Phase III of an experimental demonstration program in adult basic education in corrections is reported. The two major program goals were: (1) training of selected personnel in use of models to achieve goals of adult basic education for correctional settings; and (2) evaluation of conceptual model and design of instructional delivery system models for adult basic education programs in correctional institutions. The system designed to accomplish the program goals included two major functions: personnel training and system design. Personnel training was effected through a national advanced training seminar to train selected individuals for leadership and instructional roles and through seven regional seminars conducted to train selected persons in the basic use of systems approach to instruction of adult basic education in corrections. Two areas of activity were carried out in the system design function: (1) evaluation of the conceptual model of adult basic education in corrections, and (2) design of models for instructional delivery systems. Phase III resulted in advanced training of 37 individuals, basic training of 110 persons in systems approach to instruction of adult basic education in corrections, and design of 49 models of instructional delivery systems. Appendixes provide material related to both the National Advanced Training Seminar and the 1972 Regional Basic Training Seminars. (DB)
EXPERIMENTAL TRAINING PROGRAM IN ADULT BASIC EDUCATION IN CORRECTIONS

Office of Education Grant No. OEG 0-71-3530 (323)

Adult Education Act of 1966, Section 309

T. A. Ryan, Director

The project reported herein was supported by grant from the U.S. Department of Health, Education, and Welfare, Office of Education.

Education Research and Development Center
David G. Ryans, Director
College of Education
University of Hawaii
Honolulu, Hawaii

July, 1972
EXPERIMENTAL TRAINING PROGRAM IN ADULT BASIC EDUCATION IN CORRECTIONS

NATIONAL ADVANCED TRAINING SEMINAR . . . October 22 to 27, 1971
REGIONAL BASIC TRAINING SEMINARS . . . January 2 to May 18, 1972

Office of Education Grant No. OEG 0-71-3530 (323)
Adult Education Act of 1966, Section 309

Education Research and Development Center
University of Hawaii

July, 1972
When a sheriff or a marshall takes a man from a court house in a prison van and transports him to confinement for two or three or ten years, this is our act. We have tolled the bell for him. And whether we like it or not, we have made him our collective responsibility. We are free to do something about him; he is not....Warren E. Burger - 1970
ABSTRACT

Purpose

The purpose of this program is two-fold: (1) training selected administrative, supervisory, instructional and support personnel to design, evaluate, and implement systems of adult basic education in correctional settings; and (2) testing a conceptual model of adult basic education in corrections, and implementing the conceptual model in instructional delivery systems of adult basic education for correctional settings.

Method

The first three phases of the program plan have been completed. In Phase I, conducted in 1969-70, a national work conference was held to define goals of adult basic education for corrections; a survey was made to assess needs of adult basic education in corrections; a conceptual model of adult basic education in corrections was synthesized; and two seminars, each 24 days in length, were conducted to train 37 individuals in systems approach to adult basic education in corrections.

In Phase II, conducted in 1970-71, a five-day national advanced training seminar was held to train 30 selected individuals for leadership and instructional roles in the regional seminars for management personnel; nine ten-day regional basic training seminars were conducted to train selected administrative, supervisory, and related decision-making personnel in use of systems approach for management of adult basic education in corrections and the design of delivery systems for adult basic education in corrections; and the conceptual model was used to simulate 68 real-life correctional environments.

In Phase III, conducted in 1971-72, a five-day national advanced training seminar was held to train 37 selected individuals for leadership and instructional roles in the regional seminars for basic training in instructional systems; seven ten-day regional seminars were conducted to train 110 selected persons in the basic use of systems approach for instruction of adult basic education in corrections and the design of instructional delivery systems; and the conceptual model was used to simulate 49 real-life correctional environments.

Results

Phase I resulted in training of 37 individuals for leadership roles in adult basic education in corrections, the definition of goals of adult basic education in corrections, the assessment of needs, and the design of a conceptual model of adult basic education for corrections.

Phase II resulted in advanced training of 30 individuals, training of 145 persons in systems approach to management of adult basic education in corrections, revision of the conceptual model of adult basic education in corrections, and design of 66 models of delivery systems for management of adult basic education in corrections.

Phase III resulted in advanced training of 37 individuals, basic training of 110 persons in systems approach to instruction of adult basic education in corrections, a second evaluation and revision of the conceptual model, and design of 49 models of instructional delivery systems for adult basic education in corrections.
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I. Introduction

A. Problem

This experimental demonstration program in adult basic education in corrections was initiated May 1, 1969, with support from the U. S. Office of Education, Division of Adult Education, under provisions of P.L. 87-750, Section 309. The program was designed to implement a two-fold purpose: (1) training of selected administrative, supervisory, instructional, and support personnel to design, evaluate, and implement systems of adult basic education in jails, reformatories, prisons, and post-release settings; and (2) testing of a conceptual model of adult basic education for corrections and implementation of the model in management and instructional delivery systems of adult basic education for corrections.

Phase I was concerned with the training of selected persons in systems approach to adult basic education in corrections and with development and testing of the conceptual model. Phase II dealt with the training of administrative, supervisory, and related support personnel in systems approach and with the design of management delivery systems for adult basic education in local, state, and federal correctional institutions. Phase III, the topic of this report, pertained to the training of instructional, supervisory, and related support personnel in systems approach and to the design of instructional systems for adult basic education in correctional institutions. The fourth phase will be the development of a career-based adult basic education model and delivery systems for implementing the model in correctional settings. Each phase combines the activities of personnel training and model building.

B. Need

With passage of the Adult Education Act of 1966, Congress recognized the need for providing specialized education designed especially to meet the needs of the great number of adults precluded from enjoying full participation in the occupational world, family life, and community and government affairs because of deficits in learning. The National Advisory Committee on Adult Basic Education in 1969 posed the following question and answer to it (p.21): "Living in an open society . . . can we afford not to give every American the ability to comprehend and communicate? . . . This committee insists that the single answer is no!" The 1972 annual report of the National Advisory Council on Adult Education cited (p.3) " . . . towering evidence of expanding need for adult education: Seventy million persons over 16 years of age have less than a high school diploma; unemployment hovers between 5 and 6%; problems of health and human relations are accelerating; crime in our cities is on the rampage; environmental illiteracy is widespread; and welfare rolls are lengthening."

By virtue of their educational, social, and vocational deficits, this large segment of the nation's population is being denied opportunity to fulfill themselves, achieve personal goals, and build into their lives values and aspirations of a free society. These individuals are not afforded equal
opportunity for a meaningful work role because they lack the basic skills for getting and holding a job. The National Advisory Council on Adult Education recommended in its first and second annual reports that adult education focus on preparing individuals for civic participation, jobs, home, and family life; that a continuing training program for teachers, administrators, counselors, and leaders be strengthened; and that support be given for special projects and experimentation to bring about rapid improvement of adult basic education. Freeman (1966) and McKee (1968) describe the special need for adult basic education in the nation's prisons. The National Advisory Council on Adult Education (1972) stated the need for correctional reform:

Rehabilitation is the major purpose of the Correctional Institution. . . . Rehabilitation must be a program in the truest sense of the word rather than returning the individual to the same state of circumstances that initially created problems. . . . If we are to cut down the high rate and high cost of recidivism, current haphazard and ineffective rehabilitation methods must be reorganized into full-fledged programs of career-oriented adult education. Add to this the urgent preservice and inservice educational needs of persons employed in correctional institutions. . . . The Council recommends the immediate development of a national plan providing individuals in correctional institutions every type of educational opportunity which research and experience indicate may be of benefit in the self renewal process. The Council further recommends that special professional retraining and training opportunities be made available to individuals employed in the correctional field. (Pp. 16-17)

The offender population in state and federal institutions consists in large part of a socially, academically, and vocationally impoverished group. The offenders lack education, are mainly from the unskilled or semi-skilled occupations, and have a sparse history of social participation, family or community involvement. A study by Lohman (1968) of California correctional institutions revealed 73% of the offenders lacked high school diplomas. Lohman (1968) estimated that between 10 and 30% of the inmates in the United States scored below fourth grade level on standardized achievement tests. In the 11 western states, it was estimated that between 80 and 90% of the inmates were functional illiterates, denied access to socially effective, personally satisfying lives because of inability to read, write, and speak the English language.

The history of corrections reveals an emphasis on work to support prison industry, punishment to satisfy the Protestant ethic, and services to perpetuate the system. The U.S. Commission on Law Enforcement and Administration of Justice concluded that the most striking fact about modern correctional apparatus is that, although rehabilitation of criminals is presumably its major purpose, the custody of criminals is actually its major task. The Commission, with authority over 1,300,000 offenders, concluded that too many
present day prisons stress punishment instead of rehabilitation, implement training programs which, in fact, are nothing more than operation of prison industries, potato digging, and auto license plate manufacturing. A Department of Labor study (1965) revealed that the pre-prison work experience of inmates was in the least skilled and most unstable jobs, reflecting inadequate occupational training and lack in basic skills. In a study of the Federal Penitentiary, Atlanta, Brewer (1964) found 61% of the inmates needing help in achieving vocational rehabilitation, with a need for basic education to get inmates up to a level for occupational training. A survey of prison population in North Dakota (Nagel, 1967) revealed 96% of respondents had no plan for pursuing education, and pursuit of education would not be feasible until basic educational deficiencies had been overcome.

Indigenous to the philosophy of corrections in America is the belief that the individual will be returned to society, reformed and rehabilitated, capable of taking his place in the family, the community, and the world of work. As long as the offenders remain lacking in academic, vocational, and social skills, this philosophy of reform and rehabilitation will remain an American dream with little chance of coming true. Chief Justice Warren Burger observed that education is essential to social and vocational rehabilitation. The need for reform and innovation in the educational systems of the prisons is critical, and this need is most apparent in the area of adult basic education. It is essential that administrative, supervisory, instructional, and support personnel in corrections be prepared to identify, select, and use strategies, techniques, and materials of instruction appropriate to the needs and characteristics of the inmate population, and adapted to the unique environment characterizing the prison setting (Pontesso, 1968; Waller, 1968; Hardy, 1968; Westerberg, 1968; Jones, 1968).

To afford an equal chance for civic, economic and social participation to the large segment of the adult illiterate population in correctional institutions or on parole and probation status, adult basic and career-based adult education programs must be implemented on an all-out basis in the nation's jails, reformatories, penitentiaries, and post-release settings. To realize this goal, it is essential to provide training for administrative, supervisory, instructional, and support personnel in corrections, and to create models for management and instructional systems of adult basic and career-based adult education in correctional settings.

The Program in Adult Basic Education in Corrections, conducted by the Education Research and Development Center of the University of Hawaii, is an effort to meet the needs of the educationally, vocationally, and socially deprived adult offenders through development of a conceptual model implemented in delivery systems of adult basic education for corrections, and the training of administrative, supervisory, instructional, and support personnel in systems approach to development and evaluation of career-based adult basic education in corrections.

C. Rationale

The Adult Basic Education in Corrections Program is conceptualized as a massive effort in teacher training and model-building, encompassing
experimentation, demonstration, dissemination, evaluation, and diffusion elements. The program is designed as a national strategy operating in a regional and state framework to provide training to administrative, supervisory, instructional, and support personnel in correctional settings and concomitantly to design and evaluate a conceptual process model and delivery system management and instructional models for adult basic education in corrections.

The program plan rests on a foundation of assumptions:

1. It is assumed that a primary function of the penal system is to change behaviors of offenders to make them fully functioning persons who are capable of (a) achieving self-realization, (b) maintaining healthy family and social relationships, (c) implementing responsibilities of civic and community participation, and (d) contributing to the national economy through full, productive employment at a level commensurate with their potential.

2. It is assumed that reform, rehabilitation, and correction of offenders can be realized only if the individuals overcome academic, social, and vocational deficits which mitigate against full participation in the free society.

3. It is assumed that academic, social, and vocational deficits of adult offenders can be overcome through effective programs of adult basic education geared to the needs and characteristics of the offender population and implementing systems principles for program planning, operation, and evaluation.

4. It is assumed that effective, efficient adult basic education in corrections requires a system for program planning, operating, and evaluating, and personnel capable of implementing the system.

5. It is assumed that purposes of adult basic education and corrections require total interdepartmental commitment and participation within the correctional institution and interagency cooperation across and within local, state, and federal jurisdictions.

6. The most important single assumption undergirding the Adult Basic Education in Corrections Program is that effective systems for management and instruction of adult basic education in correctional settings, and personnel training in implementation of these systems are essential to realization of the goals of adult basic education and corrections. The scattered efforts to improve the education function of corrections have focused on either system design or personnel training. It is held that both elements are essential to the accomplishment of the desired ends; that either by itself is not sufficient.

D. Purposes and Objectives

The ultimate accomplishment expected to derive from the Adult Basic Education in Corrections Program is the overcoming of academic, vocational,
and social deficiencies of adult offenders in the nation's correctional institutions, making them capable of entry into gainful employment and healthy participation in family, civic, and social affairs.

In each phase the program implements a dual-purpose: personnel training and model design. Phase I implemented the program purpose in (1) the training of a select group of corrections decision makers in systems approach; and (2) the design of a conceptual model of adult basic education in corrections. Phase II implemented the purpose in (1) the training of selected personnel in systems approach to achieve goals of adult basic education for correctional settings; and (2) the evaluation of the conceptual model and design of delivery system models for management of adult basic education in corrections. Phase III implemented the program purpose by (1) training individual in the use of systems techniques to develop, operate, and evaluate adult basic education for correctional institutions; and (2) evaluating and revising the conceptual model and designing delivery systems for instruction of adult basic education in correctional institutions.

The two major program goals were implemented in aims and objectives:

Program Goal 1. Training of selected personnel in use of models to achieve goals of adult basic education for correctional settings.

Aim 1. Advanced training of selected participants in the development of instructional systems.

Objective 1. Given a five-day advanced level seminar on adult basic education in corrections, participants will (a) increase their understanding of the adult basic education in corrections process model; (b) acquire understanding of instructional system design and implementation; and (c) become familiar with principles of adult education relevant to short-term seminars for staff and instruction for offender population.

Objective 2. Given a five-day advanced level seminar on adult basic education in corrections, participants will (a) improve their skills for creating instructional system designs; (b) enhance their skills of designing and using materials-media-methods mixes to train adult learners; and (c) improve their competencies for implementing consulting roles to train others in system design and assist in creating or modifying system designs.

Objective 3. Given a five-day advanced level seminar on adult basic education in corrections, participants will enhance their feeling of commitment to the application of systems techniques for designing and implementing training for staff and/or adult basic education for offenders.

The three objectives of the Advanced Training Seminar on Adult Basic Education in Corrections were implemented in behavioral objectives, against which evaluation of the seminar was made. The behavioral objectives are given in the Seminar Syllabus (Appendix C).
Aim 2. Basic training of personnel in corrections in systems techniques for designing of instructional system models for correctional institutions.

Objective 1. Given a ten-day seminar on adult basic education in corrections, participants will (a) increase their knowledge about and understanding of concepts and principles of systems approach; and (b) increase their knowledge of adult basic education and correctional processes.

Objective 2. Given a ten-day seminar on adult basic education in corrections, participants will (a) improve their skills for developing instructional systems; and (b) improve their skills in using systems techniques of analysis, synthesis, modeling and simulation.

