

LAW ENFORCEMENT ASSISTANCE ACT GRANT NO. 279
COMPREHENSIVE TRAINING PROGRAM FOR WEST VIRGINIA CORRECTIONAL PERSONNEL
FINAL NARRATIVE REPORT

From January 1 through August 30, 1968

WEST VIRGINIA UNIVERSITY
COLLEGE OF HUMAN RESOURCES AND EDUCATION
DIVISION OF CLINICAL STUDIES

DR. OSCAR G. MINK
DIRECTOR

GOVERNOR'S COMMITTEE ON CRIME, DELINQUENCY AND CORRECTIONS

JUDGE WILLIAM J. THOMPSON
EXECUTIVE DIRECTOR

WEST VIRGINIA DIVISION OF CORRECTION

(vacant)
DIRECTOR

FRANK J. NUZUM
PROJECT DIRECTOR

DR. RICHARD A. BALL
EDITOR

CONTENTS

PAGE

INTRODUCTION

Division of Correction Established	1
Background	1

WEST VIRGINIA RECEIVES A GRANT (LEAA Grant No. 279)

Staffing the Project	3
College Advisory Committee	4
Interpretation of the Grant - Agency Involvement	5

EXISTING TRAINING PROGRAMS AND FACILITIES

Correctional Institutions - Probation and Parole	6
Division In-service Training	7
Collaborating Agencies	7

DETERMINING TRAINING NEEDS

Division of Correction	9
Collaborating Agencies and Organizations	9

GETTING STARTED

Survey of Colleges and Universities	11
College Advisory Committee Appointed by the Governor	11
Contact With the NCCD Training Information Center	12

PROJECT ACTIVITY -

Stage One	14
Stage Two	14
Stage Three	16
Stage Four	16
Stage Five	17
Stage Six	18
Stage Seven	18
Resume of the "Correctional Personnel Training Institute"	
Stage Eight	21

PLANS UNDER THE CONTINUATION GRANT

Component One:	
The Establishment of Permanent Institutes	22
Component Two:	
The Modification of Institutional In-service Training Programs	23
Component Three:	
Extension Education for Correctional Personnel	24
Component Four:	
Degree Programs	25
Component Five:	
Civil Service Status for West Virginia Correctional Employees	25

CONTENTS (Continued)

PAGE

Component Six:

Establishment of a Regional Crime and Corrections Research and Training Center	26
--	----

RESULTS

Evaluation	27
Significance	28
Continuation	31
Dissemination.	31

RESOURCES

Qualifications and Facilities of Grantee	32
Staff and Staff Organization	33
Cooperating or Participating Agencies.	33

LEAA PROJECT NO. 279 - SUMMARY.	35
---	----

APPENDICES

Appendix A	
In-service Training Program at West Virginia Penitentiary	45
Appendix B	
Division of Correction In-service Training Program.	51
Appendix C	
Agency Survey Instrument and Recapitulation of Results.	57
Appendix D	
Minutes of Interagency Conference and Resulting Outline	71
Appendix E	
Vitae of Members of the College Advisory Committee.	77
Appendix F	
Report on Project No. 279 by Mr. Charles V. Matthews.	93
Appendix G	
Minutes of First College Advisory Committee Meeting	101
Appendix H	
Minutes of Second College Advisory Committee Meeting.	107
Appendix I	
a. Pilot Training Institute Program with.	113
b. Roster of Institute Participants.	116
c. Results of Measures of Attitude and Achievement	121
d. Evaluation Reports by Participants.	123
e. Certificate of Award.	125
Appendix J	
Location of Extension Courses Under the Auspices of West Virginia University	129
Extension Education Curriculum.	130
Appendix K	
Memorandum of Intent from Director, Division of Clinical Studies	135

INTRODUCTION

Division of Correction Established

The Division of Correction was established within the office of the West Virginia Commissioner of Public Institutions in March of 1965. However, it was not until March of 1966 the division began to operate and a qualified staff was acquired to establish a functioning unit.

The purpose of the division is stated in Chapter 62, Article 13, Section 1 of the West Virginia Code of 1931, as amended, which provides as follows:

"This article shall be liberally construed, to the end that persons committed to institutions of the State for crime and delinquency shall be afforded individual and group treatment to reestablish their ability to live peaceably and, consistent with the protection of the community, to release such individuals at the earliest possible date, and to establish a just, humane and efficient program, and to avoid duplication and waste of effort and money on the part of public and private agencies."

The Division of Correction is responsible for the operation of the West Virginia Penitentiary at Moundsville; the West Virginia State Prison for Women at Pence Springs; the West Virginia Medium Security Prison at Huttonsville; the West Virginia Industrial Home for Girls at Salem; the West Virginia Industrial School for Boys at Grafton; and the West Virginia Forestry Camp for Boys at Davis. In addition, the Division of Correction is responsible for supervision of all persons on probation except juvenile probationers, who are supervised by the West Virginia Department of Welfare, and certain adult probationers who are assigned to county probation officers for supervision.

Background

Although some rehabilitation programs were in operation in certain of our state correctional institutions, these institutions were operated largely independently of each other and independently of pre-institutional and after-care services in the field. The institutions served the purpose, mainly, of

incapacitating public offenders from committing further crimes while incarcerated.

The specific task of the West Virginia Division of Correction, therefore, was the establishment of a comprehensive rehabilitation and treatment program designed to return the public offender to society to live peaceably, and to accomplish that task at the earliest possible date.

The first step was the appointment of a Policy Advisory Council comprised of the wardens and the deputy wardens, superintendents and assistant superintendents of the six institutions, and the three deputy directors (youth services, adult services, and probation and parole). To assist the council in evaluating programs and proposals, a Correctional Resources Committee was established. This committee was made up of the maintenance supervisor, farm supervisor, director of prison industries, the director of education of certain of the institutions, athletic and recreation directors, the program coordinator, chaplains, and other professional correction people, including several security officers whose vast experience is essential to a complete understanding of the problems. The Correctional Resources Committee gathered data, made studies, and performed most of the "leg work" for the Policy Advisory Council.

Dr. Oscar G. Mink, Director, Division of Clinical Studies, College of Human Resources and Education, West Virginia University, together with Mr. C. Robert Sarver, Director, West Virginia Division of Correction, and Judge William J. Thompson, Executive Director, Governor's Committee on Crime, Delinquency and Corrections, realizing an unmet need for a comprehensive training program for West Virginia correctional personnel, mutually agreed to cooperate fully in the development of a comprehensive training program.

WEST VIRGINIA RECEIVES A GRANT (LEAA GRANT NO. 279)

Staffing the Project

An initial LEAA Grant was awarded for the purpose of developing a comprehensive training program for West Virginia correctional personnel for the period from January 1, 1968 through June 30, 1968. Due to certain unavoidable delays the effective starting date of the project was February 1, 1968. Late in the project a thirty day extension of the project period was requested from OLEA and was granted through July 30, 1968.

Initially the concern of this project was to obtain a qualified staff in order that the study might be pursued as competently and as expeditiously as possible. Subsequent to consultation by and between the interested parties to this grant, Mr. Frank J. Nuzum was mutually agreed upon to serve as project director. Mr. Nuzum holds both a Bachelor's and a Master's degree from West Virginia University. He had been employed from January 1965 as director of juvenile programs, Department of Public Institutions, until the establishment of the Division of Correction, March 12, 1965. At this time he was appointed deputy director - youth services. Mr. Nuzum served in this capacity until October 1966, at which time he was appointed deputy director - adult services, in which capacity he is presently employed. A joint appointment to the faculty of West Virginia University was effected January 16, 1968, thereby providing a base within both organizations.

