



EVALUATION OF IMAGINAL EDUCATION  
FOR USE IN PRISON

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## EVALUATION OF IMAGINAL EDUCATION FOR PRISON USE

In 1970, the Law Enforcement Assistance Administration gave a 60% grant of \$1,006 to the Bucks County, Pennsylvania, Department of Corrections as seed money for a project in evaluating whether a new educational-counseling method known as Imaginal Education would make a meaningful tool for use in the prison environment. The project, funded 40% by local private sources, envisioned a weekend experience in June, 1970, where, during 48 marathon hours, chief correctional and volunteer personnel of the Department could experience Imaginal Education techniques and decide whether further exploration of them, and/or their introduction into the Bucks County institutions was feasible or desirable.

At the project weekend covered by the grant, it was decided to introduce these techniques into Bucks County institutions on an experimental basis. In the four months since the weekend, strenuous work has been going into this effort. This narrative, in an attempt to present an effective picture of the Bucks County experiment with Imaginal Education thus far, has four parts. Part One: The Project Weekend describes the weekend itself. Part Two: Interim Concrete Results describes the many ramifications in the new program and in other related side effects that have already resulted from the experiment with imaginal techniques. Part Three: Evaluation and Analysis evaluates the values received at this juncture and explores some of the problems we are currently experiencing. Part Four: Long-Range Goals lays out some of the many further steps yet to be taken before a fuller impact of possibilities envisioned by the project weekend can be felt.

### Contextual Setting

#### What is Imaginal Education?

Imaginal Education is first of all a theory that is out of the images a man holds of himself and of his relationship to society that a man's action takes shape; that when a man has self-images that are negative and defeating, when he views himself as victim, his actions will be negative and defeating and he will in fact become a victim to the myriad circumstances he faces; but that when a man can be drilled to see that no situation exists that does not have some positive possibilities, and when he can be made to understand himself as inescapably a significant human being, he can decide to pick up responsibility for his own life.

In prison use, imaginal education programs rest heavily on the belief that a large part of the average inmate's problem is a functional deficit in decision-making ability - a lack of skill at decision-making about one's own life which, with retraining, can in at least a sizeable proportion of instances, create the possibility of a responsible life for that man.

The first task, then, of imaginal education programs is to retrain the self-image of participants. Imaginal education methods for accomplishing this are many, and are borrowed from a wide range of current thought: the art form methodology; the lecturette; the workshop; the use, development and questioning of rituals, images and symbols; the phenomenological glance at the self; the structured conversation, etc. An important correlative retraining device is the stance of the counsellor-teacher.

A related task of imaginal education programs is the training of the average person in conscious and intentional decision-making ability, a prime focus of such programs when used in the prison. Imaginal education has adapted current business and space research decision-making techniques for this purpose: the mission model; the praxeogram; problemmatting; goal strategizing; PERT Progress Evaluation and Review Techniques; the laying out of tactics and timelines; lists; etc. The underlying criterion for decision that is stressed in prison use is that of minimal regret. Viewing the self as decision-maker is, of course, in itself a retraining of the self image.

Our emphasis thus far in Bucks County Corrections has been to infuse group and one-to-one counselling with these techniques, and they are described in this context in greater detail later in Part Two of this narrative, and in the attached Handbook (Enclosure 1). These same theories, forms and methods can infuse a wide variety of human experiences to allow these experiences to retrain the self-image and decisional ability. A glimpse of this possibility for prison use can be seen in Part Four: Long range goals.

The unique thing that Imaginal Education adds to any current institutional program is its emphasis on the man himself becoming the doer, the decider, the one who takes responsibility for not only himself but for society as a whole. Many welfare-related programs currently work out of an underlying image and orientation that "we" who do not need the programs must help "they" who do. They aim at providing better housing, jobs, skills, etc., or at leading the individual to these. The need for these very concrete, very necessary helping programs cannot be overemphasized. No prison program is adequate if it is not including, as a prime emphasis, the attempt to lead the inmate

and his family to the medical help, the psychological help, the basis food and shelter, the skills, the job that he and they so desperately need, and to provide the funds for these where necessary. The retraining, the new emphasis, which imaginal education seeks, however, is that of decision-making ability. It is to change the self-image to see oneself as inevitably significant and therefore responsible; to see the possibility that one can, in fact, decide about one's own life. Thus, in the total prison rehabilitative picture, the imaginal emphasis aims at that moment a few months after release when, inevitably, the inmate discovers that he has a whole new set of needs, desires, and problems from those with which he was helped just before release. If imaginal education programs succeed, he may seek to solve these new problems to whatever extent he can through responsible decision and effort, using some of the decision-making training, and attitudinal training of the imaginal approaches, rather than to revert to irresponsible reactions to his problems, or to dependence upon the institution. Imaginal education methodology is thus no substitute for current programs to help people in trouble. We are experimenting with it as a possible addition, so that people may learn, also, to help themselves.

A second unique aspect of the Imaginal Education methodology is that it is designed for use by average human beings. It is designed for average citizen volunteers to be trained to lead the groups, and individual counselling sessions; for average prison officers to direct job wrap-up sessions; for average inmates to make use of the theories. Basically, it is simply a way of attacking the depth human needs of self-image, redirection and effective problem solving that is common to us all - whether we be inmate or average citizen. Thus, it opens, in the correctional field that is so overpopulated and underfunded, an endless potential staff of citizen volunteers and "Graduate" inmates and regular prison officers, who, while helping each other, also help themselves.

The theories, techniques, forms and methods that comprise Imaginal Education are not new. They derive from both current and past theories in fields of theology, education, philosophy, psychology, business management, engineering and other disciplines. As a system called "Imaginal Education", they were pulled together through the experiment and research of over 100 persons in the Fifth City Project of the Ecumenical Institute: USA in Chicago's west side ghetto, at 3444 Congress Parkway, Chicago, Illinois, and are currently being experimented with in many areas of this country and abroad, in many varying pursuits. A special adaptation of them for prison use was made by Dr. Milton Burglass,

formerly of New Orleans, now of New York City, who was one of the leaders at the project weekend that is the subject of this narrative, and who later spent seven weeks in Bucks County engineering with Bucks staff and volunteers the initial stages of the Imaginal Education experiment here.

PART ONE

THE PROJECT WEEKEND

SUMMARY: FINANCIAL AND VOLUNTEER-HOUR EXPENDITURES  
June Conference: Evaluation of Imaginal Education

Total Dollar Cost.....\$1,695.00

Salary for Project Director	\$ 136.00
Honoraria to 3 Conference Leaders	390.00
Transportation, Room & Board	1,061.50
Supplies, Film Rental, Conference Room Rental	107.80

Total Expenditure of Volunteer Hours.....1,760 hrs.

Development of interest through  
meetings with individuals,  
groups, news releases and  
strategizing 100 hrs.

Fund raising through the writing  
of grants, related telephon-  
ing and visits, correspondence,  
notices to Citizen Committee  
membership 175 hrs.

Planning of weekend details with  
conference leaders, physical  
arrangements, etc. 50 hrs.

Attendance at the weekend (unpaid  
time for both prison staff,  
participants and volunteers) 1,392 hrs.

Post-weekend details including  
correspondence of thanks,  
paying bills, etc. 50 hrs.