Objective 3. Given a ten-day seminar on adult basic education in corrections, participants will acquire more positive feelings about systems techniques for developing, implementing, and evaluating adult basic education in correctional settings.

The Regional Basic Seminar Objectives are implemented in behavioral objectives, shown in the Seminar Syllabus (Appendix K).

Program Goal 2. Evaluation of conceptual model and design of instructional delivery system models for adult basic education programs in correctional institutions.

Aim 1. Evaluate conceptual model created during Phase I.

Objective 1. Given the conceptual model developed in 1970 and 49 problems from real-life situations in corrections, the results of the 49 simulations will yield data to evaluate the conceptual model.

Objective 2. Given evaluative data collected from consultants and instructional staff from the 1972 seminars, elements in the conceptual model which are vague, incomplete, ambiguous, or irrelevant will be identified.

Aim 2. Design a delivery system model for a ten-day seminar in systems approach to adult basic education in corrections.

Objective 1. Given a five-day advance training seminar, 37 participants will design a delivery system model for a ten-day regional seminar.

Objective 2. Given a five-day advanced training seminar, 37 participants will create the curriculum guide, units, lesson plans, selected hardware and software, and evaluation devices and instruments to implement the model.

Aim 3. Design delivery system models for instruction in adult basic education in correctional settings.
Objective 1. Given a conceptual model, a ten-day seminar, 49 participating teams from correctional institutions, and information relevant to system design, each team will create a flowchart model and a narrative description of a delivery system designed specifically for each team's own institution.

Objective 2. Given a conceptual model, a ten-day seminar, 49 participating teams from correctional institutions, and information relevant to system design, each team will create a curriculum guide to implement the delivery system designed for its correctional institution.

II. Method and Results

The system designed to accomplish the program goals included two major functions: personnel training (pp. 8-20) and system design (pp. 21-23). This report presents a description of the two training elements of Phase III of the Adult Basic Education in Corrections Program and a discussion of the two systems design program elements.

1. Personnel Training. Personnel training in Phase III was in two parts: (a) the advanced training session which was national, and (b) the basic training sessions which were regional. Advanced training (a) was given to persons selected from Phase I and II training to serve as instructors in the Phase III regional seminars. These advanced participants increased their knowledge and skills in systems design, and developed an instructional system, complete with supporting hardware and software, for use in the regional seminars. Basic training (b) was given to persons selected as members of participating teams in the regional seminars. The participants increased their skills and knowledge in systems approach for Adult Basic Education in Correction and designed instructional delivery systems, complete with flowchart and narrative and a sample curriculum, for their own institutions.
The crucial element in the art of adult education is skill and sensitivity in helping the offender to assess his needs, and stimulate the transition of these needs into interests so that he may become a fully functioning person, capable of achieving economic efficiency, self-realization, civic responsibility, and positive social relationships. Alfons Maresh

...the cardinal principle for the program is: The Adult Basic Education Program in the institution is to help each inmate reach his fullest potential as an individual. James Williams

Consider the self-concept these same topic men have, and work from that basis. As good management books say: "It is important to note that self-concept of the individual worker is ignored at the organization's peril." We might say the same of correctional education. The Rev. Gervase J. Brinkman

The opportunities for offenders to increase their potential earning power during confinement is essential to the redirection process, whether the growth be academically or vocationally oriented. Tom McFerren
NATIONAL ADVANCED TRAINING SEMINAR

Chicago, Illinois October 22 to 27, 1971

Theme

This advanced seminar program implemented the theme, "Redirection in Corrections." The seminar program was based on the assumption that total institutional commitment to the goal of redirecting offenders through broad-based educational intervention will realize the purposes of corrections in a free society. It was the thesis of this program that a systematic approach involving total institutional and extra-institutional participation is the key to effective adult basic education for offenders.

Purpose

This seminar was designed to provide advanced training in theory and application of systems approach in relation to the development and implementation of adult basic education programs in correctional settings. The program sought to prepare a cadre of leaders for consulting and training roles that would result in improved and innovative adult basic education in correctional settings.

Participants

Seminar participants were innovators in corrections, who qualified for this advanced training program through having completed a basic training seminar in systems research and having been involved in development and implementation of a conceptual model of adult basic education in corrections. Participants in this Advanced Training Seminar were in leadership roles in the 1972 Regional Seminars in Adult Basic Education in Corrections, and have consulting and training responsibilities in their respective institutions and agencies.

There were 37 participants in the 1971 National Advanced Training Seminar, compared to 30 participants in the similar Phase II seminar. The 1971 group was composed of 36 men and 1 woman and had a median age of 42 years. Ninety-five percent of the group had a B.A. or higher degree. The participant Roster is given in Appendix A-1. Description of participants by sex, age, and education is given in Appendix A-2, employment in Appendix A-2 and place of residence in Appendix A-3.

Staff

The staff conducting the seminar included resource personnel in addition to the program staff. Staff Roster and Resource Roster are given in Appendix B.
A five-day program was designed to train participants in techniques of adult basic education and to prepare them for instructional and leadership roles in the regional seminars for educators in corrections. Such training was expected to produce long-term benefits in the participants' subsequent activities in planning, operating, and evaluating improved and innovative adult basic education programs in correctional settings.

The program was conducted from October 22 to 27 at the Center for Continuing Education, University of Chicago, Chicago, Illinois, and consisted of formal instruction plus independent study and group assignments. Formal instruction was held daily from 8:00 a.m. to 12:00 noon and 1:00 p.m. to 5:00 p.m. Independent study and group activities took place during evening hours. The syllabus for the advanced training seminar is shown in Appendix C.

Readings relevant to the seminar goals were assigned to the participants prior to the start of the advanced training seminar. These assigned readings are listed in Appendix D. In addition, the participants were provided with a list of 62 supplementary references. The topics covered by the supplementary references were: corrections (6 references); education (38); systems (11); counseling and psychology (4); and bibliography/terminology (3). The education category of 38 references was divided into: program development (10); goals and objectives (6); adult education/ABE/manpower training (9); testing and evaluation (2); facilities (9); and planning (2).

The seminar opened with an orientation to the seminar purposes and plan, after which the participants were assigned to seven task groups. These seven groups plus the Program Director were responsible for designing a delivery system model for a ten-day basic seminar and for developing the curriculum guide to implement the system. The curriculum guide consisted of eight instructional units, one covering systems principles and techniques and the others covering the seven major subsystems of the conceptual model of adult basic education in corrections. Each instructional unit contained: purpose, goals and objectives; instructional methods and techniques for achieving goals; software to implement the instructional plan and lists of the hardware necessary; and procedures and instruments for measurement and evaluation. The task groups which produced the instructional units are listed in Appendix E.

Two of the objectives of the advanced training seminar were to increase participants' knowledge and skills relevant to systems approach and adult basic education. A pretest, designed to sample knowledge and skills defined by the training objectives, was administered before training was initiated. The same test was given at the conclusion of training. Evaluation of training was accomplished by comparing the pre- and posttest scores. This comparison, reported in Appendix F, reveals a mean gain of
3.61, indicating a significant improvement in participant skills and increase in knowledge relevant to the seminar training program objectives. Note that these participants had already acquired a high degree of skill through previous Phase I and Phase II training, so that their mean gain in knowledge (3.06) in the Phase III seminar is much greater than their mean gain in skills (0.55). The total gain should be interpreted in light of the short time interval from pre- to posttest. A more meaningful measure of program effectiveness would be obtained from a long-term follow-up to determine (1) effectiveness of the instructional packet and the influence of the instructor on the participants in the regional seminars; and (2) products of improved and innovative adult basic education program plans, operations, and evaluation in correctional settings attributable to advanced training seminar participants and related to the training experiences provided in the seminar program.

Another objective of the advanced training seminar was to develop more positive feelings on the part of participants toward the concepts of system approach and adult basic education in corrections. A pre- and a posttest were administered to determine the extent to which attitudes changed during training. Each concept was rated on a 4-point scale on two dimensions to indicate the degree to which respondents attributed feelings of pleasure and worth to the concept. Comparisons of the mean scores for these tests are listed in Appendix F. They reveal an increase of +.10 on pleasure and +.15 on worth from pre- to posttest.

**Evaluation**

Participants rated the accomplishment of seminar goals. These are reported in Appendix G-1 and reveal considerable satisfaction, particularly in the amount of information generated during the seminar and in the development of teaching skills appropriate for short-term instruction of correctional personnel.

Effectiveness of program management was also evaluated by the participants to determine the extent to which each of the following program elements contributed toward achievement of seminar goals: program activities, instructional materials, and general program organization.

Program activities were rated on a 4-point scale, indicating the degree to which the activity contributed to achievement of seminar goals. Mean ratings are reported in Appendix G-2. Examination of these data reveals that all activities were rated above the chance mean. Activities rated most worthwhile in the National Advanced Training Seminar were participation in micro-lesson preparation and participation in discussion groups. Participation in discussion groups was also top-rated in the Phase II advanced training seminar, but micro-lesson preparation was a new activity with Phase III.

Evaluation of instructional materials was made by rating, on a 4-point scale, the five references which were required reading. Mean
ratings for these materials are reported in Appendix G-3. Examination of the ratings for instructional materials reveals that all references were rated above the chance mean. Participants rated the following two references as most valuable in accomplishing the training program objectives: Ryan, T. A. (Ed.) Model of Adult Basic Education in Corrections (Experimental Edition), and Knowles, M. S. The Modern Practice of Adult Education, Androgogy Versus Pedagogy. The first reference, rated 3.92, was the conceptual model of adult basic education in corrections developed in Phase I of the Adult Basic Education in Corrections Program and was rated the most valuable reference in the Phase II seminar also. The second reference, rated 3.76, was a comprehensive guide to the theory and practice of adult education.

Fifteen items relating to program organization were evaluated. Ratings, reported in Appendix G-4, revealed overall satisfaction with the program, especially in the areas of living arrangements, desire to participate in similar future conferences, fulfillment of seminar expectations, and adequacy of pre-seminar information. The evaluations regarding time allocation and utilization, although considerably higher than the ratings from Phase II Advanced Training Seminar in 1970, were still the source of greatest dissatisfaction. Comments accompanying the rating sheet expressed enthusiasm for a well planned and stimulating session, but frustration with lack of time. The feeling of the group was expressed by one participant: "Excellent five days--need one more."
One cannot educate with fear or hate
--one can only stifle education.
Peter John Eichman

TRAINING...

REGIONAL BASIC

SEMINARS

Ideally... programs should be geared
to teach the man what he... needs to
know in order to function adequately in
society. Realistically this requires a
fantastic shift of policies by state legislatures and institution administra-
tors.

Claus J. Eischen

The diverse needs of different types of inmates... would have a much
better chance of being met if individual treatment were available.
Zorina Lothridge

...desired changes in educationally handicapped offenders will not trans-
pire without the addition of trained personnel and the development of uni-
ified educational plans or goals.
Keith Hayball

They are in correctional institutions because they behave in a way which is
not acceptable by society. Altering behavior should be our number one
priority.

Jerry O. Nielsen
1972 Regional Basic Training Seminars

Durham, New Hampshire . January 29 to February 8, 1972
Atlanta, Georgia ....... February 9 to 19, 1972
Notre Dame, Indiana .. February 20 to March 1, 1972
Chicago, Illinois ......... March 12 to 22, 1972
Norman, Oklahoma .... April 10 to 20, 1972
Portland, Oregon ....... April 22 to May 2, 1972
Pomona, California ... May 8 to 18, 1972

Theme

This seminar program implemented the theme that correction means a change in direction, to be realized through the educational process functioning as an integral component of a total correctional system. Instruction is seen as the heart of the educational process.

Purposes

The purpose of these seminars was to improve instruction of adult basic education in corrections. Seminar participants learned how to develop, operate, and evaluate instructional systems of adult basic education for corrections. Participants were trained in systems techniques and each team designed an instructional model and an adult basic education curriculum guide to implement the model of adult basic education in a correctional setting. The seminar was designed to increase participants' understanding of the correctional process and the role of adult basic education in achieving the purposes of corrections, and to sharpen the skills needed for coming to grips with some of the critical issues and needs that must be faced if there is to be a redirection in corrections.

Method of selection

State Directors of Adult Basic Education, State Directors of Corrections, and representatives from the U. S. Office of Education and U. S. Bureau of Prisons were invited to nominate candidates to be considered for participation in the seminars. An announcement about the regional seminars was made by the U. S. Office of Education, Division of Adult Education Programs, and the U. S. Bureau of Prisons. Nominees and direct applicants were sent an application packet containing information brochure, instructions for applying, application form, confidential evaluation form, and certification of employment form. The employment certification documented the employment of the applicant in a position involving responsibility for planning and/or evaluating adult basic education in a correctional setting in 1971-72. In selecting individuals for participation in the seminars, there was no discrimination on account of sex, race, color or national origin of the applicant.
Each applicant was rated against the following selection criteria:

1. Responsibility for administration and organization of education, or supervision of teachers in correctional institutions;

2. Motivation to improve adult basic education for offenders;

3. Education and experience to benefit from training; and

4. Leadership qualities.

Ratings of applicants ranged from 1.65 to 9.50 on a 10-point scale, with median rating of 7.85. The final selection of participants for the regional seminar took into account three factors: (1) recommendation of state director or U. S. Bureau of Prisons director; (2) geographic location of employment; and (3) applicant rating.

There were 333 applicants for the 1972 Regional Basic Training Seminars (27 more than the year before), including 235 nominees and 98 direct applicants. Out of these 333 applicants, 110 participants and 20 alternates were chosen. The number of applications received and accepted is shown in Appendix H.

Participants

Participants in the 1972 seminars included instructional personnel, correctional officers, counselors and staff members from local, state and federal correctional institutions or agencies with responsibilities for administration and management of adult basic education or supervision of teachers in correction. The 110 participants constituted 49 teams. The Participant Roster is given in Appendix I-1. Participation by team and individuals is given in Appendix I-2.

Characteristics of Participants

The total of 110 participants in the seven regional seminars included 96 male and 14 female participants, making a breakdown of 87% male and 13% female. The median age was 37 years. Of the 110 participants 97, or 88%, had an educational attainment of the Bachelor's Degree or higher. A comparison of the participant group for the seven seminars by sex, age, and education is given in Appendix I-3. Compared to the 1971 seminars, the group in 1972 was slightly smaller (110 compared to 145 in 1971), slightly younger (37 compared to 40.5 years), slightly better educated (88% compared to 85% with BA or higher degree) and contained more women (13% compared to 5.5%).

Eighty-five percent, or 93 participants, were employed in education-related fields, either as education directors, supervisors, or specialists, or as teachers in correctional institutions. The remaining 15% included prison administrators and supervisors, correctional officers, counselors, a librarian, and a business manager. The employment background of the participants is given in Appendix I-4.
Participants represented institutions in 30 states and territories (Appendix I-5). This provided representation of all of the U. S. Office of Education regions (Appendix I-6). Participants came from 48 correctional institutions.

Staff

The staff for the regional seminars was composed of the Program Director, Conference Coordinator, an instructional team, secretary, and resource personnel at each seminar site. In addition, program personnel were employed in the administrative offices. The personnel employed as staff in administrative, instructional and support capacities are listed in Appendix J-1.