Two graduate assistants were selected to work with the project, Miss Jane Hamrick and Mr. Jack Dorminey. Both are graduate students working toward Master of Arts degrees in the College of Human Resources and Education, Division of Clinical Studies. Mr. Dorminey's appointment was effective January 1, 1968, and Miss Hamrick's appointment was effective January 16, 1968.

A secretary, Mrs. Mary Connell was employed February 19, 1968 to work on a full time basis with this project.

College Advisory Committee

In an effort to utilize the higher education expertise within the State, the Governor was asked to appoint a college advisory committee consisting of eight members who would be recommended to him by the presidents of the state university and college system, and would be representative in most part of those institutions which would eventually conduct training programs.

This committee was charged with some specific duties as follows:

1. Advise on basic policy and assist in evaluating major activities.
2. Assist in developing a training design and survey materials for use by each institution and participating agency in meeting the needs for particular types of training at all levels of organization.
3. Determine the most effective ways to utilize the general extension resources of the Cooperative Extension Services of West Virginia University for correctional institution, probation and parole training.
4. Estimate costs of providing correctional institution, probation, and parole training throughout the State.
5. Assist in development of proposed solutions to overcome problems of providing quality instruction for correctional personnel located in sparsely populated and remote areas throughout the State.
6. Participate in joint meeting with Correctional Subcommittee of the Governor's Committee on Crime, Delinquency and Corrections; the dean of the West Virginia University College of Human Resources; and the director of Correction, in order to decide as to how the developmental project should be carried out.
7. Meet for final review, evaluation, and discussion of the project.
8. Make recommendations on reports rendered and follow-up action that might be taken, in the preparation for submission of the proposal for an

operational grant.

It was felt by project personnel that if this goal could be realized that the collective thinking of individuals of this caliber would lend a tremendous amount of knowledge and know-how in the development of this type of training program.

Interpretation of the Grant - Agency Involvement

Subsequent to considerations by project personnel with regard to the scope of the training program approach under the grant, it was determined that "correctional personnel" should not be limited to employees of the Division of Correction per se but should include all those people who are employed by agencies, and who by virtue of the services rendered do come into contact, to a greater or lesser degree, with the public offender or ex-offender.

This approach, within our knowledge, was the first effort to bring together the resources of multiple agencies in a united front approach for the purpose of solving mutual problems.

It was further felt by project staff, it would be quite unrealistic to consider programs of this type purely from an adult standpoint. It was therefore determined that we would not only consider problem solving approaches from the standpoint of adult programs but would also incorporate the various aspects of the juvenile sections of the Division of Correction. Only in this way did we feel that a more complete approach could be approximated from the standpoint of dealing with the public offender.

EXISTING TRAINING PROGRAMS AND FACILITIES

Correctional Institutions - Probation and Parole

Prior to the establishment of the Division of Correction in West Virginia, except at the State penitentiary, no actual training programs were in effect for correctional institutions and probation and parole personnel. The organization of training programs, utilizing institutional facilities and personnel have been of high priority with the director of correction. To date an in-service training program for custodial officers at the State's maximum security prison has met with the most success insofar as the utilization of institutional facilities are concerned. An example of the format of this in-service training program is contained in Appendix A. As seen here, the major emphasis in in-service training has been in the area of custody and control. It is only very recently that any mention of rehabilitation and treatment has been made with regard to this program and as can be seen very little attempt to incorporate into this training program any materials with reference to the dynamics of human behavior. This, however, is understandable from the standpoint that at no time have any of the personnel at West Virginia Penitentiary been exposed to anything other than custody and control techniques and philosophy.

The in-service training program for new security officers at West Virginia Penitentiary has now been upgraded and expanded to include a wider variety of training. There has been a slow progression toward the inclusion of more behavioral science subjects. One of the targets of the continuation grant will be to restructure the complete in-house in-service training programs at West Virginia Penitentiary and the institution of in-service training programs at other state correctional facilities.

Prior to September 1966, there had been little or no training for probation

and parole officers.

Division In-service Training

The first division-wide in-service training program for institutional and probation and parole personnel was conducted September 11-16, 1966. This program included representatives in attendance from both top and middle management and line personnel. Both adult and juvenile staff personnel were represented. Since that time a total of five additional training programs of division-wide scope have been conducted. An example of the format of these in-service training programs is contained in Appendix B.

Collaborating Agencies

On one occasion a joint in-service training program of one week duration was held with representatives from both the Division of Correction and the State Division of Vocational Rehabilitation. This program was particularly fruitful in that it resulted in a mutual exchange of information, thus affording a better opportunity for each agency to understand the other's problems and to be aware of the necessity for understanding and cooperation in a joint attack upon mutual problems in dealing with the public offender. Upon another occasion, selected personnel from the Division of Correction journeyed to the Rehabilitation Center, Institute, West Virginia where they were oriented with regard to vocational rehabilitation philosophy. Again the result was a furtherance of understanding between both agencies as to mutual problems that existed. At this point some solid planning began to take shape as to how both agencies might collectively attack the problems.

Throughout the history of West Virginia there has never been an attempt on the part of State agencies and organizations to mount a united front approach for the purpose of solving mutual problems. A lack of communication has resulted in duplication of effort and ineffective attempts at problem solving. We feel that one of the major accomplishments thus far in the planning phase of this project has been our ability to elicit the support of some twelve State agencies

and organizations in an attempt to cooperate in a mutual problem solving approach. The response thus far in this attempt has been very positive on the part of collaborating agencies and we feel that in this manner we shall be able to make considerable inroads into the problems of dealing with the public offender.



DETERMINING TRAINING NEEDS

Division of Correction

It was determined by project staff that an effort to determine training needs by surveying correctional personnel particularly at line positions would not necessarily be meaningful, in that never having been exposed to any type of training, other than that which deals with custody and security, they would be at a loss in their awareness of the various subject matter in existence. It was therefore determined that key correctional personnel having an intimate knowledge of the present situation would be in much better position to assess the needs with regard to training. It was thought that to formulate a training program, then to test it through a pilot training institute and to obtain feedback as to the reaction of the participants as to whether they felt that the content was beneficial, would be the most valid approach. Our efforts proceeded in this direction.

Collaborating Agencies and Organizations

It was decided that we would survey certain agencies and organizations in an effort to ascertain their reactions to this proposal. We would solicit and determine as best we could, the extent of their willingness to cooperate and participate in the project. The agencies and organizations were surveyed, utilizing a questionnaire type instrument in an effort to obtain the desired information. A copy of the instrument used in this survey together with a recap of the results is contained in Appendix C. Agencies and organizations that were asked to participate are:

Division of Correction

Department of Welfare

Division of Child Welfare
Department of Welfare

West Virginia Council of Churches

Division of Vocational Rehabilitation

AFL-CIO West Virginia Labor Federation

Division of Alcoholism
Department of Mental Health

Federal Bureau of Prisons
United States Department of Justice

West Virginia Department of Public Safety

West Virginia Council of Juvenile Court Judges

OEO Mid-Atlantic Regional Office
Washington, D. C.

United States Board of Parole
United States Department of Justice

Department of Mental Health

The collaborating agencies were then asked to send representatives to West Virginia University April 10-11, 1968 for a conference to determine agency training needs as they pertained to working with the public offender. During this conference the scope of a comprehensive training program for correctional personnel to enhance the effectiveness of efforts toward rehabilitation of the offender was developed. The minutes of this meeting together with the outline that was developed as a result are contained in Appendix D.