### Background and Aims

Planning for a weekend during which Bucks County correctional staff members could evaluate Imaginal Education techniques began when four active citizen volunteers came into contact with these methods. It was decided to hold a 48 hour marathon conference at which these techniques could be experienced and assessed by decision-making members of the correctional and educational staffs of the three Bucks County correctional Institutions, and by involved members of the Bucks County Citizens Committee for Corrections and Rehabilitation, the volunteer group which assists the Department of Corrections in Bucks County. The aim was to allow the decisional staff in Bucks corrections and key citizens to decide together the possible value of these new techniques for prison adaptation generally, and for possible use in the Bucks County system specifically.

Through meetings with various people, the accord to hold such a meeting was obtained, and the fundraising efforts strategized. Through meetings with the conference leaders, an exact plan for the curriculum of the weekend was formulated. A conference location that allowed overnight accommodations seemed necessary to allow maximum use of time in the 48 available conference hours. The Warrington Motel, Warrington, Pennsylvania, was selected as offering the best facilities at the lowest cost. Mealtimes, too, were used for experiencing the imaginal education techniques, and so became an integral part of the conference planning. The conference was held from 7:00 p.m. on Friday, June 26, 1970, through 7:00 p.m. Sunday, June 28, 1970.

### The Conference Itself

**Attendance:** Attending the conference were the Director of the Bucks County Department of Corrections, Warden John P. Case; his Deputy Warden and his Executive Assistant; 10 key members of the prison staff; 2 members of the staff of the Rehabilitation Center (the institution which houses men on work release); 1 member of the staff of the Juvenile Detention Center; 2 members of the Bucks County schools who provide academic programs in the correctional institutions; and 10 key citizen volunteers from the Citizens Committee. A total of 29 conferees participated.

**The Conference Plan:** Two of the conference leaders, Mrs. Patricia Scott and Mr. Wesley Lachman, were members of the national staff of the Ecumenical Institute, 3444 West Congress Parkway, Chicago, Illinois. They have been among the directors of the experimentation and research that developed the system known as "Imaginal Education", and the third conference leader, Mr. Milton Burglass, was until this year Assistant Director of Rehabilitation at New Orleans, Louisiana, Parish Prison, where, after

depth study at the Institute's Fifth City Project in Chicago, and elsewhere, he adapted imaginal education forms for prison use in group and individual counselling programs, job review programs, and as an infusion into existing literacy and academic programs in that jail. While currently taking a medical degree in New York City, he retains an affiliation as conference leader-pedagogue with the Ecumenical Institute nationally and in the New York region.

The three leaders spent Friday evening and Saturday throughout the day and evening, leading conferees through seminars, art form presentations, lectures, workshops, structured conversations and other maneuvers in which imaginal education was simultaneously experienced and discussed in theory and in which the philosophy on which it is based was presented. (Total teaching hours: 21).

Throughout Sunday, until 7:00 p.m. following supper, Mr. Burglass then glimpsed the approaches and concrete adaptations he had developed in New Orleans for prison use, and discussion was held as to how such programs might mesh into the existing Bucks County program. (Total teaching hours: 11).

Total teaching hours in the conference as a whole were 32.

#### Post-Conference Decisions and Activities

As a result of the conference, the Department of Corrections decided to attempt a program in imaginal education on an experimental basis. It was decided to hire Mr. Milton Burglass on a consulting basis for six weeks, immediately during the summer recess from his medical studies, to help Bucks County staff and volunteers initiate a program. Ultimately, he was retained for a 7th week. The Bucks County Prison Board paid one half the salary of \$200.00 a week during the initial six week period; donors were found for the other \$800.00.

PART TWOINTERIM CONCRETE RESULTS OF THE PROJECT WEEKEND

As a result of the June conference, a myriad of new developments seemed demanded, and a strenuous output of volunteer and staff hours have resulted in a series of new elements in the Bucks prison scene in the intervening four months since the conference ended. These are described below.

I. Summer Introduction of an Imaginal Education Counselling Program.

SUMMARY: FINANCIAL AND VOLUNTEER-HOUR EXPENDITURES  
SUMMER INTRODUCTION OF AN IMAGINAL EDUCATION COUNSELLING PROGRAM

Total Explicit Dollar Cost.....\$1,906.75

1. Consultant Fee: Mr. Burglass at \$200/week, 7 weeks	\$1,400.00
2. Volunteer Training Sessions.....	225.00
a. Snacks provided during sessions	\$ 50.00
b. Substitute staff hired to replace those occupied with Imaginal Education	75.00
c. Production of TV tapes of some sessions	100.00
3. Manual Production.....	281.75
a. Paid typist time	\$ 42.00
b. Printing	53.75
c. Paper supplies	40.00
d. Binders and binding	46.00

Total Hidden Costs.....\$1,585.00

1. Salary, Warden's Exec. Ass't. for 8 5-day weeks at \$34/day	\$1,360.00
2. Typing and mimeographing materials for courses: 25 regular prison staff hrs. at \$3/hour	75.00
3. Prison office supplies used.	150.00

Total Expenditure of Volunteer Hours.....3149 hrs.

1. Volunteer training Sessions
  - a. Recruiting volunteer counsellors to train 100 hrs.
  - b. Volunteer attendance at training sessions (60 citizens at 30 hours each, average; and 30 citizens at 12 hours each, average) 2160 hrs.
  - c. Staff attendance at training sessions (20 at 20 hours each; 18 at 12 hours each;) 616 hrs.
2. Manual Production.....273 hrs.
  - a. Volunteer typing and collating 150 hours  
15 to 20 volunteers
  - b. Dolores Scott Secretarial Service (15 hours a day for 5 days) 75 hours
  - c. Mr. Burglass, after hours time 24 hours
  - d. Prison staff, after hours time 24 hours

I. Summer Introduction of an Imaginal Education Counselling Program

During the seven weeks from July 21, 1970, until September 7, 1970, Mr. Burglass was present in Bucks County on a consulting basis to help the Bucks correctional staff and volunteers introduce imaginal education programs here. The effort during this period centered on developing, as a first step, a viable group and one-to-one counselling program, staffed by volunteers, using these techniques. Three training sessions were given by Mr. Burglass for staff members and for would-be volunteer counsellors; the counselor's manual (attached) was written and produced; volunteer leaders were selected to manage the program after Mr. Burglass's departure; a system for ongoing, inservice training of the volunteer counselling staff was laid out; and the initial cycle of counseling sessions was blocked out with staff of the three institutions.

Roles of Mr. Burglass during his stay

Mr. Burglass spent the first two and a half weeks exploring the situation in the three Bucks Correctional institutions, getting to know the staff, and helping with individual problems of inmates and staff as a means of establishing a common ground of understanding and acceptance by the staff and inmates of his undersanding and effectiveness in handling prison situations. He made various appearances before local community groups in an effort to establish in the community an initial understanding of his program and philosophy, and had lunches and dinners with key area people to stir up interest and accord. During these early weeks, he also laid out the training sessions and prepared various hand-out materials for these sessions.