At each seminar there were 10 to 12 resource persons who prepared papers and made presentations to the seminar groups on assigned topics. Their names are listed in Appendix J-2. These resource people represented state institutions and agencies, offenders, federal institutions and agencies, higher education, and profit and non-profit organizations. Resource personnel representation is reported in Appendix j-3.

Program

The regional training seminar program was designed to achieve (1) the goals of increased knowledge, improved skills, and enhanced positive attitudes of participants; and (2) the production of delivery system designs for instruction of adult basic education in correctional institutions of participating teams. The syllabus is presented in Appendix K. The program was intensive and demanding, covering a ten-day period which included 80 hours of instruction in addition to an average of 40 hours of supervised team work and independent study for each seminar. Sessions were held daily, for 10 consecutive days, from 8:00 a.m. to 12:00 noon and from 1:00 p.m. to 5:00 p.m. Teams, working under the instructional staff, spent the evening hours from 7:00 p.m. until midnight and later developing their instructional delivery models. Baseline data, which described the institution for which the team's delivery system was designed during the seminar, were provided by a detailed Institutional Information Form which each participating team was required to complete prior to the beginning of the seminar.

The instructional system for a ten-day seminar, which had been designed by participants at the National Advanced Training Seminar, was used in each of the seven regional programs. The system design provided for information input, processing, and output. Information input was through lecture, readings, audio-visual presentations, participant reports, and discussion. Information processing was accomplished through reaction panels, discussion groups, task groups, dialogue, and team activity. The outputs were increased knowledge and improved skills of participants and the 49 instructional delivery system models which were developed during the seminar.

Prior to the seminars, instructional materials were selected for participant use. Five hundred thirty-three publications were evaluated against five criteria: relevance, adequacy, format, useability, and reliability. Of all the publications evaluated, 12 were selected
for required reading (Appendix L) and 105 were included as supplementary references. The supplementary references covered the following topics: corrections, 9 references; education, 77 references; system, 7 references; counseling and psychology, 3 references; and bibliography/terminology/book reviews, 9 references. The 77 references on education were divided up among the following subtopics: program development, 21; goals and objectives, 3; adult education/adult basic education/manpower training, 33; testing and evaluation, 5; facilities, 12; and planning, 3. Thirteen audio-visual items were evaluated in terms of project objectives, and five were chosen for use in the seminars by the instructional staff and the Program Director. Teaching was augmented by the use of 68 transparencies produced for the seminar.

The regional seminars were characterized by diligent work on the part of the participants and staff, and by enthusiasm and commitment on the part of participants, staff and sponsoring institutions and agencies. Every participant served in a number of capacities during the seminar, assuming the responsibilities of chairman, recorder, task group chairman, discussion group chairman, and reaction panel member. Forty-nine of the participants served as team leaders, and 61 participants were team members.

Training Results

Two measures were taken to evaluate effectiveness of the training in achieving those program objectives which related to changes in participant knowledge and skills. A pretest, designed to sample behaviors defined by training objectives, was administered at the onset of each training program. A posttest, sampling the same behaviors, was administered at the conclusion of training. Evaluation was accomplished by comparing pre- and posttest scores for each regional seminar group. Comparison revealed mean gains ranging from 3.0 to 6.3 on the subtest measuring participant knowledge about instruction of adult basic education in corrections. The subtest measuring participant skill in applying systems techniques to instruction of adult basic education in corrections showed mean gains ranging from 17.2 to 28.7. The means and gain scores for pre- and posttests for the seven seminar groups are given in Appendix M-1. Note that in the basic training seminars, the increase in skills is much greater than the increase in knowledge; this is exactly opposite to the advanced training seminar.

One of the objectives of the basic training seminars was to bring about more positive feelings in the participants toward the application of systems techniques in instruction of adult basic education in correctional settings. An inventory was taken at the beginning and again at the end of the training program, to obtain an indication of feelings of participants about adult basic education, corrections, and systems approach. A list of concepts was given, and participants were asked to rate each one on a 4-point scale on two dimensions—pleasure attributed to the concept, and worth attributed to the concept. Pre-inventory scores on ratings of pleasure and worth attributed to the concepts rose from 3.23 for pleasure and 3.55 for worth, to post-inventory scores of 3.49 and 3.73, respectively. This is an average gain of .26 for pleasure and .18 for worth. Means and gain scores for the pre- and post-training ratings of pleasure and worth are given in Appendix M-2.
Evaluation

An evaluation was made by the participants to assess the extent to which they felt the seminar had accomplished its goals. The participants also evaluated program activities, instructional materials, resource personnel and program organization in order to assess the effectiveness of program management. An additional measure was taken to determine the participants' evaluation of priority needs for adult basic education in corrections in 1972-73.

The evaluation of seminar goal achievement rated five program elements: information generation; skill development; knowledge increase; curriculum skill increase; and satisfaction with the product, that is, their instructional system design and curriculum. On a 4-point scale, information generation and increased curriculum skills both showed a 3.46 mean rating. The lowest rating (3.04) was assigned to satisfaction with the seminar product. Comments indicated that many participants felt a better product could have been obtained with additional time. The ratings for each seminar group are given in Appendix M-3.

Program activities were rated on a 4-point scale, indicating the degree to which the activity contributed to achievement of seminar goals. Mean ratings are reported in Appendix N-1. Examination of these data reveals that all activities except reading supplementary references were rated above the chance mean. Activities rated most worthwhile were general discussion, informal discussion, and participation in team work. Because of the intensive nature of the seminar, many participants had limited time for required reading and even less time for supplementary references. This is reflected in the low ratings that these two activities were given.

Books and articles on the required reading list were rated by participants on a 4-point scale. All received ratings above the chance mean, with the item rated as most worthwhile in contributing to training goals being the Model of Adult Basic Education in Corrections by T. A. Ryan, (Ed.), developed during Phase I of the Adult Basic Education in Corrections Program. This book received a mean rating of 3.72 and was one of the two most highly rated books in the 1971 seminars also. Ratings for the items which were required reading for participants are given by seminar group in Appendix N-2.

The participants rated 49 resource persons on content mastery and communication skill. Ratings of content mastery ranged from 1.20 to 4.00 on a 4-point scale—the mean rating per seminar being 3.19; the mean rating per individual being 3.15; and the median per individual being 3.20. The range for communication skill was 1.20 to 3.82 on the 4-point scale, with a mean rating per seminar of 3.07; mean rating per individual of 3.06; and median per individual of 3.19. Content mastery ratings are shown in Appendix N-3 and ratings for communication skill are in Appendix N-4.
Program organization was evaluated by participant ratings of pre-seminar information, conference facilities, staff qualifications, time allocation, and general organization. Pre-seminar information was found to be inadequate, especially at the first seminar in Durham. Conference facilities were judged to be satisfactory, with the exception of the physical arrangements for work sessions at Atlanta and Portland. Qualifications and competencies of staff and resource personnel were rated satisfactory. Ratings for items relating to time allocation and utilization ranged from 2.39 to 2.95, revealing some feelings that the amount of time available for the program was insufficient. This was borne out in the written comments that accompanied the evaluations. Participants acknowledged that in general the program met their expectations, and a majority expressed interest in participating in future conferences and seminars. Participant ratings of program organization are given in Appendix '06.

Participant evaluation of priority needs for the 1972-73 ABEC Program is shown in Appendix P. Top priority was given to the development of models for values and attitudinal changes, and for a model for career-related adult basic education curriculum, the latter being the focus for the Phase IV program being planned for 1972-73.
SYSTEM DESIGN
2. System Design. There were two areas of activity in Phase III involving the design of systems for adult basic education in corrections: (1) evaluation of the conceptual model of adult basic education in corrections; and (2) design of models for instructional delivery systems of adult basic education in specific correctional institutions.

   a. The conceptual model of adult basic education in corrections. A primary thrust of the Adult Basic Education in Corrections Program in 1969-70 was the design of an experimental conceptual model of adult basic education in corrections. This model design served as a handbook for planning, operating, and evaluating systems of adult basic education in any correctional setting. The model was developed as a process model which could be used to generate delivery systems for management or instruction of adult basic education programs for adult offenders in any kind of correctional setting--male, female, or coeducational institution; maximum, medium, or minimum security; long-term or short-term sentence; jail, reformatory or penitentiary; local, state, or federal installation. The process model was developed initially through synthesis of two separate, independently designed models.

   The process model designed in 1969-70 was evaluated using feedback from the 1971 seminar participants. This evaluation revealed design inadequacies or malfunctions. The model was revised by the Model Design Committee in the fall of 1971. A second evaluation was made based upon the results of 49 simulations done during the 1972 seminars. Analysis revealed critical malfunctions still existing in the areas of PROCESS INFORMATION (2.0), FORMULATE PLAN (5.0), and IMPLEMENT PROGRAM (6.0). Revision of the process model to correct the malfunctions was accomplished by the Model Design Committee in the summer, 1972.

   Proof of the worth of the process model is demonstrated by the quality and quantity of the delivery system models generated during the 1972 regional basic training seminars. Forty-nine participating teams used the process model as a basis for generating instructional delivery systems. One hundred percent of these delivery systems were completed successfully. Based on quantity alone, the process model was an obvious success. Evaluation of the delivery system models suggests a high quality in the designs reflecting favorably on the process model.

   b. Instructional delivery systems for adult basic education in corrections. One of the primary goals of the 1972 Regional Seminars was the development of delivery systems for instruction in adult basic education. The management models designed in 1971 provided the basis for design of the instructional systems by the teams in the 1972 regional seminars. Forty-nine teams (or 100%) completed their instructional delivery system models.

   The models are evaluated against criteria defining effective use of modeling, simulation, and synthesis techniques, and potential for contribution to goals of adult basic education in correctional settings. The results of evaluation will be used to point up malfunctions in the system.
designs, so that needed corrections can be made in order to optimize outcomes from system operation.

Instructional delivery systems for adult basic education in corrections were designed for institutions in all major geographic regions of the United States. See Appendix Q for a list of delivery system models. The next step will be the implementation of these delivery systems in the institutions for which they were developed.

III. Summary

The Adult Basic Education in Corrections Program was designed to implement a two-fold purpose: (1) training of selected administrative, supervisory, instructional, and support personnel to design, evaluate, and implement systems of adult basic education in jails, reformatories, prisons, and post-release settings; and (2) testing of a conceptual model of adult basic education for corrections and implementation of the model in management and instructional delivery systems of adult basic education for corrections.

Phase I, conducted in 1969-70, implemented five major activities: needs survey, national goals conference; two 24-day seminars; and a model design meeting. The needs survey resulted in the identification of discrepancies between the existing situation in corrections and the ideal. These discrepancies constituted assessed needs. The national goals conference resulted in the definition of goals of adult basic education in corrections. The two seminars resulted in the training of 37 selected persons in systems approach and the independent development of two conceptual models of adult basic education in corrections. The model design meeting resulted in the synthesis of the two models into one conceptual model of adult basic education in corrections.

Major activities of Phase II, conducted in 1970-71, included: a five-day national advanced training seminar; a series of nine ten-day regional basic training seminars; and a model design meeting. The national seminar resulted in the training of 30 selected individuals for leadership roles in the regional seminars and the development of instructional materials for those seminars. The nine regional seminars resulted in the training of 145 selected corrections decision-makers in the use of generalized models and delivery systems, and the development of 66 delivery systems for management of adult basic education in corrections. The model design meeting resulted in the evaluation of the conceptual model using feedback from the seminar participants, and revision of the model to correct design inadequacies.

Major activities in Phase III, conducted in 1971-72, were similar to Phase II: a national five-day advanced training seminar; seven ten-day regional basic training seminars; and a model design meeting. The national seminars resulted in advanced training of 37 selected individuals
in the use of systems approach and instructional delivery systems, and in the development of an instructional system and materials for use in the regional seminars. The seven regional seminars resulted in the training of 110 selected instructional, supervisory, and related support personnel in correctional institutions in the use of systems approach and delivery systems; the development of 49 instructional delivery systems; and the use of the conceptual model to simulate 49 real life correctional environments. The model design meeting resulted in the evaluations of the simulations and a final revision of the conceptual model.

The real impact of this program will be seen in the changes in the prison system, institutions, and offenders. Only to the extent that horizontal and vertical dissemination is realized, and diffusion of model concepts in institutional changes is accomplished can the Adult Basic Education in Corrections Program be deemed a success. The dissemination of program results within and across correctional settings, and the translation of model designs into innovations and improvements in adult basic education in correctional institutions must be realized for the program to actualize its potential.

IV. Recommendations

1. The library of specialized information about adult basic education in corrections, built up to implement administration of this program, should be made available to individuals and agencies involved in adult basic education and corrections.

2. A follow-up should be made of the individuals enrolled in the seminars on adult basic education in corrections, to determine long term effects of the seminar experience.

3. A follow-up should be made of the institutions for which delivery system management models and instructional delivery systems were designed, and of the individuals participating in the 1971 and 1972 regional seminars on adult basic education in corrections.

4. A planned diffusion program should be initiated at once to insure the implementation of systems designed in 1971 and 1972.

5. Advanced training in adult basic education in corrections should be provided to selected participants from the 1972 Regional Seminars to prepare them for leadership roles in conducting short-term training and in planning, operating, and evaluating systems of adult basic education for correctional institutions.

6. Training should be provided to persons with instructional and decision-making responsibilities in correctional institutions not participating in the 1971 and 1972 seminars, to prepare them for designing and implementing instructional and management delivery systems for adult basic education in their institutions.
7. Demonstration projects implementing selected delivery system designs of adult basic education in corrections should be conducted in conjunction with planned in-service training to achieve replication of the systems approach to adult basic education in non-correctional settings and extend the application of the model designs to all correctional institutions, including the local jails.

8. Organized and centralized systems of in-service and pre-service training and planned technical assistance to institutions and agencies through the provision of individual and technical assistance teams should be made available to all states and the federal prison system. The implementation of training/technical assistance packets developed in the ABEC program should also be made available.

9. Models for values and attitudinal changes and models for measurement and evaluation should be developed for use in correctional settings.

10. Delivery system models designed specifically for short-term correctional institutions (average stay one year) and delivery system models for community programs should be developed.