GETTING STARTED

Survey of Colleges and Universities

The initial endeavor of the project staff was to survey each of the nineteen colleges and two universities within the state university and college system in an effort to determine those institutions that would be interested in working in cooperation to develop training programs. A letter, dated January 31, 1968, together with a copy of the project plan and supporting data, was sent to each of the college and university presidents in West Virginia, inviting their participation in this project. It was originally estimated that four or five such institutions might be interested in participating. Replies in the affirmative were received from five colleges and two universities. Each of the affirmative replies denoted enthusiasm on the part of the administrators to have been afforded the opportunity for their institutions to participate in this project. After the deadline had passed for the return on these inquiries, at least one additional college responded indicating that their president had been out of town and had not been able to respond in time. However, it was indicated by the president of the college that if their institution could be of any service whatsoever in the future that he would appreciate very much if we would contact him and request such services as might be needed and that they might be able to perform.

College Advisory Committee Appointed by the Governor

Upon receipt of a recommendation by the various college and university presidents as to those people whom they desired to nominate to represent their institution, a communication was forwarded to the Honorable Hulett C. Smith, Governor of West Virginia, containing the recommendations of college and university representatives for his consideration for appointment to the College Advisory

Committee. These appointments were made by Governor Smith, March 13, 1968. The members appointed by the Governor are:

Dr. Richard A. Ball
West Virginia University

Dr. Todd Bullard
Potomac State College

Mr. Lessie Dorsett
Bluefield State College

Dr. Gary E. Larson
Bethany College

Mr. Norman Pollock
Fairmont State College

Dr. Carl L. Schweinfurth
Bethany College

Dr. Robert S. Wilson
Davis and Elkins College

Dr. Elizabeth B. Wolf
Marshall University

Vitae of each of the appointed members are contained in Appendix E.

Contact With the NCCD Training Information Center

On March 7, 1968 the project director contacted Mr. John M. Borys, Director, Correctional Training Resource Center, by letter, requesting information pertaining to material and assistance in establishing and/or operating correctional personnel training programs.

Mr. Borys responded immediately by forwarding information from other states regarding their progress in the development of like projects, and indicated that he would arrange for Mr. Charles V. Matthews, Director, Center for the Study of Crime, Delinquency, and Corrections, Southern Illinois University, to visit this project April 2-3. Mr. Borys indicated that Mr. Matthews would confer with project staff for two days with respect to his evaluation of project development thus far, future development projections, and his suggestions as to project development and procedure in general.

Mr. Matthews did visit this project upon the dates mentioned. He rendered valuable service through consultation with various members of the project staff as well as the university faculty. A copy of his report is contained in Appendix F.

Mr. Borys also indicated that he would forward to this office, materials as they were received by the Correctional Training Resource Center from other like projects, and that additional contacts would be arranged for us upon our request.

PROJECT ACTIVITY

The general goal of the proposed continuation project is the implementation of programs worked out during the period of the developmental grant. These programs, based upon a considerable amount of survey research and institutional visiting, have been planned during consultations with various corrections professionals, and during a series of meetings with members of the College Advisory Committee assisted by representatives of eight agencies involved with the public offender. In retrospect, certain stages of progress emerged. These stages approximate very closely those envisioned in the original application for a developmental grant, but our effort to avoid prejudgment has been rewarded with a number of consequences which were at that time either totally unanticipated or only dimly perceived.

Stage One

As of January 1, 1968, as has been previously indicated, there existed no comprehensive training program for employees of the correctional institutions or probation and parole personnel in West Virginia. Aware of the need for such a program, and in cooperation with the Governor's Committee on Crime, Delinquency and Corrections, and the West Virginia Division of Correction, the Division of Clinical Studies, College of Human Resources and Education, West Virginia University began a study (OLEA Project No. 279) of plans for the development of such a program.

Stage Two

After hiring and staff orientation, a questionnaire was constructed and sent to various agencies involved with the public offender. The intention was to secure data relative to the level of staff qualification and training, the nature

of existing training programs, interest in cooperative training with a focus on the public offender, prospective support for such a training program, incentives offered for employee training, and suggestions as to possible approaches.

The involvement of this wide array of state and federal organizations is regarded as a promising innovation for states of West Virginia's size. In such states it should be feasible to build coordinated programs which would provide a global attack upon the problem of law enforcement and corrections, avoiding the piecemeal and occasionally conflicting approaches which are a major feature of practices throughout the United States today. Our thought was to explore the possibilities of a more coordinated program, beginning with staff training. Our concept of the "corrections worker" was broadened to include such individuals as the shop steward (represented by the Institute of Labor Studies involvement) who would provide help to the ex-inmate on the job, the employment agent (represented by the West Virginia Department of Employment Security) which would locate work for the probationer or parolee (or assist in envisioned work release programs), and the child welfare worker (represented by involvement of the Division of Child Welfare of the West Virginia Department of Welfare) who might find herself dealing with juvenile probationers or with the children of an adult probationer, parolee or inmate (and who could hardly be expected to discharge her responsibilities without some understanding of the parent and his problems).

The tabulated and summarized replies to the questionnaires that were sent to the agencies, and as shown in Appendix C indicate that most agencies expressed interest and committed support. Follow-up conversations have produced even more cooperation than the initial data show, and a "band wagon" effect has built up during the developmental grant project. The increasing interest is not easy to document, but it is evidenced in later stages, when the agencies were asked to send representatives to planning sessions. As can be ascertained from the questionnaire replies it is indicated that a generally low level of training is

presently in existence and documents the serious need for upgrading personnel.

Stage Three

The previously mentioned College Advisory Committee was designed with two principal purposes in mind. First, it was intended to provide a panel broadly representative of the system of higher education in West Virginia. Such representation was aimed at enlistment of state-wide cooperation and was designed to assist the project staff in uncovering competent and interested faculty members who could serve as liaison with their respective institutions throughout the development and implementation of a cooperative training program. The second principal purpose of the committee was to provide guidance and training policy and in development of teaching methodologies and techniques. Other responsibilities of the committee have been delineated as indicated earlier in this report. The committee met for the first time in Morgantown, West Virginia on March 28-29, 1968. The principal results were as follows:

- (a) Decision to invite collaborating agencies into the project.
- (b) Decision to include both adult and juvenile correctional personnel within the project.
- (c) Telegram to Governor Hulett C. Smith indicating the need for civil service status for Division of Correction personnel.
- (d) Consideration of the establishment of a data bank to include both staff and resident data.
- (e) Decision to request permission from Governor Smith for the College Advisory Committee to visit all correctional institutions within the State.

NOTE: Minutes for the first College Advisory Committee meeting are contained in Appendix G.

Stage Four

Interest expressed as a result of the questionnaire survey and subsequent contacts had built to such a point that the agencies surveyed were invited to participate in mutual planning sessions with project staff. This procedure is

regarded as another promising departure, in that the agencies were encouraged to (a) review their dealings with the public offender in an effort to discover their own weaknesses and (b) suggest curricula which would be of concrete assistance to staff members.

From these meetings was developed a three-pronged approach which agency personnel felt would meet their initial needs and might serve as a basis for an ongoing program. The approach was summarized into outline form as shown in Appendix D, emphasizing (a) a theoretical base, (b) concrete knowledge and (c) application of training.

Stage Five

The second meeting of the College Advisory Committee was held at the West Virginia Penitentiary, Moundsville, West Virginia on May 2-3, 1968. Results of these meetings indicated that the committee had developed into a powerful progressive force for State corrections improvement. Considerable enthusiasm had been generated, and members of the committee had stirred considerable interest in some of their respective institutions. Concrete results were as follows:

- (a) Preplanning for correctional personnel pilot institute.
 - (1) Instructors to be representative of the colleges and universities and agency personnel.
 - (2) Both the theoretical and practical approaches to be utilized in program presentation.
 - (3) Content and methodology to be stressed from a realistic viewpoint.
 - (4) Tour of West Virginia Industrial School for Boys suggested as a part of the pilot institute program.
- (b) Tour of West Virginia Penitentiary by the College Advisory Committee with subsequent discussion and question and answer period.