The later weeks of his stay were spent in giving three successive training programs to citizens and staff, in writing the Counselor's Manual and in laying out plans for program solidity after his departure. The Warden's Executive Assistant, who was temporarily assigned in July to serve as Volunteer Coordinator, worked closely with Mr. Burglass throughout his stay. He and Mr. Burglass devoted much time to discussion of how best to establish a Volunteer Directorate, the role of the volunteer in a prison setting, and the organizational relationships among volunteers, volunteer directors, and paid department staff.

#### The Training Courses in Imaginal Education Counselling

The three training courses in Imaginal Education counselling which were instructed by Mr. Burglass during his stay were as follows: (1) a twenty-one hour course for prison officers conducted between 9:00 a.m. and 4:00 p.m. on August 12, 13 and 18, 1970; (2) a thirty-six hour course for citizen volunteers conducted from 7:00 p.m. to 11:00 p.m. on August 6, 10, 11, 12, 13, 17, 18, 19 and 20, 1970, and (3) a sixteen hour course for both citizens and staff conducted from 7:00 p.m. to 11:00 p.m. on August 26, 27, 28 and 29, 1970.

Recruitment of Volunteer Counsellors. The response to efforts to recruit volunteers into these training courses was phenomenal. In spite of the fact that the Citizens Committee members had only one and a half weeks in which to locate the initial and largest group, in spite of the fact that only four Citizen Committee members were free to engage in the recruitment effort, and in spite of the fact that it was mid-August, hot and vacation time, 65 people showed up on the first night of the initial and longest course, 70 people appeared at that course at one time or another, and 53 received certificates of completion. At the August 26-29 course, despite minimal recruiting efforts and mostly through recommendations by participants in the earlier course, a total of 45 citizens turned up at one time or another and 36 of these received certificates of completion.

All sorts of backgrounds are represented in the 65 volunteers who now make up the imaginal education counselling staff pool. They include 18 business men and women, 15 housewives, 11 students, 4 retired people, 2 professional psychologists, 3 public service agency employees, 2 newspaper reporters, 1 chemist, 1 domestic worker, 1 bartender, 2 inmates and a factory worker on lay off.

Very little attrition has been experienced in the group who received certificates from these two courses. Beyond

the 65 who have been active in counselling or in the ongoing counselling training groups, were 15 other citizen committee members of long standing who are active elsewhere in jail programs and took the counselling course purely for information. Thus, only 9 of the 89 who received certificates are not continuing in some capacity as volunteers with the Department of Corrections.

It strikes us as possible that people are eager to participate in the correctional scene, as being one of the areas of prime concern at this juncture in the United States, as long as they are given the security of an organized training program, and definite structures, out of which to work.

Staff Participation in the Training Courses. Most staff members were required by the Warden to attend the courses. Twenty took part in the August 12-18 course; 18 took part in the August 26-29 course. At the June Project Weekend were 16 prison officers, 12 of whom took the later course in August for greater depth in the prison applications of imaginal education, and who are therefore part of the count on those courses. With the four who attended the June conference only, the total staff participation stands at 42, or about two thirds of the total number of officers employed in the three shifts at the three institutions, sixty-five.

### The Curriculum at the Training Course

Explanation of the Philosophy Inherent in an Imaginal Education Counselling Program. The opening area of discussion at the counselling training sessions was an elucidation of the basic set of theories on which imaginal education counselling rests.

#### The Imaginal Model of Human Behavior

There are two broad schools of thought about human behavior (1) the externalist school, as for example the behaviorists, who hold that man is wholly a product of his environment; and (2) the internalist school, as for example the psychoanalytic school, which holds that man is a product of inner drives and needs.

While it is definitely valid to talk of human behavior in either of these terms as defined by deepseated causes, to come at criminality from either of these points of view is closing the door on the possibility, realistically, of treatment of inmates.

Prisons inherently lack the time and the funds to deal with the larger prison population with professional psychologists.

An imaginal education counselling program is based on the Imaginal Model of Human Behavior, which falls somewhere between the above two. The Imaginal Model holds that behavior is indeed a product of both external and internal influences, BUT the key to MOTIVATING human behavior is IMAGES. Under this theory, the mind is a processing center for data which we sort according to the Image we hold of ourselves and of the world.

Functional  
Deficit in  
Decision-  
Making  
Ability

Within this imaginal context for motivating Human Behavior, Mr. Burglass holds that criminal behavior is basically a functional deficit in decision-making ability which is a consequence of, and which leads to and reinforces an image of self as victim. The word "functional" indicates that the problem shows up daily, in every action of the inmate. "Deficit" indicates a lack of or reduced degree of, and the key is that it is an "ability" that is lacking. If one decides that it is an ability, a skill, that is lacking, one can perhaps change their behavior by training them in that skill or ability.

Stimulus-  
Response  
Reaction

Another way of understanding the view that underlies imaginal education counselling as to remotivation of human behavior is to see it in terms of the stimulus-response, or the "guinea-pig" model. Many inmates act out of an immediate, unconsidered response to any stimulus, a response which comes out of their image of self and the world as "the only natural response". Thus, if a TV set is on the back seat of an unlocked car, the "only natural thing" is to take it - stimulus-response.

Imaginal education attempts to drive home a change in the man's image of the way of life is, to help him conclude that life is a series of situations and that there is not one "natural" response, but a whole array of possible responses, that it is his task to decide his response, and that out of his many decisions comes a lifestyle of his own choosing, e.g. a responsible life style.

### Victim Image of Self

Fundamental to the stimulus-response non-decisional lifestyle is an image of self as victim. The victim image of self leads to two ways of reacting. The first of these is Nonproductive Reacting; such a man never does anything in terms of intentional action. The need here is to replace the image of self as victim with an image of self as an accepted and valuable human being. Secondly, the victim image of self may lead to Chaotic Production; such a man does produce intentional acts but only chaotically. He marries, but walks off. He gets a job, but loses it. The need here is to supply the image of self as decision-maker.

### Situations Possibilities Lifestyle

Finally, the counselling program aims at having the inmate come to an image of life as a series of utterly discreet situations. In each situation, the range of possibilities is endless. The need is to choose and decide. The counselling program seeks to develop some tools by which to decide.

### The Stance of the Counsellor-Teacher in an Imaginal Education Device

In the imaginal education methodology, the stance of the counsellor-teacher is a primary teaching device.

### Be a Model of the Intentional Lifestyle

The Counsellor-teacher is a statement of possibility in his very life. Therefore, the minute one walks into the prison, one should know oneself to be on stage. In the imaginal education method, one is reminded to always be thinking: your whole lifestyle, the way you come off in the world, is a statement of possibility to the inmate. One should, therefore, represent a responsible lifestyle as one who has decided to do what needs to be done, not necessarily what one WANTS to do but what needs to be done, and as one who is always intentional - in the way he handles five telephones ringing at once, or the way he carries his notebook or walks through a door.

### Consistency and Truthfulness

The importance of maintaining consistency, and of carrying through anything one says will do for an inmate was brought out, against the backdrop of the inmate's life in which time hangs heavy with nothing to do, and in which

he has all too often been shortchanged by others.

According to Mr. Burglass, moral codes are finally not adequate as an approach to remotivating inmate behavior. No one in jail, he indicates, will buy a packaged life system.

