visit.

III. - GRADING AND POLICIES:

- 1) Semester grades will be calculated from the mid-term test grade (Oct. 30) and from the take-home final examination. A total of 300 points is possible for the course: Mid-Term = 100 and Final Exam = 200. One-Half of the Final Exam will cover the material since the mid-term; the other one-half will cover the entire course.

OLD DOMINION UNIVERSITY Course Example (Continued)

- 2) Students are expected to adhere to the OLD DOMINION UNIVERSITY Honor Code which specifies that cheating on assignments is not permissible. The Mid-Term Test will not be proctored and students will be on their honor for the take-home Final Exam.
- 3) WX2 Students, taking the course for 3 hours credit, should turn in their visit forms during the class meeting following the visit.

Course Coordinator: Laurie Di Padova, Arts & Letters 721; 489-6546
 Office Hours: 6:00-7:00 P.M.--Monday, Wednesday, Thursday
 1:00-3:00 P.M.--Wednesday
 1:00-1:30 P.M. Tuesday and Thursday
 Other times by appointment

TO BE FILLED OUT ON INDEX CARD:

Lined Side

- 1) Your Full Name (Last Name First)
- 2) Social Security Number
- 3) Name by which you are called
- 4) Local Address (Include Zip #) and Phone Number
- 5) Permanent Address (If different from above)
- 6) Please indicate if you are:
 - a) A Full-Time ODU Student -- If so, what is your class standing? (Freshman? Sophomore? Junior? Senior?) What is your Major?
 - b) Currently a Volunteer? If so, what is your class standing and Major? Do you have a vocation at the present time? If so, what? A Volunteer? What is your current vocation?
- 7) What are your reason(s) for taking this course?

Thank you...

CONTINUED

1 OF 2

RESOURCES FOR THE VOLUNTEER COURT-CORRECTIONS MOVEMENT
NATIONAL - STATE - LOCAL ORGANIZATIONS

There are many National Organizations who assist those interested in developing and up-grading volunteer court-corrections programs. We have listed only a few and can advise the reader of others.

If you will let us know what your specific interest is, we will be glad to refer you to the appropriate National Organizations.

Also, we at VIP-NCCD have planned and conducted National Forums each year since 1970. One of the main goals of these National Forums, attended by about 5,000 volunteers and professionals who work with volunteers in juvenile and criminal justice, has been to help develop State Organizations who do, on a state level, what we do nationally....disseminate the concept of Voluntarism in Prevention, Prosecution, Probation, Prisons and Parole and to up-grade the practices whenever and wherever possible. We will be pleased to furnish you the name and address of the current director of such an organization in your state upon request. There are about forty such state organizations as of early 1976. Many began at our National Forums. (The National Forums are now being planned and executed by NAVCJ, (Address listed below).

In addition to these organizations, there are many excellent practitioners of the volunteer court-corrections movement....judges, probation officers, parole officers, coordinators of volunteers, wardens, etc....who are willing to assist you in the development of local programs, in educational programs for colleges and training programs for volunteers and professionals. With them, the movement is not a job but a way of life. They will assist you all they can.

Please write us for information on additional resources nationally, regionally, state and locally.

We suggest you also contact:

VOLUNTEER, NATIONAL CENTER FOR CITIZEN INVOLVEMENT - P.O. Box 4179 - Boulder, Colorado 80302

NATIONAL CENTER FOR VOLUNTARY ACTION - 1785 Massachusetts Avenue, N.W. - Washington, D.C. 80302

THE ALLIANCE FOR VOLUNTEERISM - Suite 617, Colorado Building - Boulder, Colorado 80302

ACTION - 806 Connecticut Avenue, N.W. - Washington, D.C. 20525

NATIONAL COUNCIL OF JUVENILE COURT JUDGES - P.O. Box 8978 - Reno, Nevada 89507

NATIONAL ASSOCIATION ON VOLUNTEERS IN CRIMINAL JUSTICE - P.O. Box 6365 - University of Alabama - University, Alabama 35486

Contact Address: Judge Keith J. Leenhouts
VIP DIVISION-NCCD
200 Washington Square Plaza
Royal Oak, Michigan 48067

LOAN FORM

MAIL TO: VIP-NCCD
200 Washington Square Plaza
Royal Oak, Michigan 48067

CONTACT PERSON: Judge Keith J. Leenhouts

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CASSETTE #	TITLE

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NOTE: CONTACT: VIP-NCCD FOR COST OF POSTAGE AND HANDLING

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PURCHASE FORM

MAIL TO: VIP-NCCD
200 Washington Square Plaza
Royal Oak, Michigan 48067

CONTACT PERSON: :Judge Keith J. Leenhouts

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