11. A conceptual model and delivery system for career education in corrections should be developed and evaluated.

12. A model to provide continuing development through community-based adult education should be developed and evaluated.
REFERENCES


Ryan, T. A. A model of adult basic education in corrections. Honolulu: Education Research and Development Center, University of Hawaii, 1970. (Mimeo)


APPENDIX A-1

NATIONAL ADVANCED TRAINING SEMINAR

Participant Roster

1. Mr. Bruce E. Baker
   Assistant Principal
   Federal Correctional Institution
   Milan, Michigan 48160

2. Mr. James F. Barringer
   Curriculum Specialist
   State Division of Corrections
   Tallahassee, Florida 32304

3. Mr. George B. Boeringa
   Program Specialist
   University of Hawaii Community Colleges, Manpower Training
   Honolulu, Hawaii 96814

4. Mr. Richard E. Cassell
   Program Content Coordinator
   U.S. Bureau of Prisons
   Washington, D.C. 20537

5. Mr. John H. Cavender
   Acting Director of Education
   Oregon State Penitentiary
   Salem, Oregon 97310

6. Mr. Dale W. Clark
   Supervisor of Education
   Federal Youth Center
   Englewood, Colorado 80110

7. Mr. Theodore G. Cleavinger
   Superintendent of Education
   Federal Penitentiary
   Terre Haute, Indiana 47808

8. Mr. Don A. Davis
   Superintendent
   Adult Conservation Camp
   Palmer, Alaska 99645

9. Mr. William D. Decker
   Reading Specialist
   Medical Center for Federal Prisoners
   Springfield, Missouri 65802

10. Mr. Robert I. Elsea
    Supervisor of Education
    Federal Youth Center
    Ashland, Kentucky 41101

11. Mr. Lex Enyart
    Supervisor of Education
    Federal Correctional Institution
    Milan, Michigan 48160

12. Mr. Nathaniel A. Fisher
    Program Operations Coordinator
    U.S. Bureau of Prisons
    Washington, D.C. 20537

13. Mr. Robert S. Hatrak
    Supervisor of Educational Programs
    New Jersey State Prison
    Trenton, New Jersey 08606

14. Mr. Keith W. Hayball
    Superintendent of Education
    California State Prison at San Quentin
    San Quentin, California 94964

15. Mr. Eugene E. Hilfiker
    Supervisor Vocational Training
    Oregon State Correctional Institution
    Salem, Oregon 97310

16. Mr. Dean Hinders
    Director of Education
    South Dakota Penitentiary
    Sioux Falls, South Dakota 57101

17. Mr. John W. Jaksha
    Director, Education and Training
    Montana State Prison
    Deer Lodge, Montana 59722

18. Mr. William F. Kennedy
    Education Coordinator
    State Corrections Division
    Salem, Oregon 97310
19. Dr. James R. LaForest  
Coordinator, Adult and Adult Basic Education  
West Georgia College  
Carrollton, Georgia 30117

20. Mr. Richard B. Lyles  
Employment and Training Program Specialist  
U. S. Bureau of Prisons  
Washington, D. C. 20537

21. Mr. James W. Lyon  
Head Teacher  
Frenchburg Correctional Facility  
Frenchburg, Kentucky 40323

22. Mr. Alfons F. Maresh  
Educational Coordinator  
State Department of Corrections  
St. Paul, Minnesota 55101

23. Mr. Boyd Marsing  
Supervisor of Education  
Nevada State Prison  
Carson City, Nevada 89701

24. Mr. Tom L. McFerren  
Teacher  
Federal Penitentiary  
Terre Haute, Indiana 47808

25. Mr. Joseph Oresic  
Supervisor of Educational Programs  
Youth Correctional Institution  
Bordentown, New Jersey 08505

26. Mr. James B. Orrell  
Teacher-in-Charge  
California State Prison at San Quentin  
San Quentin, California 94964

27. Mr. David W. Petherbridge  
Instructor, Basic Education  
Hawaii State Prison, Hoomana School  
Honolulu, Hawaii 96819

28. Mr. Arthur M. Reynolds  
Director of Education  
State Department of Corrections  
Frankfort, Kentucky 40601

29. Mr. James T. Sammons  
Supervisor of Education  
Federal Penitentiary  
Marion, Illinois 62959

30. Mr. Arnold R. Sessions  
Instructor  
Seattle Central Community College  
Seattle, Washington 98144

31. Mr. David L. Shebacs  
Instructor - Counselor  
New Jersey State Prison  
Trenton, New Jersey 08606

32. Mr. Jimmie R. Shehi  
Personnel Officer  
Federal Youth Center  
Ashland, Kentucky 41101

33. Dr. Jacquelen Lee Smith  
Principal  
Federal Reformatory for Women  
Alderson, West Virginia 24910

34. Mr. James L. Streed  
Vocational Coordinator  
Federal Penitentiary  
Marion, Illinois 62959

35. Mr. Edsel T. Taylor  
School Principal  
McDougall Youth Correction Center  
Ridgeville, South Carolina 29472

36. Mr. James A. Williams  
Education Supervisor  
Missouri Intermediate Reformatory  
Jefferson City, Missouri 65101

37. Mr. Frank C. Zimmerman  
Head Teacher  
Arkansas Intermediate Reformatory  
Tucker, Arkansas 72168
## NATIONAL ADVANCED TRAINING SEMINAR

### Description of Participants by Sex, Age, Education, Employment

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APPENDIX A-3
NATIONAL ADVANCED TRAINING SEMINAR

Geographic Representation of Participants

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</tr>
<tr>
<td></td>
<td>South Dakota</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>IX</td>
<td>California</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Hawaii</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Nevada</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>X</td>
<td>Alaska</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Oregon</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Washington</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>37</strong></td>
<td><strong>37</strong></td>
</tr>
</tbody>
</table>
APPENDIX B
NATIONAL ADVANCED TRAINING SEMINAR

Program Personnel

Staff

Dr. T. A. Ryan, Researcher/Professor, Education Research and Development Center, University of Hawaii, and Program Director, Adult Basic Education in Corrections Program

Mrs. Carmen Immink, Research Associate, Education Research and Development Center, University of Hawaii and Assistant to Program Director

Mr. Edward Sullivan, Research Associate, Education Research and Development Center, University of Hawaii and Assistant to Program Director

Miss Gail K. Warok, Graduate Assistant, Education Research and Development Center, University of Hawaii

Mr. Vernon E. Burgener, Assistant Vice President, Education Planning Associates, Inc., and Program Associate, National Advanced Training Seminar

Mrs. Lillian Hohmann, Program Development, University of Chicago, Center for Continuing Education and Conference Coordinator for National Advanced Training Seminar

Mrs. Judy Chow, Secretary to Program Director, Education Research and Development Center, University of Hawaii

Miss Annette Kunimune, Stenographer, Education Research and Development Center, University of Hawaii

Mrs. Harriet Lai, Clerical Assistant, Education Research and Development Center, University of Hawaii

Miss JoAnn Iwasaki, Clerical Assistant, Education Research and Development Center, University of Hawaii

Resource Persons


Mr. J. Clark Esarey, Director, Adult Basic Education, Office of the Superintendent of Public Instruction, Springfield, Illinois


Mr. M. Eldon Schultz, Adult Education Program Officer, U. S. Office of Education, Region V, Chicago, Illinois

Dr. Leonard E. Silvern, President, Education and Training Consultants Co., Los Angeles, California
I. Nature of the Seminar

A. Description

1. This five-day advanced training seminar is part of the Adult Basic Education in Corrections Program, conducted by the Education Research and Development Center of the University of Hawaii under grant from the U. S. Office of Education, Division of Adult Education Programs. The Program, a cooperative multi-agency endeavor, encompasses two major aspects: personnel training and model development. A series of regional training seminars will be held in 1972 to provide specialized training to participants in the basic concepts of systems approach in relation to adult basic education for offenders in correctional settings, and to assist participating teams in designing models of instructional systems for their institutions or agencies. This advanced seminar is designed as a working session. Participants already will have reached criterion levels for understanding of basic concepts and principles of adult basic education in correctional settings. Participants in the advanced seminar will have had prior experience as participant or instructor in the 1971 seminars. In the five-day advanced session, the participants will be given a chance to increase their knowledge and improve their skills. They will learn how to develop instructional systems, and will design one instructional system model, complete with supporting hardware and software. The system designed by participants will be implemented in the ten-day regional seminars in 1972.

2. It is intended that the five-day advanced training seminar will accomplish four purposes: (1) design of a model, including flowchart, and narrative for an instructional system to be implemented in each ten-day regional seminar in 1972; (2) preparation and/or selection of all hardware and software, including lectures, exercises, activities, reading materials, audiovisual aids; (3) simulation to test the model and materials-methods-media mixes; and (4) equipping participants with advanced knowledge and skills to prepare them for leadership roles as regional consultants to bring about improvement in instructional system design and implementation in their institutions or agencies.
B. Goals

1. Participants will increase their understanding of the adult basic education in correcting process model; acquire understanding of instructional system design and implementation; and become familiar with principles of adult education relevant to short-term seminars for staff and instruction for offender population.

2. Participants will improve their skills for creating instructional system designs; enhance their skills of designing and using materials-media-methods mixes to train adult learners, improving their competencies for implementing consulting roles to train others in system design and assist in creating or modifying system designs.

3. Participants will enhance their feeling of commitment to the application of systems techniques for designing and implementing training for staff and/or adult basic education for offenders.

C. Objectives

1. Given twenty multiple choice questions based on concepts and principles incorporated in the ABEC process model, after having had a two-hour review over the process model, participants will answer correctly at least sixteen items in a ten-minute time period.

2. Given twenty multiple choice questions based on concepts and principles of designing instructional systems, after having had a one-day work session on this topic and having completed assigned readings, participants will answer correctly at least sixteen items in a ten-minute time period.

3. Given ten multiple choice questions based on concepts and principles of adult education, following completion of assigned readings on the topic, participants will answer correctly at least eight items in a five-minute time period.

4. Given a word narrative, following a one-day work session in designing instructional systems, participants will create a flowchart model with 80% accuracy in a fifteen minute time period.

5. Given a flowchart model, following a one-day work session in designing instructional systems, participants will demonstrate skill in reading the model by selecting from a set of written specifications those items which are implemented in the model, with 90% accuracy, in a ten-minute time period.
6. Given parameters for an instructional system for the 1972 regional seminar after having completed assigned readings and one day supervised workshop, participants, working in task groups, will complete the flowchart model and narrative for an instructional system for the ten-day seminar, including but not limited to objectives, materials, methods, media, time schedule, and evaluation.

7. Given parameters of the 1972 regional seminar, and having completed the system model design, including flowchart and narrative, participants working in task groups will identify, select, and/or develop all hardware and software to implement the system model.

D. Program Content

1. Training adults in short-term sessions: principles and concepts
   a. Concept of training for adult learners
   b. A philosophy of short term training for adults
   c. Importance of identifying the learner group
   d. Guidelines for selection of hardware and software

2. Designing models of instructional systems; theory and application
   a. Principles of systems design for creating instructional systems
   b. Review of the general process model of adult basic education in corrections
   c. Design of one instructional system model for the ten-day regional seminars: flowchart and narrative

3. Simulating to test system model
   a. Mini-lessons
   b. Materials-methods-media
   c. Feedback and revisions

E. Program Methods and Materials

1. Methods
   a. Lecture
   b. Task group activities
   c. Discussion groups
   d. Mini-lessons
2. Materials-Media
   a. Books
   b. Filmstrip-tape
   c. Slide-tape
   d. Journal and fugitive literature

F. Program Schedule

Day 1  Pre-assessment

Program overview: Purposes and procedures

TOPIC I: Training adults in short-term sessions: principles and concepts
Concept of training for adult learners
A philosophy of short term training for adults
Importance of identifying the learner group
Guidelines for selection of hardware and software

TOPIC II: Designing models of instructional systems
Review of process model of adult basic education in corrections: theory
Principles of systems design for creating instructional systems

Day 2 TOPIC II: Designing models of instructional systems: application
Application of principles of systems design to create the model for 1972 ten-day regional seminars

Day 3 TOPIC II: Designing models of instructional systems: application of principles of instruction and systems design to identify, select, and/or develop hardware and software to implement model

Day 4 TOPIC III: Simulating to test system model
Mini lesson: Conceptualizing the system
Mini lesson: Establishing a philosophy for teaching
Mini lesson: Defining instructional goals and objectives
Mini lesson: Formulating hypothesis for teaching-training
Mini lesson: Testing the hypothesis

-37-
Day 5  TOPIC III: Mini lesson: Measuring outcomes and evaluating individuals and programs

TOPIC III: Simulating to test system model: Feedback and revision of sub-systems

Post assessment
Program evaluation
Preview: 1972 Regional Seminar Program Plans, Strategies, Assignments
Closing

G. Program Requirements

1. Attendance at all sessions, October 22 through October 27, 1971

2. Reading of assigned references

3. Participation in task group activities

4. Implementation of assigned program responsibilities: chairman, recorder, leader, reactor

5. Preparation of verbatim manuscript of lecture due on or before 30 days after closing of seminar, following manuscript preparation, GUIDELINES FOR AUTHORS.

II. Participants and Staff

A. Participants

Members of Adult Basic Education in Corrections Program who were enrolled in 1971 seminars as participant or instructor, and are serving as instructors, instructor-alternate, and/or regional consultant in 1972 Adult Basic Education in Corrections Program.

B. Staff for Advanced Training Seminar

Dr. T. A. Ryan, Researcher/Professor, and Program Director
Mrs. Carmen Immink, Research Associate, and Assistant to Director
Mr. Edward Sullivan, Research Associate, and Assistant to Director
Mrs. Judy Chow, Stenographer
Miss Annette Kunimune, Stenographer
Mr. Vernon E. Burgener, Assistant Vice President, Educational Planning Associates, Inc., and Conference Coordinator
Dr. Leonard C. Silvern, President, Education & Training Consultants Company, and Visiting Lecturer
Mrs. Patricia McClellan, Conference Secretary
Ms. Marianne Janke, Conference Secretary
III. Program Evaluation

A. Immediate evaluation will be made through objective test and observer ratings, and self-evaluation. Pre-post test data will be compared to determine extent to which objectives have been met.

B. Long-term evaluation will be made through observer and participant ratings and self-evaluations to determine degree of effectiveness in implementing instructional roles in regional seminars; and through follow-up to assess effectiveness in regional consulting roles to bring about improved instructional systems in correctional settings.
APPENDIX D

NATIONAL ADVANCED TRAINING SEMINAR

Required Reading List


APPENDIX E
NATIONAL ADVANCED TRAINING SEMINARS
Task Groups for Producing Instructional Units

Unit on systems principles and techniques
Dr. T. Antoinette Ryan

Unit on subsystem (1.0)
Mr. Joseph Oresic, Chairman
Mr. George B. Boeringa
Dr. James R. LaForest
Mr. James W. Lyon
Mr. Jimmie R. Shehi

Unit on subsystem (2.0)
Mr. James T. Sammons, Chairman
Mr. Bruce E. Baker
Mr. Don A. Davis
Mr. Alfons F. Maresh
Mr. Tom L. McFerren

Unit on subsystem (3.0)
Mr. Arnold R. Sessions, Chairman
Mr. John H. Cavender
Mr. John W. Jaksha
Dr. Jacquelen Lee Smith
Mr. James L. Streed

Unit on subsystem (4.0)
Mr. Dean Hinders, Chairman
Mr. Keith W. Hayball
Mr. Richard B. Lyles
Mr. Boyd Marsing

Unit on subsystem (5.0)
Mr. Robert S. Hatrak, Chairman
Mr. James F. Barringer
Mr. William D. Decker
Mr. Robert I. Elsea
Mr. James B. Orrell

Unit on subsystem (6.0)
Mr. Lex Enyart, Chairman
Mr. Richard E. Cassell
Mr. Theodore C. Cleavinger
Mr. Eugene E. Hilfiker
Mr. Arthur M. Reynolds
Mr. Edsel T. Taylor
Mr. James A. Williams
Mr. Frank C. Zimmerman

Unit on subsystem (7.0)
Mr. Dale W. Clark, Chairman
Mr. Nathaniel A. Fisher
Mr. William F. Kennedy
Mr. David L. Shebses
Mr. Herman Solem