### Avoid Moralizing Stress Decision- Making

Instead, the imaginal education counsellor focuses on decision-making ability. He must be willing to receive all sorts of horrifying life-styles, remembering that basically the man's problem is that he doesn't know how to deal with his problems. Thus, the counselling program, rather than moralizing, seeks (1) get across the idea that one's past does not dictate the future and that any given situation has a whole range of possibilities inherent to it; that finally one can choose and decide, that the future is open and (2) to train the man in various concrete ways of getting over the hurdle of making a decision.

Techniques for Use with Inmates. A further area of discussion by Mr. Burglass in the counselling training sessions was techniques for use in analyzing and getting through to inmates.

### Lying

Mr. Burglass made the point that lying and manipulating are very important to those in jail, and that a counselor can learn much about a man by the way he lies - when he is willing to lie, how capable he is at lying, and in response to what circumstances he lies. Alertness to a man's lying patterns gives clues to the illusion system by which he is making his own view of himself palatable to himself. If the aim of imaginal education counselling is to bring the man to see the realities of his situation(s) in order to be able to decide a course of action, it is through an analysis of his lying that one can often get clarity on how he is managing to elude the real situations and possibilities of his life. Imaginal education seeks to have the man see that it is all right to be whatever the lie is covering up. Thus, the imaginal education counsellor does not attack the lie out of a moralistic feeling that it is "bad to lie", but out of a therapeutic sense that the lie indicates that the man does not want to admit to being whatever he is, and until he can accept who he

is, he cannot move on to make new decisions about his life.

The  
Smart Money  
Image

"A shrewd tactic  
as the clever  
fellow you are."

Mr. Burglass indicated that generally, with inmates the smart money image is the image the inmate desires to be. Therefore, you take the man where he is, and try to help him see how to use whatever he is to his own advantage, e.g. a good "con man" makes a great teacher for he is willing to play any role in order to get the data into his students. Thus he can use his "criminal" ability in a positive way. The basic premise of imaginal education counselling is that one's past, however bad, is exactly the past one needs to have. It is a gift, if one can decide to use it in the future, to use it as a tool to move into the future.

"Punt the ball"

"What's your  
problem?" again,  
again right after  
he just told you  
what problem is.

With this label, Mr. Burglass explained the need to keep pushing a man to dig deeper as to the problem behind his problem. Thus, one never lets a man talk about what he thinks his problem is, but interrupts with a new direction. One example given: Inmate: "My problem is drug addiction." Counsellor: "Mmmm. No. Now wait a minute - that can't be why you're in jail; there's a lot of drug addicts who aren't in jail..." Inmate: "Well, actually, I'm a drug addict because I'm lonely." Counsellor: "Yes, well, but there's a lot of lonely people who aren't in jail..." etc.

Change the topic.

I: My problem is  
lack of money.

C: If you had money  
you wouldn't have  
any problems with  
your wife?

I: No, my wife...

In the imaginal education theory being presented in this counselling program, the understanding is that to get a man to unload to you what is "on his mind" will not finally change him; changing him is an active process of pushing him to think more deeply and decisionally.

Teratologies

Mr. Burglass also brought out the techniques of teratologies - creating a monster. Having discovered what a man's perversion is, one pushes it to the extreme, to humorous proportions. The logotherapy of the existential psychologist, Victor Frankl, uses this technique.

Hold the Line

A final counselling technique stressed by Mr. Burglass was one which he termed, humorously "hold that line". When the man begins to deal with his problem, the counselor pushes him

relentlessly to continue, to DECIDE, NOW, how to handle them with endless restatements of the idea that "you just have to decide, the future is open, all is possible, you just decide." The decision is the way one moves from situation (limit) to possibility.

Content and Methodology of Imaginal Education  
Presented by Demonstration and Lecture

Mr. Burglass taught much of the counselling course through use of the actual methodologies which would be used in the group and individual counselling sessions.

The structured conversation was used as a method of introducing the group to each other, as would also be done in the first group counselling session with a group of inmates. The structured conversation passes a question around the group, one by one. The decisional stance of imaginal education is implied in that every man must give an answer. In using a structured conversation for introductory purposes, Mr. Burglass requested that everyone give his name, and one thing by which he might tie himself into history, and one cultural experience he would wish to share with the group. The purpose of this series of questions was for each member of the group to glimpse all the others.

The art form methodology seeks to pull an art form through the lives of the participants, to help the participants in the discussion come to a new view of where they are in their own lives. The methodology employs a series of questions - first, questions at the objective level of what individuals and the group see before them (what object do you notice, what line of the poem strikes you, what scene from the movie do you recall) secondly, questions aimed at participating in the art form (what color would you add, what scene in the movie would you take out) - thirdly, decisional-interpretive (where have you seen this going on in your own life, what's going on there) - and finally decisional-responsive (where would you stand in that picture, what would you say to the character).

Those present to an art form presentation generally come to see in the art form before them some troubling aspect of their own life, and in hearing their own answers before the group, get an objective view of their stance with respect to the problem that is in the back of their minds.

In the training sessions conducted by Mr. Burglass a number of art forms were demonstrated and experienced: the painting by Picasso - Guernica; the movie - "Requiem for a Heavyweight"; various poems.

Rituals are in use by all of us - the shaking of hands, the New Orleans jaim typical greeting and reply - "Whatcha doin'?" "Mildewin'." The experiment with ritual carried on in imaginal sessions aims at establishing rituals that create and remind one of a different stance toward life:

"The future is open."  
 "We must decide."  
 "That's the way it is."  
 "Be it so."

Workshop on symbols and rituals. The workshop method seeks to have a group establish a corporate means of problem solving and decision making within a limited time. As an object for the workshop experiment, the training course participants were given 15 minutes to come up with a ritual and a symbol for the counselling group. Like the ritual, the symbol is a means of reminding oneself of one's positive stance toward life. This workshop brought the group in contact with the symbol methodology simultaneously with the workshop methodology. In the counselling sessions outlined in the Manual, many workshop occur on a wide variety of topics, as a decision-making maneuver. There, too, the group is given, also, a workshop on developing symbols and rituals for the counselling group.

Praxeograms and lists borrowed from the efforts of NASA to develop the Saturn rocket, the praxeogram when applied to one's own life, seeks to establish all the little details that go into the arrival at a goal - as for example, buying a car - and to arrange these in order of action so that each detail prepares for the next in order that the goal can come off. The daily chores to bring off the praxeogram are arranged in a reminder list to be checked off as accomplished.

It is this sort of detailed thinking through of problems toward decision to accomplish goals that cuts across the basic problem of inmates, according to Mr. Burglass - the

functional deficit in decision-making ability.

The criterion of minimal regret. In stacking one goal, or strategy or tactic or decision, against another, in the imaginal education prison counselling, the inmate is taught to make his choice on the basis of which would give him the least "regret". Thus, he is left to develop his own value structure without interference by the moral code of the counsellor, which is inevitably apt to be somewhat different from his own. The focus of the counsellor is to train the man in responsible decision-making ability.

These were the primary methods talked about, experienced and demonstrated during the training sessions instructed by Mr. Burglass. During the last meetings of the earlier, longer training course, members of the group were given an opportunity to practice the methods on the group as a whole, a practice that is now continuing in the ongoing "Tutorial" sessions in which the counselors meet weekly.