NOTE: Minutes of the second College Advisory Committee meeting are contained in Appendix H.

Stage Six

The basic rationale for a program having been formulated, meetings were held with the Division of Continuing Education, West Virginia University to work toward the development of statewide extension courses for correctional personnel. The conclusion from these meetings is that such programs should initially be of a non-credit nature. Preliminary plans were laid for additional credit courses. The decision was to involve all of the colleges and universities possible in West Virginia in this continuing education program.

Stage Seven

On the basis of the sequence described above, a pilot institute was planned and conducted June 17-21, 1968. Our original intention had been to attempt two pilot institutes, but developments led us to conclude that one well designed institute was preferable in this case. The institute program together with a roster of personnel; results of tests of achievement and attitude; evaluation reports by participants; and certificates of award, are contained in Appendix I. Here it may be seen that the program incorporates essentially all suggestions made by participating agencies and by the College Advisory Committee.

Resume of the "Correctional Personnel Training Institute"

Following the formal registration, dinner, and official briefings, institute participants were acquainted with the development of modern corrections through presentation of slides dealing with the history of prisons. The activities for June 17 concluded with a film, "The Odds Against."

Following breakfast on June 18, Mr. Willie Thomas, a former resident at West Virginia Penitentiary, presented a formal description of the resident's perspectives and conducted an energetic discussion with institute participants. Dr. Richard Ball followed with a presentation indicating the general theoretical framework of contemporary criminological theory. Heavy emphasis was laid upon an interdisciplinary approach and the need for basic research. Following lunch, Dr. Robert S. Wilson, Davis and Elkins College, using both films and tapes, led

participants in a discussion of counseling and psychotherapy with the public offender. Dr. Wilson emphasized the necessity of discriminating among types of offenders, pointing to the use of different treatment techniques with different cases. He was followed by Professor Willard D. Lorensen of the West Virginia University School of Law, who lectured on current legal developments with the relation to the public offender. Professor Lorensen stressed that parole board decisions may in the future be subject to "due process" reviews and indicated the need in this area, and others, for carefully documented decisions which could stand up in court. On the evening of June 18, Mr. William K. Valko, Program Coordinator for the West Virginia Division of Correction provided a statistical description of offenders incarcerated in the West Virginia Penitentiary. Mr. Valko discussed at some length the necessity for development of further information on residents as a basis for decision making. On June 19, Dr. Ball presented a lecture on "Appalachian Culture and Delinquent Sub-Culture." Dr. Ball stressed that contemporary theories and treatment techniques were basically urban-centered and argued that such approaches were not entirely appropriate to West Virginia's problems. He presented a theory of the Appalachian "folk sub-culture" and of the peculiar form of delinquent sub-culture which had emerged. Dr. Ball was followed by Mr. C. Robert Sarver former director, West Virginia Division of Correction, who discussed "Interpersonal Relationships." Mr. Sarver stressed relationships between inmate-inmate, inmate-custodial officer, custodial officer-custodial officer, custodial officer-treatment staff, inmate-treatment staff, etc. Following lunch, institute participants were conducted on a tour of West Virginia Industrial School for Boys, where they witnessed the employment of a reality therapy group session as a potential rehabilitation technique.

On June 20, Dr. Oscar G. Mink, Director, Division of Clinical Studies, College of Human Resources and Education, West Virginia University, substituting for Dr. Elizabeth B. Wolf of Marshall University, led a discussion of psychology

with regard to the public offender. Dr. Mink described various psychologically oriented treatment programs and discussed certain techniques of case identification. He also stressed the potential for computerized profiles of residents as a foundation for classification and assignment. Mr. Norman Pollock of Fairmont State College presented a lecture on the relationship between sociology and the public offender, emphasizing the importance of charismatic leadership in corrections and underlining the necessity for involvement of laymen and college students. Mr. Pollock was followed by a panel discussion, conducted by representatives of various state agencies and West Virginia University. This was in turn followed by a "case studies workshop" in which Mr. William Valko played tape recordings of various encounters between custodial officers and residents. Institute participants analyzed the nature of the interaction and discussed possible improvements in technique. The day's activities concluded with a discussion by Mr. Roy Gerard, Director of the new Federal Youth Center in Morgantown. Mr. Gerard and members of his staff discussed the nature and the goals of the new Federal Youth Center. Heavy stress was placed upon the experimental potential of the center and upon university involvement.

The institute concluded on June 21 with a lengthy discussion of projected plans. Considerable attention was given by institute participants to the structuring of future training programs. The discussion centered heavily around interagency cooperation in the development of such programs.

At all stages of the institute, heavy stress was laid upon evaluation of the program. To that end, participants were administered a twenty question test of fact and opinion on two separate occasions. The first test, administered as a pretest, was completed prior to the beginning of institute activities. The second administration was conducted immediately prior to the final adjournment.

Institute participants were requested to complete a formal program evaluation. In summary the participants evaluated the institute as informative, interesting, and helpful. Their favorable comments extended to virtually every

part of the program. Several participants maintained that greater stress in future institutes should be laid upon prevention activities and that even more attention should be focused upon interagency cooperation. Many participants indicated that their opinions or ideas concerning the function and personal approach toward corrections had changed as a result of the institute. All answered that they favored programs such as that conducted. Among suggestions for future programs was the indication that "handout" material might be provided for participants to take with them upon their return to their respective agencies. Several participants emphasized the need for printing and dissemination of the lectures that were given.

The formal evaluation was supplemented by constant informal discussions throughout the institute. Plans have been made to implement most of the suggested improvements during the course of further programs. Total results were most favorable and considerable enthusiasm has been generated. The staff feels that the pilot institute has provided a firm foundation for the implementation of these programs. All participants reported considerable encouragement.

Stage Eight

As a result of the developmental process outlined above, six specific goals have been designated for implementation. These include: (1) The establishment of permanent correctional training institutes, (2) the modification of institutional in-service training programs, (3) the initiation of extension courses for correctional personnel, (4) the initiation of degree programs for correctional personnel, (5) the procurement of civil service status for West Virginia correctional employees and (6) the founding of a regional crime and corrections research and training center at West Virginia University. Plans call for the complete implementation of the first three goals during proposed operational grant. The intention is to extend every effort toward implementation of the latter three goals during this time span. Methods of goal implementation will be described in the following section.

PLAN UNDER THE CONTINUATION GRANT

The implementation of the comprehensive training program constructed on the basis of the developmental grant (OLEA Project No. 279) will be structured into six basic components. Plans for the implementation of each component will be formed on the basis of a series of phases. These phases will, of course, overlap somewhat, but they are expected to provide a means for systematic and measurable progress.

Component One: The Establishment of Permanent Institutes

Experience during the developmental period indicates the need for four annual institutes of four days duration each. These institutes will be aimed essentially at middle management and selected line personnel, although our particular situation in West Virginia has led us to plan orientation time for top management personnel as well. Our intention is to employ the programs as supplements to the in-service training to be offered at the various institutions. The institutes will provide more generalized training, emphasizing interagency cooperation. The in-service training programs at the institutional level will be specialized. In keeping with our attempt to provide a statewide cooperative program, the four institutes will be conducted at four different locations, by four different colleges and/or universities. The first, tentatively titled Human Relations in Corrections is to be held at West Virginia University during October 1968. The second, tentatively titled The Rehabilitation Process is to be held at Marshall University during January 1969. The third, designated as Corrections Programs is to be held at Bethany College during March 1969. The final institute, tentatively titled Practical Problems in Corrections, will be conducted at Davis and Elkins College during May 1969. The final content of these institutes has not yet been specified, but they should bear close resemblance to those aspects

of our pilot institute that proved most successful.