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APPENDIX F

NATIONAL ADVANCED TRAINING SEMINAR

Comparison of Mean Scores for Pre- and Posttest on Knowledge, Skills, Attitudes

<table>
<thead>
<tr>
<th>Test Element</th>
<th>Pretest</th>
<th>Posttest</th>
<th>X Gain</th>
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<tr>
<td></td>
<td>N</td>
<td>Mean</td>
<td>N</td>
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<tr>
<td>Knowledge</td>
<td>36</td>
<td>20.44</td>
<td>36</td>
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<tr>
<td>Skills</td>
<td>36</td>
<td>19.75</td>
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<tr>
<td>Total</td>
<td>36</td>
<td>40.19</td>
<td>36</td>
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<tr>
<td>Attitudes</td>
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<tr>
<td>Pleasure</td>
<td>35</td>
<td>3.58</td>
<td>34</td>
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<tr>
<td>Worth</td>
<td>36</td>
<td>3.68</td>
<td>36</td>
</tr>
</tbody>
</table>

Scale = 1.0 to 4.0
1.0 = Not at all
4.0 = Very much
APPENDIX G-1
NATIONAL ADVANCED TRAINING SEMINAR

Participant Evaluation of Program Effectiveness
by Accomplishment of Seminar Goals

Goals

1. Generating of information about adult basic education in corrections
   \( \bar{X} \) Rating* 3.38

2. Development of teaching skills appropriate for short-term instruction of corrections personnel
   \( \bar{X} \) Rating* 3.35

3. Increase in knowledge of materials, methods, and techniques for teaching adults in short-term seminars
   \( \bar{X} \) Rating* 3.24

4. Increase in knowledge of designing systems for particular institutions
   \( \bar{X} \) Rating* 3.16

\( N = 37 \)

*Rating scale = 1.00 (low) to 4.00 (high)
APPENDIX G-2
NATIONAL ADVANCED TRAINING SEMINAR

Participant Evaluation of Seminar Activities

<table>
<thead>
<tr>
<th>Activity</th>
<th>( \bar{X} ) Rating*</th>
</tr>
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<tbody>
<tr>
<td>Participation in micro-lesson presentation</td>
<td>3.78</td>
</tr>
<tr>
<td>Participating in discussion groups</td>
<td>3.76</td>
</tr>
<tr>
<td>Informal discussions</td>
<td>3.69</td>
</tr>
<tr>
<td>Participating in general discussion</td>
<td>3.67</td>
</tr>
<tr>
<td>Participating in reaction forums</td>
<td>3.46</td>
</tr>
<tr>
<td>Participating on work teams</td>
<td>3.43</td>
</tr>
<tr>
<td>Participating in task groups</td>
<td>3.43</td>
</tr>
<tr>
<td>Reading assigned references</td>
<td>3.43</td>
</tr>
<tr>
<td>Socializing, opening session</td>
<td>3.35</td>
</tr>
<tr>
<td>Listening and/or watching AV presentations</td>
<td>3.27</td>
</tr>
<tr>
<td>Listening, banquet session</td>
<td>3.16</td>
</tr>
<tr>
<td>Using supplementary references</td>
<td>3.05</td>
</tr>
<tr>
<td>Listening to resource persons</td>
<td>2.95</td>
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</table>

\( N = 37 \)

*Rating scale = 1.00 (low) to 4.00 (high)
### APPENDIX G-3

**NATIONAL ADVANCED TRAINING SEMINAR**

**Participant Evaluation of Instructional Materials**

<table>
<thead>
<tr>
<th>Instructional Materials</th>
<th>X Rating*</th>
</tr>
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<tbody>
<tr>
<td>Carpenter, W. L. <em>24 group methods and techniques in adult education</em>. (2nd ed.) Washington: Educational Systems Corporation, 1970.</td>
<td>3.34</td>
</tr>
</tbody>
</table>

N = 37

*Rating scale = 1.00 (low) to 4.00 (high)
### APPENDIX G-4

**NATIONAL ADVANCED TRAINING SEMINAR**

**Participant Evaluation of Program Effectiveness and Program Management**

<table>
<thead>
<tr>
<th>Management Component</th>
<th>Description</th>
<th>X Rating*</th>
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</thead>
<tbody>
<tr>
<td><strong>Program Information</strong></td>
<td>Pre-seminar information was adequate for my use in making preparation to attend.</td>
<td>3.46</td>
</tr>
<tr>
<td></td>
<td>Pre-seminar information accurately described the program.</td>
<td>3.30</td>
</tr>
<tr>
<td><strong>Conference Facilities and Service</strong></td>
<td>The location for the seminar was satisfactory.</td>
<td>3.35</td>
</tr>
<tr>
<td></td>
<td>Quality of meals was satisfactory.</td>
<td>3.32</td>
</tr>
<tr>
<td></td>
<td>Arrangements for living accommodations were satisfactory.</td>
<td>3.64</td>
</tr>
<tr>
<td></td>
<td>Physical arrangements for the work sessions were satisfactory. (meeting rooms, equipment, lighting)</td>
<td>3.32</td>
</tr>
<tr>
<td><strong>Staff Qualifications and Competencies</strong></td>
<td>Qualifications and competencies of resource personnel were satisfactory.</td>
<td>3.19</td>
</tr>
<tr>
<td></td>
<td>Qualifications and competencies of staff were satisfactory.</td>
<td>3.41</td>
</tr>
<tr>
<td><strong>Time Allocation and Utilization</strong></td>
<td>There was sufficient time for group activities.</td>
<td>3.08</td>
</tr>
<tr>
<td></td>
<td>There was sufficient time for meeting with other participants.</td>
<td>3.11</td>
</tr>
<tr>
<td></td>
<td>There was sufficient time for meeting with staff.</td>
<td>3.22</td>
</tr>
<tr>
<td></td>
<td>The length of the seminar was satisfactory. (5 days)</td>
<td>3.19</td>
</tr>
<tr>
<td></td>
<td>The daily time schedule was satisfactory.</td>
<td>3.19</td>
</tr>
<tr>
<td><strong>General Organization</strong></td>
<td>The seminar met my expectations.</td>
<td>3.46</td>
</tr>
</tbody>
</table>

I would like to participate in another conference or seminar sponsored by Education Research and Development Center of the University of Hawaii.  

N = 37

*Rating scale = 1.00 (low) to 4.00 (high)
APPENDIX H

1972 REGIONAL BASIC TRAINING SEMINAR

Applications Received from Nominees and Non-Nominees
by Federal and State Categories

<table>
<thead>
<tr>
<th></th>
<th>Nominees</th>
<th></th>
<th>Direct Applicants</th>
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<th>Grand Total</th>
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<td>Accept</td>
<td>Not Accept</td>
<td>Total</td>
<td>Accept</td>
<td>Not Accept</td>
</tr>
<tr>
<td>State</td>
<td>70</td>
<td>82</td>
<td>152</td>
<td>3</td>
<td>88</td>
</tr>
<tr>
<td>Federal</td>
<td>57</td>
<td>26</td>
<td>83</td>
<td>0</td>
<td>7</td>
</tr>
<tr>
<td>Total</td>
<td>127</td>
<td>108</td>
<td>235</td>
<td>3</td>
<td>95</td>
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</table>
# APPENDIX I-1

## 1972 REGIONAL BASIC TRAINING SEMINARS

### Participant Roster

<table>
<thead>
<tr>
<th>No.</th>
<th>Participant</th>
<th>Seminar</th>
</tr>
</thead>
</table>
| 1.  | Mr. John Abshire  
Teacher, Related Trades  
Federal Youth Center  
Ashland, Kentucky  41101 | Notre Dame |
| 2.  | Mrs. Betty T. Allred  
Acting Supervisor of Education  
Correctional Center for Women  
Raleigh, North Carolina  27610 | Atlanta |
Home Economics Teacher  
Federal Reformatory for Women  
Alderson, West Virginia  24910 | Notre Dame |
| 4.  | Mr. Alfonso E. Arellano  
Principal  
New Mexico Boys' School  
Springer, New Mexico  87747 | Norman |
| 5.  | Mr. Lawrence A. Biro  
Teacher  
Federal Correctional Institution  
Milan, Michigan  48160 | Chicago |
| 6.  | Mr. Leonard S. Black  
Education Director  
Coxsackie Correctional Facility  
West Coxsackie, New York  12191 | Durham |
| 7.  | Mr. John G. Bodie  
Counselor-Specialist  
Central Correctional Institution  
Columbia, South Carolina  29201 | Atlanta |
| 8.  | Mr. Henry F. Bohne  
Assistant Chief, Career Development Section  
U. S. Bureau of Prisons  
Washington, D. C.  20537 | Durham |
<table>
<thead>
<tr>
<th></th>
<th>Name</th>
<th>Title and Position</th>
<th>Location and Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Mrs. Virginia F. Brajner</td>
<td>Teacher and Reading Laboratory Manager, Federal Youth Center</td>
<td>Ashland, Kentucky 41101</td>
</tr>
<tr>
<td>10</td>
<td>Mr. Ulric A. Brandt</td>
<td>Correction Sergeant, New Jersey State Prison</td>
<td>Rahway, New Jersey 07065</td>
</tr>
<tr>
<td>11</td>
<td>Miss Eileen M. Britz</td>
<td>Teacher, Federal Correctional Institution</td>
<td>Milan, Michigan 48160</td>
</tr>
<tr>
<td>12</td>
<td>Mrs. Mary A. Brown</td>
<td>Director, Learning Center, Windham School District</td>
<td>Huntsville, Texas 77340</td>
</tr>
<tr>
<td>13</td>
<td>Mr. Timothy Burrell, Jr.</td>
<td>Teacher, Federal Correctional Institution</td>
<td>Lompoc, California 93436</td>
</tr>
<tr>
<td>14</td>
<td>Mr. Donald M. Butts</td>
<td>Supervisor of Education, Women's Division, Federal Correctional Institution</td>
<td>Terminal Island, California 90731</td>
</tr>
<tr>
<td>15</td>
<td>Mr. Augustine J. Calabro</td>
<td>Correctional Treatment Specialist, Federal Penitentiary</td>
<td>Lewisburg, Pennsylvania 17837</td>
</tr>
<tr>
<td>16</td>
<td>Mr. Charles B. Carman</td>
<td>Vocational Instructor, Federal Youth Center</td>
<td>Ashland, Kentucky 41101</td>
</tr>
<tr>
<td>17</td>
<td>Mr. Sheridan H. Carter</td>
<td>Teacher, Arkansas Intermediate Reformatory</td>
<td>Tucker, Arkansas 72168</td>
</tr>
<tr>
<td>18</td>
<td>Mr. Daniel M. Casebier</td>
<td>General Education Supervisor, Oregon State Correctional Institution</td>
<td>Salem, Oregon 97310</td>
</tr>
</tbody>
</table>
19. Mr. F. Albert Catanach  
Coordinator, Adult Basic Education Division  
The Penitentiary of New Mexico  
Santa Fe, New Mexico  87501

20. Mrs. Rachel G. Cox  
Teacher, Adult Education Program  
Youth Development Center  
Milledgeville, Georgia  31061

21. Mr. Charles A. Craig  
Reading Teacher  
Federal Penitentiary  
Marion, Illinois  62959

22. Mr. William M. Dacus  
Curriculum Adjuster and Designer  
Board of Fundamental Education  
Indianapolis, Indiana  46204

23. Mr. Karl R. Davidson, Vocational Counselor  
Windham School District  
State Department of Corrections  
Huntsville, Texas  77340

24. Mr. Fred deClouet  
Instructor  
Federal Youth Center  
Englewood, Colorado  80110

25. Mrs. Ann P. Delatte  
Supervisor of Education  
State Department of Offender Rehabilitation  
Atlanta, Georgia  30334

26. Mr. Bernard W. Detlefsen  
Curriculum Coordinator  
Windham School District  
State Department of Corrections  
Huntsville, Texas  77340

27. Mr. William A. Dickinson  
Educational Supervisor  
Attica Correctional Facility  
Attica, New York  14011

28. Mr. Ronald D. Ditmore  
Accountant  
Colorado State Penitentiary  
Canon City, Colorado  81212
29. Mr. Jacque W. Durham  
   Director of Community Organizations  
   Board of Fundamental Education  
   Indianapolis, Indiana 46204

30. Mr. Bernard M. Evanko  
    Supervisor of Educational Programs  
    New Jersey State Prison  
    Rahway, New Jersey 07065

31. Mr. Phil Faasuamalie  
    Prison Warden  
    Territorial Correctional Facility  
    Pago Pago, American Samoa 96920

32. Mr. Alonzo W. Farr  
    Instructor-Counselor  
    New Jersey State Prison  
    Rahway, New Jersey 07065

33. Mr. Norman P. Friend  
    Assistant School Administration Director  
    Bureau of Correction  
    Camp Hill, Pennsylvania 17011

34. Mr. Charles B. Gadbois  
    Associate Superintendent of Training and Treatment  
    State Reformatory for Men  
    St. Cloud, Minnesota 56301

35. 1st Lt. Michael J. Gilbert  
    Academic Advisor  
    U. S. Disciplinary Barracks  
    Fort Leavenworth, Kansas 66027

36. Mr. James R. Gorum  
    Auto Mechanics Instructor  
    Federal Correctional Institution  
    Texarkana, Texas 75501

37. Mr. Robert D. Greenhoe  
    Academic Supervisor  
    Michigan Training Unit  
    Ionia, Michigan 48846

38. Mr. Jaime Guzman  
    Elementary School Teacher  
    California Conservation Center  
    Susanville, California 96130
39. Mr. James E. Hayes, Jr.  
   Supportive Related Trades Instructor  
   Federal Correctional Institution  
   Sandstone, Minnesota  55072  
   Chicago

40. Mr. Milton C. Henderson  
   Instructor  
   Cummins Prison Farm  
   Grady, Arkansas  71644  
   Norman

41. Mr. Lawrence C. Henk  
   Vocational Training Instructor  
   Federal Penitentiary  
   Marion, Illinois  62959  
   Chicago

42. Mr. Edwin E. Hill  
   Prison School Teacher  
   State House of Correction and Branch Prison  
   Marquette, Michigan  49855  
   Chicago

43. Mrs. Marilyn K. Hoffman  
   Assistant Principal  
   State Reformatory for Women  
   York, Nebraska  68467  
   Notre Dame

44. Mr. Robert E. Honsted  
   Assistant Supervisor of Education  
   Federal Correctional Institution  
   Tallahassee, Florida  32304  
   Atlanta

45. Mr. Lloyd W. Hooker  
   Librarian  
   U. S. Bureau of Prisons  
   Washington, D. C.  20537  
   Atlanta

46. Mr. Steven L. Hughes (Xabanisa X)  
   Instructor-Coordinator  
   Allegheny County Schools  
   Pittsburgh, Pennsylvania  15219  
   Durham

47. Mr. Eugene J. Jackson  
   Supervisor of Vocational Programs  
   State Prison of Southern Michigan  
   Jackson, Michigan  49201  
   Chicago

48. Dr. Henry L. Jackson  
   Teacher  
   Federal Correctional Institution  
   Texarkana, Texas  75501  
   Pomona
49. Mrs. Betty P. Johnson  
   Home Economics Instructor  
   Federal Reformatory for Women  
   Alderson, West Virginia 24910  

50. Mr. James B. Jones  
    Advanced Studies Coordinator  
    Federal Reformatory for Women  
    Alderson, West Virginia 24910  