### THE MANUAL

#### The Plan of the Counselling Program.

The Manual outlines a general counselling model that each inmate will go through, as follows:

- 12 Macro (group) sessions - 2 hours each.
- 12 Micro (individual) sessions - 2 hours each.

The inmate will alternate between the two types of sessions, first attending Macro Sessions I with the other inmates in his group, then attending Micro Session I with his own, assigned individual volunteer counselor, and so on in alternating pattern until he has attended 24 sessions, 12 of each type. The group of inmates usually numbers around 12.

It is not necessary for one teacher to teach all twelve Macro sessions. Different teachers may be used. A group that finds it difficult to relate to a leader is better left with only one or two alternating teachers; other groups might fact any number of different teachers. For the Micro sessions, however, one volunteer must necessarily follow his assigned inmate through all 12 sessions, as the data of one session builds toward the next.

## The Macro Curriculum

The Macro Session consists of the following: an opening ritual, a lecturette giving background data necessary to the session, an art form discussion, a workshop and a closing ritual. The details of these are specified in the manual.

The twelve Macro Sessions are patterned in the Manual as part of a structure as follows:

### (1) Situations (the limits on our lives) - Sessions 1, 2 and 3.

The first three Macro sessions outline the various types of situations we face - environmental (external), psychological (internal), and decisional-attitudinal (that is, the limits a man sets on his life by his own decisions and attitudes regarding a given situation). Any situation, whether environmental (being in jail) or psychological (having a hot temper) has no meaning other than the meaning that I give it. Whether one is "imprisoned" by the jail walls or by the bad temper is finally up to the attitude one takes toward the situation, and the decision one makes regarding it.

### (2) Participatory-Transitional - Session 4.

This session reviews the progress made in the first three sessions. The participants then take part in a workshop, a group decisional experience where the inmates participate together to come to one group decision (not a series of individual decisions) on what the problem is with regard to a certain form of crime, what several possible solutions might be to this crime problem, and which solution they propose as best. The emphasis is upon HOW to proceed toward decision, not upon WHAT final decision the group reaches.

### (3) Possibilities - Sessions 5, 6 and 7.

The next block of three macro sessions outlines types of possibilities we all face in life - experiential, creative and attitudinal. In these sessions the formula for decision accomplishment is laid out in terms of Mission Goal Strategy Tactic. The problem of self-manipulation for intentionally holding oneself against one's decisions, once he has made them, is discussed, and three basic tools for this purpose are suggested and experimented with: ritual, symbol and image.

(4) Participatory-Transitional - Session 8.

Another participatory-transitional session occurs at this point, where the previous 7 sessions are reviewed. The inmates then try to decide about the life of a mythical inmate. Dennis B., whose case history is included in the Manual. Their task is to determine what his basic problem is, and to decide upon a treatment for that problem.

The philosophy motivating the imaginal education counselling method would say that for Dennis B., as an average inmate, the problem behind all other more noticeable problems is that he doesn't know how to deal with any of the problems that come up in his life - that is, he lacks the decision-making tools by which to overcome problems and thus be enabled to live a successful, meaningful life.

(5) The Style of the Responsible Life - Sessions 9, 10 and 11.

In these three sessions the inmate is faced with the question: how does a man live his life? He explores the fact that being responsible means to decide, to structure - economically, the decision of how to extend all of life's resources: time, energy, money - politically, to decide about the structure of one's relationships with others - culturally, to understand that the structure behind an institution shapes the relationship or content of any particular of that institution - marriage v. my marriage.

(6) The Final Session - Session 12.

In the final session comes a review of the total Macro course, and an analysis of its helpfulness by the inmates. The possibility of continuing as a group for further work at praxeograms and group study is also laid open for the group to decide.

The group curriculum should be actually fun to experience. It almost appears as recreation to the men, as well as instruction.

The Micro Curriculum

The Micro Sessions reflect the Macro Sessions, but relate directly to the individual inmate's life.

(1) Situations - Sessions 1, 2 and 3.

In Session 1, the counsellor probes to a "wash list" of situations, seeking to get the man to "see" as much of his environmental life situations as possible. In session 2, the aim is to get him to reflect upon how he FEELS about these situations, and to under-

stand that his feelings are just another discreet situation he happens to be in. Session 3 asks what do you think (or decide) about your life situation, and explores what his basic problem is.

(2) Possibilities - Sessions 5, 6 and 7.

Session 5 aims at an ordering of the man's goals, what he wants. Session 6 aims at leading him to develop innumerable strategies toward these goals, applying the criterion of minimal regret as opposed to attempting to base decisions on the probability of success or failure. Finally, in Session 7, the aim is to move him to decision on how to reach his goals in terms of very small, nitty-gritty items to be done in a certain order aimed at achieving the goals. Here is the Session where use of the "Hold that line" technique becomes important to help him hear the need and the possibility of deciding.

(3) The Responsible, Decisional Lifestyle  
Sessions 9, 10, 11.

In Session 9 one structures a praxeogram for his largest economic problem, pointing out that structuring tasks toward a goal is what brings off that goal. Session 10 deals with his interpersonal relationships stressing the possibility of deciding, rather than reacting, of observing any given situation, seeing the possibilities, choosing a strategy or angle, deciding and acting. Session 11 gives the counselor a last chance to press the inmate on HOW, in fact, he WILL live.

(4) The Rites of Passage - Sessions 4, 8 and 12.

These transitional sessions afford the counselor and the inmate a chance to be more relaxed together, to do something special together - play a game, listen to the inmate's favorite record, or what have you, and in a more subtle, relaxed and offhand fashion give the counselor a chance to layer on, casually, some of the insights of the course. At Session 12 also an overall evaluation of the total curriculum is aimed at.

WITH WHAT INMATES DOES THIS COUNSELLING PROGRAM DEAL?

The training program incorporates the SCAMP model of Howard Gill of American University which suggests five types of inmates' problems: Situational, Custodial, Anti-Social, Medical and Psychiatric.

It is with the Anti-Social inmate (about 70% of inmates) that this program is meant to deal - not with depth psychotic problems, not with aged alcoholic problems, but with the run of the mill inmate who in Mr. Burglass' words has never

learned to make a decision about his life and hold to it, who thinks the world owes HIM a living rather than he owing the world, and whose system of living is pretty much reactionary or a mere immediate, unconsidered response to stimuli.

SUMMARY: SUMMER INTRODUCTION OF IMAGINAL EDUCATION COUNSELLING

Finally, to cement the above curriculum into a concrete program, three volunteers were selected to take leadership in staffing, organizing an ongoing inservice training system for those participating in the volunteer counselling, and planning for training of further volunteers. These leaders work closely with the Volunteer Coordinator to solve any problems that arise during the counselling cycles.