The location of these institutes is considered to be another innovative step in our comprehensive training program. Not only does it provide for the sort of statewide cooperation we deem necessary, but it also allows for participation of certain residents of remote areas. We anticipate that news media will become aware of these institutes, and that this too will give added impetus to State corrections progress.

Component Two: The Modification of Institutional In-service Training Programs

The in-service training programs at West Virginia's correctional institutions are highly undeveloped. Emphasis has been entirely upon custody and control. For the past few years a training program for custodial officers consisting of ninety classroom hours has been in existence at West Virginia Penitentiary. As a result of the planning grant (OLEA Project No. 279), plans now call for the implementation of four efforts at a broadened in-house in-service training curriculum. These include (1) provision for more inmate-staff interaction, (2) a loosening of training methods, (3) more human relations training and (4) greater staff professionalization.

Our intention is to modify the West Virginia Penitentiary in-house in-service training program to include several additional instructional blocks as of January 1, 1969. As a significant departure in training sequence, the first formal instruction will consist of an inmate-staff panel, discussing the "prospects and problems" of the institution. Here the incoming custodial officer will get his first glimpse of a prisoner as a reasonably articulate human being discussing his problems on equal ground with staff members. Also as of January 1, 1969, the implementation proposal calls for the addition of two instructional hours in human relations training. Here the custodial officer will be acquainted with the inmate social system and with his own relationship there as well. In addition to the formal instructional block, the in-service training emphasis will be altered to a stress on greater staff professionalization and the creation of

an esprit de corps among custodial officers. We regard the custodial officer as the most important link in the rehabilitation chain, and we intend to make him aware of his responsibilities, believing that he will respond by professional growth based on a deepened sense of occupational worth. Partly to that end, training methods will be loosened to provide for greater instructor-trainee interaction. Trainees will be treated as incipient professionals rather than as uniformed lackeys. A continual evaluation of the training program will be conducted.

Component Three: Extension Education for Corrections Personnel

This component of the comprehensive training program will be conducted in cooperation with the Division of Continuing Education of West Virginia University. Six non-credit courses of twenty hours each (meeting two hours per week for a ten week period) will be conducted. Appendix J shows the location of extension courses that are under the auspices of West Virginia University; locations at which short-term corrections courses are to be offered are indicated as circled. These courses will be basically lecture courses, but the lectures will be supplemented by considerable classroom discussion, films, demonstrations, guest speakers, and field trips where appropriate.

Courses will include the following: (1) History of Corrections, (2) The Rehabilitation Process, (3) Reports and Communications, (4) The Custodial Officer, (5) The Inmate Social System, (6) Institutional Programs. See curriculum in Appendix J. The courses proposed will be implemented in four phases, as follows:

July 1 - October 30--Informal contacts to enlist students

November 1 - December 30--Formal enrollment

January 1 - April 30--Implementation of courses

May 1 - June 30--Evaluation of program

If this program can in fact be implemented, the plan is for preparation of credit courses in social problems, introductory sociology, criminology, and juvenile delinquency to be offered at various statewide locations during the

academic year 1969-70. Although introductory sociology has been so offered, no attempt has been made to offer more corrections-oriented courses. We are confident that the interest created by non-credit courses will be sufficient for us to justify implementation of credit courses during 1969-70.

Component Four: Degree Programs

As a result of the planning grant, West Virginia University has been spurred to an evaluation of possible degree programs in criminology and corrections. The university is now considering the possibilities of an Associate in Arts degree program in Police Science and of a possible Master of Arts degree in Criminology and/or Corrections. Several other West Virginia colleges and universities have expressed interest in the degree program. We have no specific deadlines for such degree programs at present, but indications point to the probability of such programs as early as academic year 1969-70 if our progress on the implementation program described herein is as anticipated.

Component Five: Civil Service Status for West Virginia Correctional Employees

West Virginia correctional employees are today without civil service protection and incentive. It is increasingly clear that this problem presents the major barrier to statewide progress in the professionalization of corrections workers. It is particularly difficult to mount a comprehensive training program without the incentive base which would be provided to a great degree by a civil service system. Under civil service, the State would conduct periodic proficiency ratings, providing a knowledge of the training status of all correctional employees. The system would also provide for promotions and salary increases based on merit, which would in turn provide considerable motivation for participation in various training programs. It is for reasons such as these that the College Advisory Committee recognized at its first formal meeting the necessity of a civil service system to an adequate correctional training program and petitioned the Governor in those terms. Although this is a legislative matter which may be regarded as beyond the purview of a training grant, it is considered essential

to basic progress in the area of concern. Every effort will therefore be made to enlist support for civil service status for all West Virginia correctional employees, with periodic proficiency reports and mandatory training supplemented by voluntary participation in professionalizing activities.

Component Six: Establishment of a Regional Crime and Corrections Research and Training Center

The long-term success of the programs which would be provided by the implementation grant can be insured by the development of a regional Research and Training Center in Law Enforcement and Corrections at West Virginia University. Such a center could effectively oversee and continuously evaluate the statewide comprehensive training program which is being planned. Such a center could likewise provide the research basis for elaboration and periodic modification of such a training program. It could conduct continuing research into training techniques and methods suitable for corrections, and it could provide a training ground for the state correctional researcher who will eventually be required. Finally, such a center could effectively sponsor and/or coordinate the various institutes and/or supplementary programs and perhaps even administer and evaluate the envisioned degree programs in criminology and corrections.

To these ends, the legislative request of the College of Human Resources and Education of West Virginia University will contain a request for fiscal year 1969-70 budgeting of such a center. A memorandum pertaining to a Research and Training Center in Corrections from Dr. Oscar G. Mink, Director, Division of Clinical Studies, College of Human Resources and Education is contained in Appendix K. The center would be entirely supported by State funds and would provide the sort of basic and ongoing foundation so necessary to continued progress in corrections. No attempt has been made to set arbitrary deadlines in this regard, but it is hoped that the Legislature will fund the Research and Training Center for July 1, 1969. In this likelihood, the center could assume the training program as provided through the planning and implementation grants.

RESULTS

Evaluation

Evaluation procedures have been worked out with the expectation of some modification during the implementation phase. The program of training institutes will be evaluated in several ways. First, the quantitative data of a pretest and posttest nature will be gathered, dealing with actual knowledge acquired as a result of participation and with changes in values and attitudes. Such instruments are now under construction, and all assurances will be taken to provide a measurement device with high validity and measurement reliability. At the conclusion of each institute, participants will be asked to prepare a brief summary report, including suggestions and critique. They will also be requested to fill in a standardized evaluation sheet. Follow-up questionnaires will be sent to all participants approximately one month after the institute program. In this case, special emphasis will be placed upon the relationship between the institute and the subsequent on-the-job experience. Finally, informal discussions will be conducted with institute participants throughout each institute and frank exchanges of opinion will be encouraged.

The institutional in-house in-service training programs will be evaluated similarly. That is, tests of content and attitudinal change will be administered prior to and subsequent to in-service training. Informal discussions will be conducted with trainees by a relatively impartial evaluator. Follow-up questionnaires will be distributed one month and six months subsequent to the completion of training in an effort to provide for "feedback" as to the relationship between training and actual job experiences. It is expected that the training program will be modified accordingly. Supervisors' ratings will be scrutinized and attempts will be made to relate changes in such ratings to the other measures

of training success. Of special interest is the plan for evaluation by inmates themselves. This step is regarded as another promising, if drastic, innovation in West Virginia's attempt to construct and evaluate a comprehensive training program. Inmates' replies will not, of course, be taken at "face value," but it is believed that they may serve an evaluation function if carefully interpreted.