51. Mr. Peter W. Jones  
    Teacher  
    Federal Correctional Institution  
    Milan, Michigan 48160  

52. Mrs. Mary L. Joyner  
    Principal  
    Givens Youth Correction Center  
    Simpsonville, South Carolina 29681  

53. Mr. Lawrence W. Kelly  
    Training Coordinator  
    Federal Correctional Institution  
    Danbury, Connecticut 06813  

54. Mr. William J. Knopke  
    Instructor, Mens Division  
    Federal Correctional Institution  
    Terminal Island, California 90731  

55. Mr. Max R. Knust  
    Education Coordinator  
    Federal Penitentiary  
    Terre Haute, Indiana 47808  

56. Mr. James A. Krone  
    Teacher  
    Missouri Intermediate Reformatory  
    Jefferson City, Missouri 65101  

57. Mr. Lee S. LaBrash  
    Related Trades Instructor  
    Federal Youth Center  
    Englewood, Colorado 80110  

58. Mr. Walter F. Leapley  
    Educational Instructor  
    South Dakota State Penitentiary  
    Sioux Falls, South Dakota 57101  

61
59. Mr. John B. Loeb  
Teacher I  
Youth Reception and Correction Center  
Yardville, New Jersey  08620

60. Mr. John E. Ludlow  
Director of Education  
Colorado State Penitentiary  
Canon City, Colorado  81212

61. Mr. Perry D. Lyson  
Supervisor of Education  
Federal Correctional Institution  
Sandstone, Minnesota  55072

62. Mrs. Aileen Maclure  
Teacher, Women's Division  
Federal Correctional Institution  
Terminal Island, California  90731

63. Mr. David W. MacMillan  
Director, Adult Basic Education  
Maine State Prison  
Thomaston, Maine  04861

64. Mr. Robert W. Meckly, Jr.  
Teacher  
Federal Penitentiary  
Lewisburg, Pennsylvania  17837

65. Mr. Gregorio G. Melegrito  
Teacher  
Missouri Training Center for Men  
Moberly, Missouri  65270

66. Mr. William J. Meusch  
Related Trades Instructor  
Federal Correctional Institution  
Tallahassee, Florida  32304

67. Mr. Arturo Minjarez  
Teacher  
Federal Correctional Institution  
La Tuna-Anthony, New Mexico-Texas  88021

68. Mr. Michael A. Misiak  
Teacher  
Federal Correctional Institution  
Milan, Michigan  48160
69. Mr. James O. Mobley  
   Education Specialist  
   Federal Correctional Institution  
   Tallahassee, Florida 32304

70. Mr. William C. Murphy  
   Assistant Principal  
   Michigan Reformatory  
   Ionia, Michigan 48846

71. Mr. Richard L. Murray  
   Counselor-Coordinator  
   Federal Youth Center  
   Englewood, Colorado 80110

72. Mr. Carl S. Myllo  
   Vocational Training Instructor  
   Federal Correctional Institution  
   La Tuna-Anthony, New Mexico-Texas 88021

73. Mr. John D. Newbern  
   Institution Teacher  
   Oregon State Penitentiary  
   Salem, Oregon 97310

74. Mr. Frank J. Peacock  
   Mathematics Instructor  
   Montana State Prison  
   Deer Lodge, Montana 59722

75. Mr. John A. Pietrowski  
   Assistant Project Director, Adult Basic Education  
   State Department of Education  
   Boston, Massachusetts 02111

76. Mr. David C. Price  
   Adult Education Coordinator  
   Indiana State Reformatory  
   Pendleton, Indiana 46046

77. Mr. Robert D. Rhyne  
   Director, Division of Adult Education  
   State Department of Correction-Region J  
   Raleigh, North Carolina 27607

78. Mr. John H. Riley  
   Senior Institution Teacher  
   Eastern New York Correctional Facility  
   Napanoch, New York 12458
79. Mr. Willis A. Roberts
   Acting Warden
   Macon Correctional Institution
   Montezuma, Georgia  31063

80. Mr. Walter D. Roche
   Correctional Educator I
   Colorado State Penitentiary
   Canon City, Colorado  81212

81. Mr. Frank Romero
   Education Specialist
   Federal Correctional Institution
   Lompoc, California  93436

82. Mrs. Evelyn L. Ruskin
   Adult Basic Education Instructor
   South Central Correction Institute
   Anchorage, Alaska  99501

83. Mr. Jon M. Sanborn
   Teacher
   Valley Adult School
   Salinas, California  93901

84. Mr. Carlyle P. Schenk
   Institutional Education Supervisor
   State Reformatory for Men
   St. Cloud, Minnesota  56301

85. Mr. Ferdinand A. Schindler
   Assistant Director of Education
   Indiana State Prison
   Michigan City, Indiana  46360

86. Mr. James L. Scoles
   Correctional Officer I
   South Eastern Region Correction Institute
   Juneau, Alaska  99801

87. Mr. William R. V. Scrimger
   Vocational Director
   Cassidy Lake Technical School
   Chelsea, Michigan  48118

88. Mr. Harry Sella
   Elementary School Teacher
   California Conservation Center
   Susanville, California  96130
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99. Mr. Harold E. Toevs  
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Chicago

100. Mr. Harold F. Tupper, Jr.  
Supervisor of Academic Instruction  
California Training Facility  
Soledad, California  93906  
Pomona

101. Mr. Anthony C. Turner, Jr.  
Vocational Teacher  
Youth Reception and Correction Center  
Yardville, New Jersey  08620  
Durham

102. Mr. Peter J. Vander Meer  
Senior Institution Teacher  
Attica Correctional Facility  
Attica, New York  14011  
Durham

103. Mr. Herman J. Venekamp  
Camp Director  
Youth Forestry Camp  
Custer, South Dakota  57730  
Chicago

104. Mrs. Ethel S. Walker  
Director of Education  
State Correctional Institution  
Muncy, Pennsylvania  17756  
Durham

105. Mr. Dennis L. Weir  
Academic Training Coordinator  
Minnesota State Prison  
Stillwater, Minnesota  55082  
Chicago

106. Mr. William J. Wendland  
Assistant Director of Education  
Montana State Prison  
Deer Lodge, Montana  59722  
Portland

107. Mr. Joseph G. Wheeler, III  
Program Director I  
State Department of Correction, Region K  
Butner, North Carolina  27607  
Atlanta

108. Mrs. Edith Whiting  
Director of Education  
Nebraska Penal Complex  
Lincoln, Nebraska  68501  
Portland
109. Mr. Richard O. Williams  
Education Specialist-Audio Visual Arts  
Federal Youth Center  
Ashland, Kentucky  41101  

110. Dr. Jack E. Willsey  
Curriculum Coordinator and Academic Teacher  
State Prison of Southern Michigan  
Jackson, Michigan  49201
1972 REGIONAL BASIC TRAINING SEMINARS

Team and Individual Participation by Seminar

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## APPENDIX I-3

### 1972 REGIONAL BASIC TRAINING SEMINARS

Sex, Age, and Education of Participants by Seminar

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### 1972 REGIONAL BASIC TRAINING SEMINARS

**Classification of Participant Employment by Seminar**

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APPENDIX I-4
### 1972 REGIONAL BASIC TRAINING SEMINARS

#### Participant Geographic Representation by State

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Participating states and territories = 30
## APPENDIX I-6

### 1972 REGIONAL BASIC TRAINING SEMINAR

**Participant Geographic Representation by U.S. Office of Education Region**

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**U.S. Office of Education Regions:**

I - Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont
II - New Jersey, New York, Canal Zone, Puerto Rico, and Virgin Islands
III - Delaware, District of Columbia, Maryland, Pennsylvania, Virginia, and West Virginia
IV - Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, and Tennessee
V - Illinois, Indiana, Michigan, Minnesota, Ohio, and Wisconsin
VI - Arkansas, Louisiana, New Mexico, Oklahoma, and Texas
VII - Iowa, Kansas, Missouri, and Nebraska
VIII - Colorado, Montana, North Dakota, South Dakota, Utah, and Wyoming
IX - Arizona, California, Hawaii, Nevada, American Samoa, Guam, and the Trust Territories
X - Alaska, Idaho, Oregon, and Washington
APPENDIX I-7
1972 REGIONAL BASIC TRAINING SEMINAR

Participant Representation by Institutions, States, and Regions

Northeast Region

States and Institutions:

Connecticut
  Federal Correctional Institution, Danbury

Maine
  Maine State Prison, Thomaston

Massachusetts
  Massachusetts Correctional Institution, Concord

New Jersey
  Youth Reception and Correction Center, Yardville
  New Jersey State Prison, Rahway

New York
  Eastern New York Correctional Facility, Napanoch
  Coxsackie Correctional Facility, West Coxsackie
  Attica Correctional Facility, Attica

Pennsylvania
  State Correctional Institution, Muncy
  State Correctional Institution and Correctional Diagnostic and Classification Center, Pittsburgh
  State Correctional Institution and Correctional Diagnostic and Classification Center, Graterford
  Federal Penitentiary, Lewisburg

Southeast Region

Florida
  Federal Correctional Institution, Tallahassee

Georgia
  Stone Mountain Correctional Institution, Stone Mountain

Kentucky
  Federal Youth Center, Ashland

North Carolina
  Polk Youth Complex, Raleigh
Southeast Region (contd.)

South Carolina
   Givens Youth Correction Center, Simpsonville

West Virginia
   Federal Reformatory for Women, Alderson

Midwest Region

Illinois
   Federal Penitentiary, Marion

Indiana
   Indiana State Prison, Michigan City
   Federal Penitentiary, Terre Haute
   Indiana State Reformatory, Pendleton

Kansas
   United States Disciplinary Barracks, Fort Leavenworth

Michigan
   Michigan Reformatory, Ionia
   State Prison of Southern Michigan, Jackson
   Federal Correctional Institution, Milan

Minnesota
   State Reformatory for Men, St. Cloud
   Federal Correctional Institution, Sandstone

Missouri
   Missouri Intermediate Reformatory, Jefferson City

Nebraska
   State Reformatory for Women, York
   Nebraska Penal and Correctional Complex, Lincoln

Southwest Region

Arkansas
   Arkansas Intermediate Reformatory, Tucker

New Mexico
   Penitentiary of New Mexico, Santa Fe
   Federal Correctional Institution, La Tuna

Texas
   Windham School District, State Department of Corrections, Huntsville
   Federal Correctional Institution, Texarkana

-67-
Mountain States Region

Colorado
    Federal Youth Center, Englewood
    Colorado State Penitentiary, Canon City

Montana
    Montana State Prison, Deer Lodge

South Dakota
    South Dakota Penitentiary, Sioux Falls

West Region

Alaska
    Southeastern Regional Correctional Institution, Juneau
    Southcentral Alaska Correctional Institution, Anchorage

California
    Federal Correctional Institution, Terminal Island
    Federal Correctional Institution, Lompoc
    California Conservation Center, Susanville
    Correctional Training Facility, Soledad

Oregon
    Oregon State Penitentiary, Salem

American Samoa
    Territorial Corrections Facility, Pago Pago
APPENDIX J-1

1972 REGIONAL BASIC TRAINING SEMINARS

Staff

Dr. T. A. Ryan, Researcher/Professor, Education Research and Development Center, University of Hawaii, Honolulu, Hawaii, and Program Director, Adult Basic Education in Corrections

Miss Christine E. Amine, Clerical Assistant, Education Research and Development Center, University of Hawaii, Honolulu, Hawaii

Dr. E. Dean Anderson, Vice-President for University Relations, Portland State University, Portland, Oregon, and Conference Coordinator

Mr. Bruce E. Baker, Assistant Supervisor of Education, Federal Correctional Institution, Milan, Michigan, and Seminar Instructor

Mr. George B. Boeringa, Program Specialist, Manpower Development and Training, Community Colleges, University of Hawaii, Honolulu, Hawaii, and Seminar Instructor

Mr. Richard E. Cassell, Program Content Coordinator, U. S. Bureau of Prisons, Washington, D. C. and Seminar Instructor

Mrs. Judy K. Chow, Secretary to Program Director, Education Research and Development Center, University of Hawaii, Honolulu, Hawaii

Mr. Theodore G. Cleavinger, Supervisor of Education, Federal Penitentiary, Terre Haute, Indiana, and Seminar Instructor

Mr. Don A. Davis, Superintendent, Adult Conservation Camp, Palmer, Alaska, and Seminar Instructor

Mr. William D. Decker, Reading Specialist, Medical Center for Federal Prisoners, Springfield, Missouri, and Seminar Instructor

Mr. Robert I. Elsea, Executive Assistant, Federal Correctional Institution, Seagoville, Texas, and Seminar Instructor


Mr. Frank Foss, Conference Coordinator, Center for Continuing Education, University of Notre Dame, Notre Dame, Indiana, and Conference Coordinator

Mr. Robert S. Hatrak, Director of Individual Services, New Jersey State Prison, Trenton, New Jersey, and Instructional Team Leader
Mr. Keith W. Hayball, Supervisor of Correctional Education Program, California State Prison, San Quentin, California, and Instructional Team Leader.

Mr. Eugene F. Hilfiker, Supervisor, Vocational Training, Oregon State Correctional Institution, Salem, Oregon, and Instructional Team Leader.

Mr. Dean Hinders, Director of Education, South Dakota State Penitentiary, Sioux Falls, South Dakota, and Instructional Team Leader.

Mrs. Lillian Hohmann, Program Development, Center for Continuing Education, University of Chicago, Chicago, Illinois, and Conference Coordinator.

Mrs. Carmen A. Immink, Research Associate, Education Research and Development Center, University of Hawaii, Honolulu, Hawaii, and Assistant to Program Director.

Miss JoAnn S. Iwasaki, Clerical Assistant, Education Research and Development Center, University of Hawaii, Honolulu, Hawaii.

Mr. John W. Jaksha, Director, Education and Training, Montana State Prison, Deer Lodge, Montana, and Seminar Instructor.

Mr. William F. Kennedy, Education Coordinator, Oregon Corrections Division, Salem, Oregon, and Seminar Instructor.

Miss Annette K. Kunimune, Stenographer, Education Research and Development Center, University of Hawaii, Honolulu, Hawaii.

Dr. Leonard M. Logan, III, Director of Comprehensive Programs, Division of Continuing Education and Public Service, University of Oklahoma, Norman, Oklahoma, and Conference Coordinator.

Mr. James W. Lyon, Head Teacher, Frenchburg Correctional Facility, Frenchburg, Kentucky, and Seminar Instructor.

Mr. Alfons F. Maresh, Educational Coordinator, State Department of Corrections, St. Paul, Minnesota, and Seminar Instructor.


Mr. Tom L. McFerren, Learning Center Coordinator, Federal Penitentiary, Terre Haute, Indiana, and Seminar Instructor.