PART TWO (Cont'd.)INTERIM CONCRETE RESULTSII. First Imaginal Education Counselling Cycle Set in Motion  
Sept. - Oct., 1970SUMMARY: FINANCIAL AND VOLUNTEER-HOUR EXPENDITURES  
First Imaginal Education Counselling Cycle, Sept. - Oct., 1970

<u>Total Explicit Dollar Cost</u> .....	\$400
(For films, reproduction of art forms, etc.)	
<u>Total Hidden Costs</u> .....	\$764
Salary, Warden's Exec. Assistant, for 3 1/2 days per week at \$34/day for 6 weeks	714.
Prison Supplies	50.
<u>Total Expenditure of Volunteer Hours</u> .....	1,782 hrs.
Tutorial Sessions (Ongoing Inservice Trng) (Ave. 40 people for 6 weeks at 3 hrs/week)	720 hrs.
Macro Counselling Sessions (12 Sessions - 1 teacher at 6 hrs. per session, 1 teacher at 3 hrs.)	108 hrs.
Micro Counselling Sessions (15 Micros for 12 sessions at 3 hrs/session; 9 micros for an ave. of 7 sessions where various inmates left on bail or release before the end of the cycle) 3 hrs/session)	729 hrs.
Leadership Time (3 tutorial leaders at 12 1/2 hrs/week for 6 weeks)	225 hrs.

DATES AND PLAN

The first cycle of macro and micro counselling occurred from September 14 through October 24, 1970. It involved 12 inmates at the jail and 12 at the rehabilitation center. A six-week cycle was scheduled, with Macros and Micros each meeting twice each week, in order to fit the full program into the average length of stay of inmates at the Bucks institutions, which is two months.

Counsellors were recruited from among the graduates of the summer training programs. Whenever possible, these counsellors, and the other graduates not being used on this round of sessions, met at weekly tutorial sessions to practice on their colleagues, discuss areas of question and problem and sharpen their understandings of the methodology they are learning.

#### PROBLEMS EXPERIENCED

Both the tutorial leaders, and the volunteer participants were conscious of much need of further development of their skill. Many minor physical problems occurred: the failure of prison staff, through pressures of the moment, to meet new counsellors at the gate and help them find their way to their counselling location; a sizeable number of participating inmates who were either bailed out or released before the end of the cycle; interruptions of the micro sessions which were held in various prison offices by the owners of the offices who needed some item from their files, etc.

#### RESULTS

Nevertheless, staff members have reported many instances where changes are felt to be traceable to the program, and the morale of the counselors has remained high and participatory.

#### PROJECTED

A new cycle in the two adult institutions will run from November 1 through December 16. This allows a week intervening for evaluation.

If the current groups desire, arrangements will be made for them to continue to meet in the hands of one of their teachers in the last cycle. These ongoing sessions are envisioned in Session 12 of the Macro, and when they occur, the curriculum usually consists of corporate study of small sections of books that underlie the Imaginal Education method, such as Victor Frankl's "Man's Search For Meaning" which is a great prison favorite. A second activity of the ongoing group is to review their praxeograms before their group, for group comment. The group can, in fact, decide upon many other forms of activity.

Plans are being made to assist in cycles in the Juvenile Detention Home and in the Juvenile Wing of the main prison. Because the inmate population here changes every two weeks, a two week cycle must be planned. This means at least three trips to the jail for any involved volunteer, even on a collapsed handling of the sessions. This is difficult to staff, with a limited number of volunteers.

This, especially, makes it clear that another training course for volunteers must immediately be planned, and we are projecting such a course for the month of November.

PART II (Cont'd.)

INTERIM CONCRETE RESULTS

III. The Concept of the Back Up Staff

SUMMARY: FINANCIAL AND VOLUNTEER-HOUR EXPENDITURE  
Provision of Volunteer Back Up Staff for August Experiment  
and for the 1970-71 year

I. The August Experiment

Total Dollar Cost .....\$10.00  
 (Includes \$5 for duplication of schedules for prison and back up staff people, and \$5 for donuts used at the orientation session)

Total Volunteer Hour Expenditure .....115 hrs.  
 1. Recruitment appearance at two churches and development of handout sheet for visits 9 hrs.  
 2. Recruitment telephoning, scheduling 3 people at 15 hrs. each 45 hrs.  
 3. Orientation Session, 20 people, 3 hrs. 60 hrs.

II. Resulting Scheduling of Volunteer Back Up Staff for 1970-71 in Five Prison Areas: Rehab. Center, Warden's Front Office, Records Office, Volunteer Coordinator's Office and Visiting Hour Hostessing (October, 1970)

Total Dollar Cost (for above August Experiment) .....\$10.00

Total Volunteer-Hour Expenditure .....222 hrs.  
 1. Recruitment and Planning .....112 hrs.  
     a. Visits to 8 churches at 3 hrs/trip 24 hrs.  
     b. Telephoning and scheduling -  
         5 people at 8 hrs, 2 people at 12 hrs, 1 person at 24 hrs 88 hrs.

- II. Orientation Session.....110 hrs.
- a. 35 people in attendance at 105 hrs.  
3 hrs. each
  - b. Typing of schedules, etc. 5 hrs.

In two ways, the Imaginal Education confrontation during the June weekend, and during the summer, brought about a new openness on the part of the paid prison staff toward the possibilities of using volunteers, and the result has been the formation of a back up staff in various prison staff offices.

(1) First, through the June weekend, it became clear to the staff people present, that Mr. Burglass had used, in the New Orleans Parish Prison, a steady number of from 100 to 200 volunteers both in the Imaginal Education counselling and in numberless other ways, and that these volunteers gave weekly a sizeable number of hours, on a regular scheduled basis.

(2) Secondly, the staff themselves, through the weekend experiment, felt a strong pull to do more in the area of significant redirecting of the men with whom they came in contact, and to do so realized they needed help with the myriad detail which constantly swallowed up their time.

As a result, the Rehabilitation Center's Director, Mr. Patterson, and one of his staff members (a full time volunteer who is paid one dollar a year) brought together the leadership of the Citizens Committee and suggested an experiment during the month of August in providing regularly scheduled volunteers, who would be willing to be at the Rehab. Center four hours every week on a regularly scheduled day, exactly as if paid, and who could perform such basic chores as answering and following up telephone calls, filing, typing and meeting some of the miscellaneous needs that beset those offices daily. Volunteers for a day shift of 11:00 a.m. until 3:00 p.m., and a night shift of 7:00 p.m. until 10:00 p.m. were found; all appeared for a common orientation session; they came to be depended upon during August; and in September volunteers were found to staff during the 1970-71 year the Rehab. Center as in August, the Warden's outer office, the records office and the volunteer coordinator's office, as well as the weekend visiting hour periods at the jail.

#### The Orientation Session

At the orientation session, the group meets the Warden and the Directors of any programs or institutions in which they will be working. Some background on the field of corrections is given. Some background on the broad scope of activities of the

Citizens Committee is given. Schedules are issued showing each person's scheduled time, so that all participants have a full understanding of the total volunteer back up staff picture. (This makes it easier for them to focus, to find others with whom to talk, and to find substitutes when they are unable to meet one of their scheduled times.) There is a discussion of the role of the "professional volunteer" - the need for regularity, the need to replace oneself on the rare instances when one cannot appear, and some pointers on do's and don'ts in the prison world. Finally, where possible, tours of the involved institutions are given, and a period for socializing together is provided.