The success of extension courses will be evaluated partly on the basis of course examinations. Plans additionally call for visits to each course by an evaluator sometime during the program. The evaluator will attempt to assess (a) student interests, (b) student progress, (c) instructor's presentation and (d) general course value. Again, pretest and posttest examinations, including both content and attitudinal measures, will be employed. Students will be asked to submit course critiques of an "open-ended" nature at the end of the course. They will also be asked to fill out standardized evaluation sheets. They will be surveyed by questionnaire on two occasions. The questionnaires, to be mailed approximately one month and six months subsequent to instruction, will attempt to ascertain the relevance of course material to the on-the-job situation. Trainees will be encouraged to communicate with the staff whenever possible.

In addition to the specific evaluation of these three components, every effort will be made to provide for continuing evaluation of the entire project. The College Advisory Committee will be consulted periodically, and their services will be used to provide some objective evaluation. Consultants will be employed whenever practicable. Periodic staff meetings in association with the Division of Correction will be held to evaluate progress. Heavy emphasis will be laid upon evaluation techniques which provide "feedback" so as to allow for ongoing modification of the comprehensive training program in accordance with evaluation findings.

Significance

The implementation of the developed comprehensive training program should provide a foundation for the development of competent professionalism among the

correctional employees of West Virginia. As indicated by questionnaire responses, the current level of training is extremely inadequate and greatly in need of improvement. Initial implementation of the program developed on the basis of the planning grant should actually provide a sound basis for a permanent training program.

The emphasis provided by this training program should eventually result in civil service status for correctional employees. This would go far to insuring improved recruitment and promotion policies. Such policies would in turn benefit the training program directly. The existence of the program necessitates the clear definition of training objectives, which in turn requires study of job specifications. Data gathered has already made clear the necessity for greatly expanded training and improved recruitment policy. Such developments are actually laying a foundation for civil service, both by way of job study and through changing attitudes in West Virginia. There is presently a growing feeling throughout the State that partly as a result of the developmental grant the need for a separate department of corrections, has become a necessity. It is felt that the 1969 Legislature may well remove the present Division of Correction from the Department of Public Institutions and establish a separate Department of Corrections headed by a Commissioner of Correction. By this action the Commissioner would then report directly to the Governor of the State, thus removing the greater part of the purely political pressures that it now experiences.

The design for our pilot institute makes clear our determination to attempt various experimental training methods, and we believe that such efforts are of particular significance. There is no assurance that typical custodial officers can engage in profitable role playing experiences, but, if this proves to be possible, it should provide additional evidence for a potentially valuable training tool. There is no certainty that direct staff-inmate interaction as a part of in-service training will be acceptable and rewarding, but we hope to

establish the efficacy of this educational experiment. In short, the intention is to experiment with a variety of training techniques, testing their applicability to the corrections situation. Our experiences should be of benefit to others designing or modifying corrections training program.

Of special significance is the attempt to relate all agencies connected with the public offender. We have laid great stress upon interagency cooperation, and to our knowledge, the West Virginia project will be the only implementation project of such scope. Developments here should be of particular interest to states of West Virginia's size.

The West Virginia project has attached special significance to the relationship between the State Division of Correction and the college and university system in West Virginia. It is well known that such relationships have in most states been hampered by lack of mutual interests and by problems of communication. It is our prediction that this gap can be effectively bridged in West Virginia, to the benefit not only of this State, but of others as well. Mr. Frank Nuzum, director of OLEA Project No. 279, thus has a joint appointment based with the State Division of Correction and with West Virginia University. The Division of Correction is supporting, on a half-time basis for the summer of 1968, Dr. Richard A. Ball, of the Department of Sociology. Dr. Ball will provide assistance to the implementation program and will assist in drafting proposals for a regional Research and Training Center. Dr. Neil A. Weller and Dr. Harold N. Kerr of the Department of Sociology have already assisted with some training sessions, and there are plans for further contacts. The faculty of the Division of Clinical Studies, College of Human Resources and Education has provided the bulk of support for the planning project, and very close relationships have been established there. Through the College Advisory Committee the link has been made between the Division of Correction and various colleges and universities within West Virginia. Experience here might well serve as a model of cooperation. Finally, the proposal for a regional Law Enforcement and Corrections Research

and Training Center is deemed of considerable importance. Unless the implementation program is to cease with the termination of an implementation grant, some permanent agency must be established to provide a program locus. The Research and Training Center will serve this significant function, and should, at the same time, develop hypotheses for numerous experiments in corrections training.

Continuation

As indicated above, the continued financing of the project has been provided for through the proposed regional Research and Training Center. Project staff members and interested faculty of West Virginia University are now drafting proposals for support from philanthropic foundations. The West Virginia Division of Vocational Rehabilitation has committed certain funds for instruction, and the Division of Correction has pledged full support to the training program. Since most of the programs have been designed to be self-supporting after initial launching, this support should be ample for continuation for the proposed training project. The project staff hopes to gain additional support and is already thinking in terms of elaboration built upon this groundwork.

Dissemination

Project results will be compiled into various separate reports and will be made available for those interested. Project staff members will attend all possible interchange conferences in an attempt to exchange information. Notes regarding the project effort will be placed in the "Information" columns of various professional journals so as to alert the potentially interested. The project director has already appeared a number of times on television, and staff members intend to exploit such media to the fullest. Upon the termination of the proposed implementation grant, responsibility for dissemination will be transferred to the Division of Clinical Studies of West Virginia University. The division will maintain continuing files and will continue the information exchange.

RESOURCES

Qualifications and Facilities of Grantee

West Virginia University is one of the oldest land grant institutions in the United States founded in 1867 and located in Morgantown, West Virginia; its current enrollment is 11,500 students. The College of Human Resources and Education is regarded as a particularly progressive branch of the university.

Although West Virginia has only had a director of correction for approximately two years, the now separate Division of Correction has undergone radical change in philosophy and programming. Six in-service training institutes have been held for correctional personnel, and the director is striving to establish for West Virginia a modern correctional program, utilizing every resource within his reach to accomplish this goal.

Other state educational institutions involved include Marshall University at Huntington with an enrollment of 7,033; Bluefield State College at Bluefield with an enrollment of 1,116; Potomac State College at Keyser, an adjunct of West Virginia University, with an enrollment of 1,111; Fairmont State College at Fairmont with an enrollment of 2,222; Davis and Elkins College at Elkins with an enrollment of 690; and Bethany College at Bethany with an enrollment of 1000. These colleges and universities provide a statewide network. Faculty at West Virginia University has for approximately one year been involved in reality therapy sessions at the West Virginia Industrial School for Boys. Faculty members at Bethany College have been conducting courses in the West Virginia Penitentiary at Moundsville. The university has provided and will continue to provide office space, some equipment, classroom space, audiovisual aids, and other overhead. Consultation with faculty members has been liberal and will continue.

The College Advisory Committee and the statewide extension service program provide additional important resources. The Federal Youth Center, scheduled to open soon, will provide additional contacts and resources. Important contacts have already been established. The program is firmly supported by the Governor's Committee on Crime, Delinquency and Corrections, which was appointed by the Governor to draft a statewide program to meet the problems of West Virginia in law enforcement, administration of justice, and corrections. It is composed of twenty-six citizens throughout the State--laymen, governmental, and professional--who serve without pay.

Staff and Staff Organization

Project director for the proposed implementation grant will be Mr. Frank J. Nuzum. Mr. Nuzum will be assisted by one graduate assistant, Mr. Jack Dorminey. A secretary, Mrs. Mary Connell, will continue to work on a full time basis with the proposed continuation project. Dr. Richard A. Ball, Department of Sociology, will serve as consultant.