Mr. Joseph Oresic, Supervisor of Educational Programs, Youth Correctional Institution, Bordentown, New Jersey, and Seminar Instructor.
Mr. James B. Orrell, Teacher-in-Charge, California State Prison, San Quentin, California, and Instructional Team Leader

Mr. William H. Pahrman, Education Director, Oregon State Correctional Institution, Salem, Oregon, and Seminar Instructor

Mr. James T. Sammons, Supervisor of Education, Federal Penitentiary, Marion, Illinois, and Seminar Instructor

Mr. Drew Sanborn, Conference Coordinator, The New England Center for Continuing Education, Durham, New Hampshire, and Conference Coordinator

Mrs. Diona Sebresos, Clerical Assistant, Education Research and Development Center, University of Hawaii, Honolulu, Hawaii

Mr. Arnold R. Sessions, Instructor, Division of Community Service, Seattle Central Community College, Seattle, Washington, and Seminar Instructor

Mr. David L. Shebses, Instructor-Counselor, New Jersey State Prison, Trenton, New Jersey, and Seminar Instructor

Mr. James R. Shehi, Personnel Officer, Federal Youth Center, Ashland, Kentucky, and Seminar Instructor

Dr. Jacquelen Lee Smith, Supervisor of Education, Federal Reformatory for Women, Alderson, West Virginia, and Seminar Instructor

Mrs. Marjorie Smith, Account Executive, Sheraton Olympic Inn, Atlanta, Georgia, and Conference Coordinator

Mr. James L. Streed, Supervisor of Vocational Training, Federal Penitentiary, Marion, Illinois, and Instructional Team Leader

Mr. Edward W. Sullivan, Research Associate, Education Research and Development Center, University of Hawaii, Honolulu, Hawaii, and Assistant to Program Director

Miss Jean Thomasseau, Kellogg West-Center for Continuing Education, California State Polytechnic College, Pomona, California, and Conference Coordinator

Miss Gail K. Warok, Graduate Assistant, Education Research and Development Center, University of Hawaii, Honolulu, Hawaii

Mr. James A. Williams, Education Supervisor, Missouri Intermediate Reformatory, Jefferson City, Missouri, and Seminar Instructor

Mr. Frank C. Zimmerman, Head Teacher, Adult Basic Education, Tucker Intermediate Reformatory, Tucker, Arkansas, and Seminar Instructor
APPENDIX J-2

1972 REGIONAL BASIC TRAINING SEMINAR

Resource Personnel Roster

1. Mr. Will Antell
   Director of Indian Education
   State Department of Education
   550 Cedar Street
   St. Paul, Minnesota 55101

   "Hardware and Software for Adult Basic Education in Corrections"

2. Dr. Charles M. Barrett
   Dean, Continuing Education Programs
   Department of Community Colleges
   State Board of Education
   Raleigh, North Carolina 27602

   "An Adult Basic Education Curriculum"

3. Dr. Lawrence A. Bennett
   Chief, Research Division
   State Department of Corrections
   714 P Street, Suite 740
   Sacramento, California 95814

   "Use of Research to Improve Instruction"

4. Mr. John O. Boone
   Commissioner
   State Department of Correction
   Leverett Saltonstall Building, Government Center
   100 Cambridge Street
   Boston, Massachusetts 02202

   "The Impact of Institutional Involvement"

5. Dr. Jack E. Brent
   Executive Assistant to the Director
   Federal Youth Center
   9595 West Quincy Street
   Englewood, Colorado 80110

   "The Impact of Institutional Involvement"
6. Reverend Gervase J. Brinkman  
Chairman, Catholic Chaplaincy Committee  
Illinois State Penitentiary  
404 North Hickory Street  
Joliet, Illinois 60434

"Redirection in Corrections"

7. Mr. Joseph G. Cannon  
Deputy Commissioner  
State Department of Corrections  
310 State Office Building  
St. Paul, Minnesota 55101

"The Impact of Institutional Involvement"

8. Mr. Charles L. Cooper  
Psychological Consultant  
Department of Psychology  
Southeastern Community College  
Whiteville, North Carolina 28472

"Human Concerns for the Offender"

9. Mr. George W. DeBow  
Director, Office of Adult Basic Education  
Human Resource Development Division  
State Department of Public Instruction  
Pierre, South Dakota 57501

"An Adult Basic Education Curriculum"

10. Mr. Arthur Dilworth  
Parole Agent  
State Department of Corrections  
2507 Fremont Avenue, North  
Minneapolis, Minnesota 55411

"Meeting the Needs of the Offenders"

11. Mr. Robert K. Domer  
Executive Director  
Seventh Step Foundation  
380 East Exchange Street  
Akron, Ohio 44304

"Meeting the Needs of Offenders"
12. Mr. Edgar M. Easley  
Vice President, Program Development  
Education Technical Associates  
P. O. Box 66265  
Los Angeles, California 90066  
"Hardware and Software for Adult Basic Education in Corrections"

13. Mr. Peter Eichman  
2035 26th East  
Seattle, Washington 98102  
Panel: "Meeting the Needs of Offenders"

14. Mr. Claus J. Eischen  
Senior Computer Programmer  
Fidelity Union Trust Company  
732 Elm Street  
Kearny, New Jersey 07032  
Panel: "Meeting the Needs of Offenders"

15. Mr. John Elerbe  
907 West 7th Street  
Plainfield, New Jersey 07000  
Panel: "Meeting the Needs of Offenders"

16. Mr. Don R. Erickson  
Warden, South Dakota Penitentiary  
P. O. Box 911  
Sioux Falls, South Dakota 57101  
"The Impact of Institutional Involvement"

17. Dr. Boris Frank  
Manager, Special Projects  
University of Wisconsin, Television Center  
P. O. Box 5421  
Madison, Wisconsin 53705  
"Hardware and Software for Adult Basic Education in Corrections"
18. Dr. John H. Furbay
   President
   John Furbay Associates, Incorporated
   69-10 108th Street
   Forest Hills, New York 11375
   "Redirection for Corrections"

19. Mr. Walter Grenier
    Director of Staff Development and Training
    Department of Corrections
    Lewis College
    400 LaSalle Drive
    Lockport, Illinois 60441
    "Human Concerns for the Offender"

20. Mr. Reis H. Hall
    Special Assistant to the Director
    Federal Youth Center
    Ashland, Kentucky 41101
    "Use of Research to Improve Instruction"

21. Dr. Howard Higman
    Chairman
    Department of Sociology
    University of Colorado
    Boulder, Colorado 80302
    "The Next Step"

22. Dr. Leonard R. Hill
    Administrative Director, Adult Basic Education Program
    State Department of Education
    233 South 10th Street
    Lincoln, Nebraska 68508
    "An Adult Basic Education Curriculum"

23. Mrs. Cynthia W. Houchin
    Administrative Assistant
    State Department of Correction
    State Capitol
    Little Rock, Arkansas 72205
    "The Impact of Institutional Involvement"
24. Mr. Russell Johnson  
Consultant  
2834 15th West  
Seattle, Washington  98100

"Meeting the Needs of Offenders"

25. Mr. Charles J. Johnston  
Chief, Adult Education  
State Department of Public Instruction  
Grimes State Office Building  
E., 14th and Grand Streets  
Des Moines, Iowa  50319

"An Adult Basic Education Curriculum"

26. Miss Bobbie G. Jones  
735 South Clyde Street  
Chicago, Illinois  60649

"Meeting the Needs of Offenders"

27. Mr. Paul W. Keve  
Head, Department of Public Safety  
Research Analysis Corporation  
McLean, Virginia  22101

"Use of Research to Improve Instruction"

28. Mrs. Zorina D. Lothridge  
17394 Prairie Street  
Detroit, Michigan  48221

"Meeting the Needs of Offenders"

29. Mrs. Sylvia G. McCollum  
Education Research Specialist  
U. S. Bureau of Prisons  
HOLC Building  
101 Indiana Avenue, N. W.  
Washington, D. C.  20537

"Human Concerns for the Offender"
30. Dr. John M. McKee  
    Director  
    Rehabilitation Research Foundation  
    P. O. Box 1107  
    Elmore, Alabama  36025  

    "Hardware and Software for Adult Basic Education in Corrections"

31. Mr. Ellis C. MacDougall  
    Commissioner  
    State Department of Offender Rehabilitation  
    270 Washington Street, S.W.  
    Atlanta, Georgia  30334  

    "The Next Step"

32. Mr. Fred J. Mayo  
    Manager  
    The Edward J. DeBartolo Corporation  
    Indianapolis, Indiana  38128  

    Panel: "Meeting the Needs of Offenders"

33. Mr. L. S. Nelson  
    Warden  
    California State Prison  
    San Quentin, California  94964  

    "The Impact of Institutional Involvement"

34. Dr. Roy C. Nichols  
    Resident Bishop, Pittsburgh Area  
    The United Methodist Church  
    408 Seventh Avenue, Triangle Building  
    Pittsburgh, Pennsylvania  15222  

    "The Next Step"

35. Mr. Jerry O. Nielsen  
    State Supervisor, Adult Basic Education Programs  
    State Division of Vocational-Technical and Adult Education  
    Carson City, Nevada  89701  

    "Human Concerns for the Offender"
36. Dr. James J. Pancrazio  
Associate Professor of Psychology and Counseling  
Sangamon State University  
K-26C  
Springfield, Illinois 62703  
"Human Concerns for the Offender"

37. Mr. Jerald D. Parkinson  
Executive Director  
State Board of Charities and Corrections  
Capitol Building  
Pierre, South Dakota 57501  
"The Impact of Institutional Involvement"

38. Mr. Louis Randall  
Executive Director  
St. Le. ard's House  
6908 Cregier Avenue  
Chicago, Illinois 60649  
Panel: "Meeting the Needs of Offenders"

39. Mr. John M. Ratliff  
2417 N.E. 11th  
Portland, Oregon 97212  
Panel: "Meeting the Needs of Offenders"

40. Mr. Jack Reddington  
3105 S. Hawthorne Street  
Sioux Falls, South Dakota 57105  
Panel: "Meeting the Needs of Offenders"

41. Mr. Amos E. Reed  
Program Chairman  
State Corrections Division  
2575 Center Street  
Salem, Oregon 97310  
"The Next Step"
42. Dr. Mark H. Rossman  
Assistant Professor of Education  
School of Education  
University of Massachusetts  
Amherst, Massachusetts 01002  

"An Adult Basic Education Curriculum"

43. Dr. John K. Sherk, Jr.  
Associate Professor of Education and Director of the Reading Center  
University of Missouri-Kansas City  
52nd and Holmes Streets, Room 232  
Kansas City, Missouri 64110  

"Curriculum Design and Organization"

44. Dr. Ronald H. Sherron  
Director, Adult Basic Education Project  
Virginia Commonwealth University  
901 West Franklin Street, Room 236  
Richmond, Virginia 23200  

"Hardware and Software for Adult Basic Education in Corrections"

45. Dr. Leonard C. Silvern  
President  
Education and Training Consultants Company  
P. O. Box 49899  
Los Angeles, California 90049  

"Narration Simulation"

46. Dr. Frank Snyder  
Supervisor, Adult Education  
Montgomery County Public Schools  
850 North Washington Street  
Rockville, Maryland 20850  

"Curriculum Design and Organization"

47. Mr. Thurman L. Spach, Jr.  
6012 Growley, Apt. 7  
Las Vegas, Nevada 89107  

Panel: "Meeting the Needs of Offenders"
48. Dr. Ward Sybouts  
Chairman and Professor  
Department of Secondary Education  
University of Nebraska  
Lincoln, Nebraska  68508  
"Curriculum Decision Making"

49. Mr. Thomas M. Trujillo  
Director, Adult Basic Education Programs  
State Department of Education  
Education Building  
Santa Fe, New Mexico  87501  
"An Adult Basic Education Curriculum"

50. Mr. Olin L. Turner  
Superintendent, Coastal Community Pre-Release Center  
State Department of Corrections  
Leeds Avenue  
Charleston Heights, South Carolina  29405  
Panel: "Meeting the Needs of Offenders"

51. Dr. Stephen S. Udvari  
Associate Project Director, Rural Family Development Project  
University of Wisconsin  
3313 University Avenue  
Madison, Wisconsin  53705  
"Hardware and Software for Adult Basic Education in Corrections"

52. Mr. David J. Valler  
4114 Calhoun Street, Apartment 304  
Dearborn, Michigan  48100  
Panel: "Meeting the Needs of Offenders"

53. Dr. Morrison F. Warren  
Director, I. D. Payne Laboratory  
College of Education  
Arizona State University  
Tempe, Arizona  85281  
"The Next Step"
54. Professor C. Donald Weinberg  
   Director, Instructional Media Center  
   Mercer County Community College  
   101 West State Street  
   Trenton, New Jersey  08608  
   "Hardware and Software for Adult Basic Education in Corrections"

55. Mr. Harry H. Woodward, Jr.  
   President  
   World Correctional Service Center for Community and Social Concerns, Inc.  
   2849 W. 71st Street  
   Chicago, Illinois  60629  
   "Human Concerns for the Offender"
APPENDIX J-3

1972 REGIONAL BASIC TRAINING SEMINARS

Employment Categories Represented by Resource Personnel

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APPENDIX K

1972 REGIONAL BASIC TRAINING SEMINARS

Syllabus

I. Nature of the Seminar

A. Description

1. This ten-day seminar is part of the Adult Basic Education in Corrections Program, conducted by the Education Research and Development Center of the University of Hawaii under grant from the U. S. Office of Education, Division of Adult Education Programs. The Adult Basic Education in Corrections Program is a national endeavor, implemented in consort with state, regional, and local participation. The Program is conceptualized as a massive effort in personnel training and model design, predicated on the assumption that a function of the penal system is to change behaviors of offenders to the extent of making them fully functioning individuals, capable of achieving self-realization, maintaining healthy social relationships, implementing civic responsibilities, and achieving economic efficiency.

The Program was initiated to achieve improvement and innovation in planning, operating, and evaluating adult basic education in correctional settings, and to realize the broad goals of redirection, reform, and correction of socially, vocationally, and academically deprived adults in the nation's local, state, and federal institutions. In 1969-70 the Program was concerned primarily with development and testing of a process model of adult basic education in corrections. In 1970-71, the process model was used as a basis for design of sixty-six delivery systems for management of adult basic education in correctional institutions. The regional seminars in 1971 are intended to (1) provide specialized training in systems techniques to participants from local, state, and federal correctional institutions and agencies, and (2) to provide supervision and guidance to participants so teams will complete instructional system models for the institutions or agencies they represent.

2. The 1972 regional seminars implement a dual purpose: training and model design.

3. The program designed as a working session will be intensive and demanding, involving ten consecutive work days, including Saturdays, Sundays, and holidays. The daily schedule requires formal assignments from 8:00 a.m. to 5:00 p.m., in addition to independent study and team assignments during evening hours. The schedule leaves little, if any, time for recreation or outside activities.
B. **Goals**

1. Participants will (a) increase their knowledge about and understanding of concepts and principles of systems approach; (b) increase their knowledge of adult basic education and correctional processes.

2. Participants will (a) improve their skills for developing instructional systems; (b) improve their skills of using systems techniques of analysis, synthesis, modeling and simulation.

3. Participants will acquire more positive feelings about systems techniques for developing, implementing, and evaluating adult basic education in correctional settings.

4. Participating teams will develop models of instructional systems, together with specimen sets of hardware and software to implement the models for the institutions or agencies they represent.

C. **Objectives**

1. Given a 20-item multiple choice test on concepts and principles of systems approach, after having completed ten days of supervision and instruction in system theory and practice and having completed reading assignments on systems approach, participants will answer correctly 16 items within a time limit of ten minutes.

2. Given a 20-item multiple choice test on concepts and principles of adult basic education and correctional processes, after having completed individual and group assignments and, on these two topics, the participant will answer correctly 16 items with a time limit of ten minutes.