#### The Volunteer Organization of the Back Up Staff

Administrative aid to the prison staff is largely given through the Back Up Staff. The Citizens Committee, therefore, this fall, set up a new Board Member: The Director of Administrative Services, who is the volunteer who is in charge of this staff of 45 to 60 regular volunteers and substitutes who fill these slots. Also set up was a committee working under the director, each of whom, takes responsibility for one of the prison offices being staffed in this way, to check regularly with both the prison paid staff department head, and the volunteers themselves as to how things are going on a day-to-day basis. This kind of follow up helps the citizens be truly responsive to the needs of the paid staff and strengthens the volunteers who are participating by giving them a strong sense of leadership and of a place to turn with difficulties.

#### Evaluation and Problems

The experience both in August and thus far this fall has been that volunteers have been markedly responsible and interested, and all prison staff leaders express much pleasure with the help they are receiving. The Records Office reports making an impact on a huge backlog of records upkeep that has existed for years. The Rehabilitation Center has suffered the loss of several paid officers, who, for County budgetary reasons cannot be replaced until the turn of the year, and has expressed relief at having the back up staffers with whom to help fill the gap.

The hope is that, by having volunteers structured in on a regular basis, some of the immediate emergencies that arise - the need to suddenly outfit a man with clothes who will now be going out on work release, the need to transport a man to lower County office for medical help, etc. - can be handled on a structured basis, causing less last minute, hour consuming searches for help with which to meet these emergencies. Our local term for

the too often occurring minor crisis is "brush-fire stomping". In a crisis administration, which a prison intrinsically is, the "brush-fire stomping" too often swallows up the time that should otherwise go to depth help of the larger portion of inmates. The Back Up Staff is one tool being aimed at alleviating that problem. The staff mood of trust and cooperation that makes this experiment possible is directly traceable to the summer experiences with Imaginal Education.

## PART II (Cont'd.)

### INTERIM CONCRETE RESULTS

#### IV. Effects of the Summer on the Citizens Committee

Effects on the Citizens Committee of the June Conference Weekend and its resulting summer and fall programs are many:

##### 1. Increased Professionalization of the Committee and its Volunteers

For the first time, volunteers were sought on a broad-flung recruiting basis. We were, four different times during the past four months, seeking a large number of volunteers for one overall type task, aiming at a target date that provided a limited and pressured timeline for locating them. This contrasts with former, unprofessional methods of dealing with each little one-shot task as it came along. Furthermore, we attempted to foresee in an organized, projecting way, what sort of needs would arise at the prison, and to develop a method (the Back Up Staff) for meeting these needs BEFORE they arose. For the first time, by way of the back up staff, we are ready for a large percentage of emergencies, as they hit. Finally, with the volunteer counselling program itself, we are inherently attacking a gut need of the prison in the only way it can be financially be afforded on a broad based plan, with volunteers.

By attacking the problem of providing volunteers on a regularly scheduled basis; with orientation meetings beforehand, frequent appearances of at least once every other week required as contrasted to the former one-shot, hit or miss, or once a month appearances; and with the understanding that the volunteer is expected to be fully responsible and is expected to replace himself if needed; the volunteer himself develops relationships with the staff that lead both he and the staff to a sense of a professionalization that instills trust and greater use of the volunteer.

The new methods develop citizen responsibility to their task and to the jail. The orientation meetings allow the citizen to feel himself to be part of an organized, interdependent effort to give really meaningful help in an essential problem area of our society. These sessions also instill confidence in the citizen who is given some sense of what's what in the jail before he goes in to work.

Finally, the publicity afforded by the broad based recruiting efforts before public groups and in the newspaper has an effect on the community's attitudes toward the prison institutions.

## 2. Expanded Membership in the Citizens Committee

Nearly 100 new names are now on the Citizens Committee roster as a result of the new programs of the summer, which had their initial kick-off from the June Conference on Imaginal Education.

More importantly, a very large proportion of these new people are people who are giving between 15 and 50 regularly scheduled hours of service every month at a minimum and who feel themselves to be part of a well-organized program of back-up staffing or volunteer counselling that is a basic essential element in our correctional institutions. They, therefore, feel privileged to be a part of the effort, and pressed to maintain a responsibility to their role that is similar to the responsibility they might bring to a paid task.

The Citizens Committee has for nearly a decade been a roster of anyone's name who indicated any form of interest locally in corrections work or in corrections institutions. Many of the names are people who might send \$5 to \$10 toward a scholarship for some training of a prison officer once or twice a year, or who perhaps taught a class several years ago, but has not had time since. The addition of the very committed, very involved new membership of the summer has had an impact far beyond their mere numbers because of the responsible hours they are giving.

## 3. Strengthening of the Citizens Committee Board and Expanded Funding

Seven of the 18 members of the Board of the Citizens Committee that was elected to office this fall (40 %), are volunteers who have joined forces with the Citizens Committee through either the Imaginal Education program, or the Back Up Staff.

For the first time, we have an active Funding Committee with a Budget of several thousand dollars which it is their purpose to provide by some means or other. For the first time we have an active Community Relations Committee. For the first time in many years, we have a records secretary.

For the first time, for expenses of the Imaginal Education June Conference, the resulting summer training programs, and the initiation of volunteer counselling cycles and back up staff operations in the correctional institutions, the Citizens Committee raised several thousand dollars in excess of the projected requirement.

## PART II (Cont'd.)

### INTERIM CONCRETE RESULTS

#### V. New Impetus and Dimension Given the Movement For a Volunteer Coordinator

For perhaps two years, it has been a feeling that some sort of Volunteer Coordinator or Director was needed to work on a regular basis within the correctional institutions to handle the implications of volunteer activity there. It was thought perhaps a part-time, retired person could fill the need.

The Imaginal Education Conference in June moved us toward a long term vision for an extensive volunteer counselling program based on a concrete training program in Imaginal Education which would need frequent repetition with new groups of volunteers. Both the concept of the volunteer counselling, and of the back up staff, envisioned a much larger group of volunteers than had ever been active in the jail or Rehab. Center on any regular basis.

Warden Case, in July, appointed his Executive Assistant on a temporary basis to serve as Volunteer Coordinator in order to have a paid staff member working closely with Mr. Burglass during his stay here, and with the programs resulting from his activities. The time of this temporary appointment is coming to a close, and the Warden badly needs his Assistant to return to his earlier duties. But the need is clarified, and the requirements far better sensed after than ever before, of what this Volunteer Coordinator must be.

At the October Board Meeting a Task Force was created to evolve plans for the funding and appointing of such a person. It is clear that a full-time, and fairly dynamic individual is needed to spearhead the kinds of programs into which Imaginal Education is moving us.

## VI. Widespread Positive Publicity for the Bucks Correctional Institutions

One final side effect of the Imaginal Education program was widespread newspaper coverage of a positive program going on in the three Bucks Correctional Institutions. Articles featured Mr. Burglass, the training programs, etc., with such headlines as "Civilians Can Guide a Prisoner's Life - Ex-Inmate Will Teach How-To-Do-It Course."

The articles stressed the effort of the program to help inmates stay out of jail, that it was being staffed by trained volunteers at a savings in tax money and gave some clue as to the contents of the training courses. Such a message seemed a good counterbalance to reports of increased costs, increased inmate population, escapes and walk-aways, etc. There was evidence of good readership of the articles at both extreme ends of the County, as well as in the immediate area. One example of such evidence is that about 20 of the people who showed up for the first summer course came as a result of a newspaper article.