Staff organization of the project, lines of decision, and policy or advisory boards concerned with the project have been described above. Mr. Nuzum will maintain full responsibility for the conduct of the project.

Cooperating or Participating Agencies

Participating agencies include the following:

Division of Correction

West Virginia Department of Welfare
Division of Child Welfare

West Virginia Department of Mental Health
Division of Alcoholism

Division of Vocational Rehabilitation

Institute of Labor Studies

West Virginia Department of Public Safety

West Virginia Department of Employment Security

West Virginia Board of Probation and Parole

Kanawha County Probation Department

West Virginia University

Marshall University

Bethany College

Bluefield State College

Fairmont State College

Davis and Elkins College

Potomac State College

Governor's Committee on Crime, Delinquency and Corrections

Federal Bureau of Prisons

Although each of these agencies has pledged support, we do not at present have official letters of endorsement from the entire group.

SUMMARY
LEAA PROJECT NO. 279

INTRODUCTION

Division of Correction Established

The Division of Correction was established within the office of the West Virginia Commissioner of Public Institutions in March of 1965.

The purpose of the division is stated in Chapter 62, Article 13, Section 1 of the West Virginia Code of 1931, as amended, which provides as follows:

"This article shall be liberally construed, to the end that persons committed to institutions of the State for crime and delinquency shall be afforded individual and group treatment to reestablish their ability to live peaceably and, consistent with the protection of the community, to release such individuals at the earliest possible date, and to establish a just, humane and efficient program, and to avoid duplication and waste of effort and money on the part of public and private agencies."

The division is responsible for the operation of six correctional institutions - three adult and three juvenile. In addition, the division is responsible for supervision of all persons on both probation and parole, except juvenile probationers, who are supervised by the West Virginia Department of Welfare, and certain adult probationers who are assigned to county probation officers for supervision.

Background

At the time of the establishment of the Division of Correction the institutions were operated largely independently of each other and independently of pre-institutional and aftercare services in the field. The institutions served the purpose, mainly, of incapacitating public offenders from committing further crimes while incarcerated.

The initial step was the appointment of a Policy Advisory Council comprised of the top administrative people of the division and of the institutions. To assist the council in evaluating programs and proposals, a Correctional Resources Committee was established comprised of supervisory people within the institutions and the probation and parole services.

COMPREHENSIVE TRAINING PROGRAM FOR WEST VIRGINIA CORRECTIONAL PERSONNEL
(LEAA GRANT NO. 279)

An initial LEAA Planning Grant was awarded to West Virginia University for the period from January 1, 1968 through June 30, 1968 for the purpose of planning a comprehensive training program for West Virginia correctional personnel.

The project was staffed by four full time people; a project director, two graduate assistants and a secretary.

In an effort to bring together representatives of numerous institutions of higher learning throughout the State the Governor was asked to appoint eight members representing seven colleges and universities who would comprise a college advisory committee to the project. This is the first attempt in West Virginia to bring together multiple colleges and universities working in close relationship toward a common goal.

It was also determined that "correctional personnel" should not be limited to employees of the Division of Correction per se but should include all those people who are employed by agencies, and who by virtue of the services rendered do come into contact, to a greater or lesser degree, with the public offender or ex-offender. Again, this approach, within our knowledge, was the first effort to bring together the resources of multiple agencies in a united front approach for the purpose of solving mutual problems pertaining to the public offender and ex-offender.

It was further felt that it would be quite unrealistic to consider programs of this type purely from an adult standpoint. It was therefore determined that we would not only consider problem solving approaches from the standpoint of adult programs but would also incorporate the various aspects of the juvenile sections of the Division of Correction.

EXISTING TRAINING PROGRAMS AND FACILITIES

To date there is only one in-house in-service training program in the Division of Correction. A training program for custodial officers at West Virginia Penitentiary has as its major emphasis custody and control.

Prior to September 1966, there had been essentially no training for probation and parole officers. The Division of Correction has conducted six in-service training programs primarily for probation and parole officers but including certain selected personnel from correctional institutions. These programs included representatives from both top and middle management and line personnel. Both adult and juvenile staff personnel were represented. The programs were of one week's duration and were of a very intensive nature dealing primarily with the relatively recent innovations in correctional programs. Upon two occasions a joint training program was held with collaborating agencies.

DETERMINING TRAINING NEEDS

Division of Correction

It was determined by project staff that an effort to determine training needs by surveying correctional personnel particularly at line positions would not necessarily be meaningful, in that never having been exposed to any type of training, other than that which deals with custody and security, they would be at a loss in their awareness of the various subject matter in existence. It was therefore determined that key correctional personnel and academic personnel having an intimate knowledge of the present situation would be in much better position to assess the needs with a regard to training. It was thought that to formulate a training program, to test it through a pilot training institute and to obtain feedback as to the reaction of the participants as to whether they felt that the content was beneficial, would be the most valid approach.

Collaborating Agencies and Organizations

It was decided that we would survey certain agencies and organizations in

an effort to ascertain their reactions to this proposal. We would solicit and determine as best we could, the extent of their willingness to cooperate and participate in the project. Thirteen agencies were surveyed and upon the completion of the survey each agency was asked to send representatives to West Virginia University April 10-11, for a conference to determine agency training needs as they pertained to working with the public offender. During this conference the scope of a comprehensive training program for correctional personnel to enhance the effectiveness of efforts toward rehabilitation of the offender was developed.

GETTING STARTED

Nineteen colleges and two universities within the State university and college system were surveyed in order to determine those institutions that would be interested in working in cooperation to develop training programs. Replies in the affirmative were received from five colleges and two universities.

A communication was forwarded to the Honorable Hulett C. Smith, Governor of West Virginia, requesting him to appoint a College Advisory Committee. These appointments were made by Governor Smith, March 13, 1968.

Early in the project the project director contacted Mr. John M. Borys, Director, Correctional Training Resource Center requesting information pertaining to material and assistance in establishing and/or operating correctional personnel training programs. Mr. Borys responded immediately by forwarding information from other states, and arranged for Mr. Charles V. Matthews, Director, Center for the Study of Crime, Delinquency, and Corrections, Southern Illinois University to visit this project April 2-3.

PROJECT ACTIVITY

Essentially, the University, the Governor's Committee, the Division of Correction, the colleges and universities, and various agencies have worked closely together to develop a three-pronged approach which is felt will meet our initial needs. The approach emphasizes (a) a theoretical base, (b) concrete knowledge and (c) application of training.

In working with the Division of Continuing Education, West Virginia University we can foresee now the possibility of the development of statewide extension courses and short-term, non-credit institutes for correctional personnel. There are some preliminary plans for additional credit courses which will involve many of the colleges and universities throughout the State in a continuing education program.

A pilot training institute was conducted June 17-21 at West Virginia University. Participants were primarily those people who are responsible for in-service training programs within their own particular organizations or institutions. It is interesting to note that several participants maintained that greater stress in future institutes should be laid upon prevention activities and that even more attention should be focused upon interagency cooperation. Total results were most favorable and considerable enthusiasm has been generated.

As a result of the developmental process, six specific goals have been designed for implementation. These include: (1) The establishment of permanent correctional training institutes, (2) the modification of institutional in-service training programs, (3) the initiation of extension courses for correctional personnel, (4) the initiation of degree programs for correctional personnel, (5) the procurement of civil service status for West Virginia correctional employees

and (6) the founding of a regional crime and corrections research and training center at West Virginia University. Plans call for the complete implementation of the first three goals during the proposed operational grant. The intention is to extend every effort toward implementation of the latter three goals during this time span.