3. Given a word paragraph description of a system, the participants, after having completed ten days instruction and supervised practice in systems techniques, will be able to create a flowchart model representing the system with 80% accuracy, in 20 minutes.

4. Given a flowchart model, and a set of ten multiple choice items relating to the model, after having completed ten days instruction and supervised practice in systems techniques, participants will be able to answer correctly eight of the items in a ten minute time period.

5. Given a set of concept terms relating to adult basic education, systems techniques, and corrections, and the opportunity to indicate extent to which concepts evoke feeling of pleasure or worth, participants will show an increase in positive feelings attached to the concepts as indicated by comparison of pre and post training responses.
D. Program Content

1. Theory of systems approach
   a. Principles and concepts of systems approach
   b. Simulating with instructional problems

2. Statement of philosophy and assessment of needs
   a. Stating a philosophy
   b. Assessment of needs

3. Specification of goals, subgoals, objectives
   a. Consideration of goals of adult basic education in corrections
   b. Definition of subgoals and behavioral objectives

4. Processing of information
   a. Collection of information about learners, social-cultural-values factors
   b. Analysis and assembling of information
   c. Utilization of information

5. Formulation of plan
   a. Identification of alternatives
   b. Selection of best possible plan

6. Implementation of program
   a. Application of relevant research
   b. Development of curriculum, units, lessons
   c. Production/Selection of materials-methods-media
   d. Tryout of plan
   e. Selection of learners
   f. Operation of the plan

E. Program Methods-Materials-Media

1. Methods
   a. lecture
   b. panel presentations
   c. reaction groups
   d. demonstration or field trips
   e. team assignments
   f. discussion groups
   g. task groups
2. Materials-Media
   a. books
   b. journals/fugitive literature
   c. programmed materials
   d. filmstrip-tape models
   e. slide-tape models
   f. overhead transparencies with tape or lecture
   g. audio- and video-tape playback

F. Program Requirements
1. Attendance at all sessions
2. Reading all assigned references
3. Participation in program activities
4. Implementation of program responsibilities
5. Participation in team activities

II. Participants and Staff
A. Participants
1. Personnel in education, industry, and auxiliary services, related positions in corrections and adult basic education personnel in correction and non-correctional assignments.
2. Criteria for selection of participants:
   a. employment in corrections or adult basic education
   b. education and experience to benefit from training
   c. personal qualities to contribute to and benefit from training:
      (1) potential for leadership
      (2) capacity for logical thinking
      (3) capacity for working under stress
      (4) capacity for growth
      (5) capacity for motivating others
      (6) physical stamina and good health
      (7) ability to bring about change
      (8) ability to cooperate with others
      (9) attributes of warmth and empathy
      (10) competency in communication skills
      (11) degree of emotional maturity
      (12) creativity in thinking
      (13) dedication to helping others
B. Staff

Dr. T. A. Ryan, Researcher/Professor, Education Research and Development Center, University of Hawaii, and Program Director.

Mrs. Carmen Immink, Research Associate, Education Research and Development Center, University of Hawaii, and Assistant to Program Director.

Mr. Edward Sullivan, Research Associate, Education Research and Development Center, University of Hawaii, and Assistant to Program Director.

Miss Gail K. Warok, Graduate Assistant, Education Research and Development Center, University of Hawaii.

Mrs. Judy Chow, Secretary to Program Director, Education Research and Development Center, University of Hawaii.

Miss Annette Kunimune, Stenographer, Education Research and Development Center, University of Hawaii.

Mrs. Harriet Lai, Clerical Assistant, Education Research and Development Center, University of Hawaii.

Miss JoAnn Iwasaki, Clerical Assistant, Education Research and Development Center, University of Hawaii.

III. Facilities

A. Center for Continuing Education, University of Nebraska, Lincoln, Nebraska, January 2 - 14.


C. Center for Continuing Education, West Georgia College, Carrollton, Georgia, February 9 - 19.

D. Center for Continuing Education, University of Notre Dame, Notre Dame, Indiana, February 20 - March 2.


F. Center for Continuing Education, University of Oklahoma, Norman, Oklahoma, April 10 - 20.

G. Portland State University, Portland, Oregon, April 22 - May 2.

H. Center for Continuing Education, California State Polytechnic College Kellogg-Voorhis, Pomona, California, May 8 - 18.
IV. Program Evaluation

A. Immediate Evaluation

1. Assessment of individual progress toward program objectives will be made by comparison of pre and post test results.

2. Evaluation of seminar program will be made through participant and observer rating of program components and program operation.

B. Long-term Evaluation

1. Long term follow-up will be made to determine extent to which participants implement the instructional system of adult basic education in corrections and engage in activities to bring about change.
APPENDIX L
1972 REGIONAL BASIC TRAINING SEMINARS

Required Reading List


### APPENDIX M-1

#### 1972 REGIONAL BASIC TRAINING SEMINARS

Comparison of Mean Scores for Pre- and Posttest by Seminar on Knowledge and Skills

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APPENDIX M-2

1972 REGIONAL BASIC TRAINING SEMINARS

Comparison of Mean Scores* for Pre- and Posttest by Seminar on Attitude Inventory

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* Scale = 1.00 to 4.00
1.00 = Not at all
4.00 = Very much
APPENDIX M-3
1972 REGIONAL BASIC TRAINING SEMINARS

* Participant Evaluation of Program Effectiveness

by Achievement of Seminar Goals

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* Scale: 1.0 (low) to 4.0 (high)
### APPENDIX N-1

#### 1972 REGIONAL BASIC TRAINING SEMINARS

**Mean Ratings of Program Activities by Seminars**

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Rating Scale = 1.0 (low) to 4.0 (high)
1972 REGIONAL BASIC TRAINING SEMINARS

Mean Ratings* of Instructional Materials by Seminar

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*Rating scale = 1.0 (low) to 4.0 (high)
### Participant Evaluation* of Resource Personnel on Content Mastery

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* Scale = 1.00 (low) to 4.0 (high)
### APPENDIX N-4

1972 REGIONAL BASIC TRAINING SEMINARS

**Participant Evaluation* of Resource Personnel on Communication Mastery**

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* Scale = 1.00 (low) to 4.0 (high)
### 1972 REGIONAL BASIC TRAINING SEMINARS

#### Participant Evaluation* of Program Management

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<th>Management Component</th>
<th>Program Element</th>
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<th>NUR</th>
<th>PDX</th>
<th>PUN</th>
<th>X</th>
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<tr>
<td><strong>Program Information</strong></td>
<td>Pre-seminar information was adequate for my use in making preparation to attend.</td>
<td>1.79</td>
<td>2.25</td>
<td>3.09</td>
<td>1.91</td>
<td>2.59</td>
<td>2.67</td>
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<tr>
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<td>Pre-seminar information accurately described the program</td>
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<td>2.38</td>
<td>2.91</td>
<td>2.50</td>
<td>2.71</td>
<td>2.67</td>
<td>2.69</td>
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<td><strong>Conference facilities</strong></td>
<td>The location for the seminar was satisfactory.</td>
<td>3.32</td>
<td>3.25</td>
<td>3.45</td>
<td>2.73</td>
<td>3.53</td>
<td>3.00</td>
<td>3.75</td>
<td>3.29</td>
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<tr>
<td></td>
<td>Arrangements for meals were satisfactory.</td>
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<td>3.56</td>
<td>3.55</td>
<td>3.77</td>
<td>3.71</td>
<td>3.33</td>
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<tr>
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<td>Arrangements for living accommodations were satisfactory.</td>
<td>3.68</td>
<td>3.56</td>
<td>3.45</td>
<td>3.89</td>
<td>3.76</td>
<td>3.50</td>
<td>3.88</td>
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<td></td>
<td>Physical arrangements (meeting rooms, equipment, lighting, ventilation, heating)</td>
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<td>3.45</td>
<td>3.50</td>
<td>3.76</td>
<td>2.33</td>
<td>3.88</td>
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<tr>
<td><strong>Staff qualifications</strong></td>
<td>Qualifications and competencies of resource personnel were satisfactory.</td>
<td>3.37</td>
<td>3.06</td>
<td>3.36</td>
<td>3.05</td>
<td>3.53</td>
<td>3.00</td>
<td>3.31</td>
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<tr>
<td></td>
<td>Qualifications and competencies of the staff were satisfactory.</td>
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<td>2.81</td>
<td>3.09</td>
<td>3.23</td>
<td>3.59</td>
<td>3.67</td>
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<td><strong>Time allocation and utilization</strong></td>
<td>The balance between formal and informal activities was satisfactory.</td>
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<td>3.09</td>
<td>2.55</td>
<td>2.76</td>
<td>3.33</td>
<td>3.38</td>
<td>2.95</td>
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<tr>
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<td>There was sufficient time for group activities.</td>
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<td>7.44</td>
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<td>There was sufficient time for meeting informally with other participants.</td>
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<td>2.25</td>
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<td>There was sufficient time for meeting with staff.</td>
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<td></td>
<td>The length of the seminar, ten days, was satisfactory.</td>
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<td>2.50</td>
<td>2.82</td>
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<td>The daily time schedule was satisfactory.</td>
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<td>2.44</td>
<td>2.64</td>
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<td><strong>General organization</strong></td>
<td>The seminar met my expectations.</td>
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<td>3.31</td>
<td>3.36</td>
<td>3.27</td>
<td>3.29</td>
<td>3.50</td>
<td>3.00</td>
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<td></td>
<td>I would like to participate in another conference or seminar sponsored by Education Research and Development Center of the University of Hawaii</td>
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<td>2.67</td>
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*Scale: 1.00 (low) to 4.00 (high)
1972 REGIONAL BASIC TRAINING SEMINARS

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<th>PDX</th>
<th>PRH</th>
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<td>2.2</td>
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<td>1.8</td>
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<td>Delivery system models for short-term</td>
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<td>4.1</td>
<td>2.5</td>
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<td>Institutions (average stay one year)</td>
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<td>Models for measurement and evaluation</td>
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<td>Delivery system models for state or federal institutions not participating</td>
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*Scale: 1.0 to 5.0
1.0 = highest priority
5.0 = lowest priority
APPENDIX Q
1972 REGIONAL BASIC TRAINING SEMINARS

Delivery System Models by Site and Team Members

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<tr>
<th>Team Number</th>
<th>System Model Site</th>
<th>Team Members</th>
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<tbody>
<tr>
<td>1</td>
<td>State Correctional Institution Muncy, Pennsylvania</td>
<td>Mrs. Ethel S. Walker</td>
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<td>2</td>
<td>Eastern New York Correctional Facility Napanoch, New York</td>
<td>Mr. John H. Riley, Mr. Harold M. Silver</td>
</tr>
<tr>
<td>3</td>
<td>Coxsackie Correctional Facility West Coxsackie, New York</td>
<td>Mr. Leonard S. Black, Mr. Theodore J. Skumurski</td>
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<tr>
<td>4</td>
<td>Attica Correctional Facility Attica, New York</td>
<td>Mr. William A. Dickinson, Mr. Peter J. Vandermeer</td>
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<tr>
<td>5</td>
<td>Maine State Prison Thomaston, Maine</td>
<td>Mr. David W. MacMillan</td>
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<tr>
<td>6</td>
<td>Youth Reception and Correction Center Yardville, New Jersey</td>
<td>Mr. John B. Loeb, Mr. Anthony C. Turner</td>
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<tr>
<td>7</td>
<td>Federal Correctional Institution Danbury, Connecticut</td>
<td>Mr. Lawrence W. Kelly, Mr. Henry F. Bohne</td>
</tr>
<tr>
<td>8</td>
<td>State Correctional Institution Pittsburgh, Pennsylvania</td>
<td>Mr. Steven L. Hughes</td>
</tr>
<tr>
<td>9</td>
<td>New Jersey State Prison Rahway, New Jersey</td>
<td>Mr. Bernard M. Evanko, Mr. Ulrich A. Brandt, Mr. Alonzo W. Farr</td>
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<tr>
<td>10</td>
<td>State Correctional Institution Graterford, Pennsylvania</td>
<td>Mr. Norman P. Friend, Mr. Robert W. Meckley, Jr.</td>
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<td>11</td>
<td>Massachusetts Correctional Institution Concord, Massachusetts</td>
<td>Mr. John A. Pietrowski</td>
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<tr>
<td>12</td>
<td>Polk Youth Complex Raleigh, North Carolina</td>
<td>Mr. Nelson N. Thomas, Mrs. Betty T. Allred, Mr. Robert D. Rhyne, Mr. Joseph G. Wheeler, III</td>
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<td>Stone Mountain Correctional Institution</td>
<td>Stone Mountain, Georgia</td>
<td>Mrs. Ann P. Delatte, Mrs. Rachel G. Cox, Mr. Willis A. Roberts, Mr. Joseph F. Tarrer</td>
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<td>Mr. Richard O. Williams, Mr. Charles B. Carman, Mr. Lloyd W. Hooker</td>
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<td>16</td>
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<td>Mrs. Virginia Brajner, Mr. John Abshire</td>
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<td>Mr. Ferdinand A. Schindler, Mr. William M. Dacus, Mr. Jacque W. Durham</td>
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<td>18</td>
<td>Indiana State Prison</td>
<td>Michigan City, Indiana</td>
<td>Mrs. Betty P. Johnson, Mr. James B. Jones, Miss Janice E. Andrews</td>
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<td>Mr. F. Albert Catanach</td>
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<td>1st Lt. Michael J. Gilbert</td>
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<td>Mr. James A. Krone</td>
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<td>Mr. Hilton C. Henderson</td>
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<td>Windham School District State Department of Corrections</td>
<td>Huntsville, Texas</td>
<td>Mr. Bernard W. Detlefsen</td>
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<td>Mrs. Mary A. Brown</td>
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<td>Mr. Karl R. Davidson</td>
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38. Montana State Prison
   Deer Lodge, Montana
   Mr. William J. Wendland
   Mr. Frank J. Peacock

39. Nebraska Penal and Correctional Complex
   Lincoln, Nebraska
   Mrs. Edith Whiting

40. South Eastern Region Correctional Institute
    Juneau, Alaska
    Mr. James L. Scoles

41. Oregon State Penitentiary
    Salem, Oregon
    Mr. Daniel M. Casebier
    Mr. John D. Newbern

Pomona

42. Federal Correctional Institution
    Texarkana, Texas
    Dr. Henry H. Jackson
    Mr. James R. Gorum

43. Federal Correctional Institution
    La Tuna-Anthony, New Mexico-Texas
    Mr. Carl S. Myllo
    Mr. Arturo Minjarez
    Mr. Manuel R. Silva

44. South Central Correctional Institute
    Anchorage, Alaska
    Mrs. Evelyn Ruskin

45. Federal Correctional Institution
    Terminal Island
    San Pedro, California
    Mr. Donald M. Butts
    Mr. William J. Knopke
    Mrs. Aileen Maclure

46. Federal Correctional Institution
    Lompoc, California
    Mr. Frank Romero
    Mr. Timothy Burrell, Jr.

47. Territorial Correctional Facility
    Pago Pago, American Samoa
    Mr. Phil Faasumalale

48. California Conservation Center
    Susanville, California
    Mr. Harry Sella
    Mr. Jaime Guzman

49. Correctional Training Facility
    Soledad, California
    Mr. William W. Taylor
    Mr. Jon M. Sanborn
    Mr. Harold F. Tupper, Jr.