### PART III: EVALUATION AND ANALYSIS

Problems: The first cycle of the volunteer counselling program brought us up against many problems as would be expected.

(1) Finding physical space in which to carry on the many individual 1:1 sessions in an old jail building was not easy. Finding time for the sessions amongst the schedules of work release and in-jail work, academic sessions, drug abuse and alcoholic sessions, etc., also took some hurdling, and two-two problems have meant that volunteers must do many of their one:ones on Saturdays, a limit met only because of the dedicated interest of the volunteer group involved.

(2) It was apparent that the volunteer group must be carefully chosen to control the number where possible who leave the program halfway through because of receiving bail or gaining release. Some inmates thus rolled out expressed interest in continuing by returning for the program after release, and where geography and schedule permits, this has been one way of cutting across this problem.

(3) Certainly the teaching and counselling being done in this first cycle falls far short of the ideal way of us involved in the program envision. There is much sharpening through experience and restudy that is needed beyond the initial training course.

(4) Without the introduction of job wrap-up sessions, ongoing practice at praxeogramming, fuller use of other possible

spots for imaginal impact such as incorporation into the materials used in the academic programs, etc., the impact on the inmate cannot be as full blown or as lasting as the grant application envisioned. This, of course, is work for the future.

Evaluation: Nevertheless, the volunteer staff which was first regarded with suspicion many times by the prison officers as they started down this counselling path, has enjoyed several cases where staff have been impressed with marked change in attitude of inmates involved in the program, which they feel to be directly related to the group and one:one sessions, and the message brought to the inmate through these.

#### PART IV: LONG RANGE GOALS

There are many dimensions to a total imaginal education program that lie before us as tasks for the immediate and longterm future.

1. Training More Volunteers. As indicated earlier, we are able to offer no help, as volunteers, in the juvenile wing of the prison or in the juvenile detention center, where because of the short average stay of inmates (often two weeks), the 12-session cycle must be run in 14 days if a significant portion of participating inmates are to finish it. Volunteers who might need to go in as many as three or four times a week would probably need to be scheduled on a two-week-off basis. Projections of plans for that area, quickly demanded 20 or more volunteers, which, with staffing the adult sessions, we simply did not have. The Juvenile staff people have been making a valiant effort to cycle through, by themselves with the help of one volunteer who has extensive time available, some sort of program, but many sessions are missed or cut short, and the full impact is not being made available. More volunteers are desperately needed if we are to begin to help at this task.

Many more adults could also be met with this program if we had the volunteer manpower to do the job. Therefore, it is hoped that funds can be found with which to employ Mr. Burglass to give a training session in November.

Three volunteers are attempting to train themselves to handle together the training of future groups of volunteers. Or possibly, the proper volunteer coordinator could help with this task. But at this stage the return of Mr. Burglass seems the most feasible way to meet the need.

2. Job Wrap Ups. This imaginal technique gathers inmate in groups at the close of the day's work and "art forms" their working experience in terms of what happened that day, how did it make them feel, what decisions did they make about any problems at the time and how might they make decisions differently about these matters another time. These Job Wrap Up sessions provide the inmate a chance to practice the art of looking at one's experience objectively, and considering alternative actions in a given situation rather than a purely reactive response. It applies the techniques of decision talked about in the Counselling sessions to a concrete daily, normal occurrence of living - one's work.

A concomitant value of Job Wrap Up sessions is the glimpse it gives the prison administration of what goes on in the various working arrangements inside the jail, and in the work release jobs. This kind of data is valuable in troubleshooting, as administratively responsible program heads.

3. Group Work, Post Counselling Session, With Praxeograms. To practice the art of mapping out one's decisional actions in terms of small tasks, the inmates in New Orleans Parish Prison who so chose, continued to meet after the end of the 12-session group and 1:1 cycles. One of the activities they would engage in, in these continued meetings, was to put up three or four praxeograms of participating inmates for discussion. At the next session, other inmates would put their praxeograms before the group. Inmates are the best judges of the problems, failures and illusions inherent in each other's praxeogramming efforts, and were held accountable as colleagues by the impending attack on their own praxeograms. The rewriting and review as a part of these continuing sessions provided good practice in the arts of being taught by the formal course.

Many groups also workshopped decisional possibilities whereby they, themselves, could take action on certain injustices they felt to exist within their jail community, as responsible inmates/citizens.

Also, in the ongoing groups, group study was done of various related writers.

It is hoped to begin this effort with the "graduates" of the first cycle at the jail.

4. Short-Courses. Imaginal Education stances such as "you can decide", or "the future is open" can be worked out. With training, the entire staff of the prison can work out and

arm themselves with these "short courses" to use daily and hourly as they deal with the inmate population. If this could be achieved, the whole flavor of the institution would have a common impact on the inmate which he would find unmistakable, whether or not he chose to be affected by it.

5. Volunteer Coordinator. As discussed above, it has become absolutely essential to find the funds, and formulate the program, which will permit us to have the services of a full time, paid, Volunteer Coordinator.

6. Imaginal Education Stances Meshed into the Academic Program. As discussed above, one wishes the Bucks jail experiment to have a total impact on the inmate of the self-image education of the inescapable significance of each human individual, and the fact that future decision is always possible whatever one's past, and in fact using that exact past as a figt. It is possible to infuse this message into current academic programs in use in the institutions. For example, Mr. Burglass, in the New Orleans Parish Prison, meshed imaginal education techniques and message into the nationally known reading program being used in that jail for the training of illiterates. With this fused program, he found that he was able to teach illiterates to read at a fourth grade level in 40 hours, rather than the standard 80, due to the effect of the self-image education aspects of the program.

This effort, on any conscious organized scale, has yet to be attempted in Bucks County.

7. Pre-Release Interviews and Programs. Both the volunteer counselling program and the back up staff assistance should make possible a more organized praxeogramming by inmate and service counsellor of the release plans of the inmate - job, housing, further schooling, finances, etc.

This kind of effort would occur on a regularly scheduled basis for all inmates well before their release, in order to give time to make the necessary pains related to the release.

8. Longterm After Care Grid of the County. Ultimately we should be aiming in the direction of perhaps a gridding of the county into geographical regions, and the arrangement for after care counselling, ongoing for released inmates operating in these areas. This would require the development of locations, of curriculum, the location and training of volunteers located in those areas, and a mechanism for contacting the inmates.

This might reflect the Macro part of the basic curriculum.

9. 1:1 Volunteers To Work With Probationers. Imaginal techniques could also infuse a 1:1 program with probationers, reflecting the Micro part of the curriculum.

10. More Use of Inmates to Counsel Inmates. One inmate, trained by Mr. Burglass during the summer counselling training sessions, has been operating with great effectiveness in a Micro 1:1 session in the first cycle of the counselling program. It is the belief of Mr. Burglass and others, that inmates are the best candidates to approach other inmates. Furthermore, through teaching the curriculum, the inmate-counsellor absorbs it on an even deeper level.

Therefore, we hope to develop more inmates in this direction.

11. Recidivism Study of Graduates. While few people in charge at the Bucks County Correctional Institutions have any great faith in recidivism studies for varying reasons, some effort in this direction will undoubtedly be attempted ultimately. Records will be kept on the inmates who took the counselling program, the number of sessions they attended, etc.