PLANS UNDER THE CONTINUATION GRANT

Component One: The Establishment of Permanent Institutes

Experience during the developmental period indicates the need for four annual institutes of four days duration each. These institutes will be aimed essentially at middle management and selected line personnel, although orientation time for top management personnel has also been planned. Our intention is to employ the programs as supplements to the in-service training to be offered at the various institutions. The institutes will provide more generalized training emphasizing interagency operation. The in-service training programs at the institutional level will be specialized. In keeping with our attempt to provide a statewide cooperative program, the four institutes will be conducted at four different locations, by four different colleges and/or universities. The institutes will be entitled, Human Relations in Corrections; The Rehabilitation Process; Corrections Programs; and Practical Problems in Corrections.

Component Two: The Modification of Institutional In-service Training Programs

Four efforts at a broadened in-house in-service training curriculum include (1) provision for more inmate-staff interaction, (2) a loosening of training methods, (3) more human relations training and (4) greater staff professionalization.

Our intention is to modify the West Virginia Penitentiary in-house in-service training program as well as the institution of in-house in-service training programs in all other correctional facilities to include several additional instructional blocks. We regard the correctional officer as the most important link in the rehabilitation chain, believing that he will respond by professional growth based upon a deepened sense of occupational worth.

Component Three: Extension Education for Correctional Personnel

This component of the comprehensive training program will be conducted in cooperation with the Division of Continuing Education of West Virginia University. Six non-credit courses of twenty hours each (meeting two hours per week for a ten week period) will be conducted. These courses will be basically lecture courses, but the lectures will be supplemented by considerable classroom discussion, films, demonstrations, guest speakers, and field trips where appropriate.

Courses will include: (1) History of Corrections, (2) The Rehabilitation Process, (3) Reports and Communications, (4) The Custodial Officer, (5) The Inmate Social System, (6) Institutional Programs. The courses will be conducted in six selected locations throughout the State.

Component Four: Degree Programs

As a result of the planning grant, West Virginia University has been spurred to an evaluation of possible degree programs in criminology and corrections. Several other West Virginia colleges and universities have expressed interest in such programs.

Component Five: Civil Service Status for West Virginia Correctional Employees

West Virginia correctional employees are today without civil service protection and incentive. It is increasingly clear that this problem presents the major barrier to statewide progress in the professionalization of corrections workers. Although this is a legislative matter which may be regarded as beyond the purview of a training grant, it is considered essential to basic progress in the area of concern.

Component Six: Establishment of a Regional Crime and Corrections Research and Training Center

The long-term success of the programs which would be provided by the implementation grant can be insured by the development of a regional Research and Training Center in Law Enforcement and Corrections at West Virginia University. Such a center could effectively oversee and continuously evaluate the statewide comprehensive training programs which are being planned.

To these ends the legislative request of the College of Human Resources and Education of West Virginia University will contain a request for fiscal year 1969-70 budgeting of such a center.

RESULTS

Evaluation

Evaluation procedures have been worked out with the expectation of some modification during the implementation phase. First, the quantitative data of a pretest and posttest nature will be gathered, dealing with actual knowledge acquired as a result of participation and with changes in values and attitudes. At the conclusion of each institute, participants will be asked to prepare a brief summary report including suggestions and critique. They will also be requested to fill in a standardized evaluation sheet. Follow-up questionnaires will be sent to all participants approximately one month after the institute program. Finally, informal discussions will be conducted with institute participants throughout each institute and frank exchanges of opinion will be encouraged. The institutional in-house in-service training programs will be evaluated similarly. We are formulating a plan for evaluation by inmates themselves. This step is regarded as another promising innovation in West Virginia's attempt to construct and evaluate a comprehensive training program. Inmates' replies will not necessarily be taken at "face value" but it is believed that they may serve an evaluation function if carefully interpreted.

The success of extension courses will be evaluated partly on the basis of course examinations. Plans additionally call for visits to each course by an evaluator at sometime during the program. The evaluator will attempt to assess (a) student interests, (b) student progress, (c) instructor's presentation and (d) general course value. Again pretest and posttest examinations, including both content and attitudinal measures, will be employed. Students will be asked to submit course critiques of an "open-ended" nature at the end of the course. They will also be asked to fill out standardized evaluation sheets. They will be surveyed by questionnaires on two occasions. The questionnaires, to be mailed approximately one month and six months subsequent to instruction, will attempt to ascertain the relevance of course material to the on-the-job situation.

Significance

The implementation of the developed comprehensive training program should provide a foundation for the development of competent professionalism among the correctional employees of West Virginia. It is felt that the 1969 Legislature may remove the present Division of Correction from the Department of Public Institutions and establish a separate Department of Corrections headed by a Commissioner of Correction.

The intention is to experiment with a variety of training techniques, testing their applicability to the corrections situation. Of special significance is the attempt to relate all agencies, colleges and universities, and governmental departments in an attempt to collectively approach problems dealing with the public offender.

Continuation

Some permanent agency must be established to provide a program locus. The Research and Training Center will serve this significant function, and should, at the same time, develop hypotheses for numerous experiments in corrections training. Since certain support has been pledged by various agencies throughout the State and since most of the programs have been designed to be self-supporting after initial launching, this agency support should be ample for continuation for the proposed training project.

Dissemination

Project results will be compiled into reports and will be made available for those interested. Upon the termination of the proposed implementation grant, responsibility for dissemination will be transferred to the Division of Clinical Studies of West Virginia University. The division will maintain continuing files and will continue the information exchange.

RESOURCES

Qualifications and Facilities of Grantee

West Virginia University is one of the oldest land grant institutions in the United States founded in 1867 and located in Morgantown, West Virginia. The College of Human Resources and Education is regarded as a particularly progressive branch of the university.

Other state educational institutions involved are substantial in their resources and have committed themselves enthusiastically to this program.

The College Advisory Committee, the statewide extension services program, the Federal Youth Center, the Governor's Committee on Crime, Delinquency and Corrections, and the State Council on Crime and Delinquency have all been of inestimable support and will continue such support in the future.

Staff and Staff Organization

Project director for the proposed implementation grant will be Mr. Frank J. Nuzum. Mr. Nuzum will be assisted by one graduate assistant and one secretary. Dr. Richard A. Ball, Department of Sociology, will serve as consultant.

APPENDICES

APPENDIX A

In-Service Training Program at West Virginia Penitentiary

WEST VIRGINIA PENITENTIARY
Moundsville, West Virginia

A training program for the custodial officers of the West Virginia Penitentiary which consists of ninety (90) classroom hours of training which is compulsory and no vacation or sick leave will be given to compensate for regular days off.

Each officer taking this course will be required to be in attendance for not less than seventy-five percent (75%) of the classroom instructions and to have a general average of seventy percent (70%) or more in order to be awarded a certificate of graduation.

Through the sponsorship of the A.F.L.-C.I.O. we can now give each new officer eighteen (18) weeks of on-the-job training, as well as twelve (12) weeks extensive training for corporals and sergeants which will be used as instructors.

Effective August 15, 1966 as each new officer is hired, he will start on the on-the-job training at that time and such will be his regular shift and will be with full pay and all other benefits available.

A training program for the custodial officers of the West Virginia Penitentiary consisting of the ninety (90) classroom hours will be held from August 15, through October 17, 1966.

The daily class will be held Monday through Friday from 7:30 AM to 9:30 AM for the members of the guard force who have not had training, plus eight (8) hours per day on-the-job training which will be for forty (40) hours per week for eighteen (18) weeks. There will also be twelve (12) weeks of extensive training for sergeants and corporals.

O. C. Boles, Warden	West Virginia Penitentiary
I. M. Coiner, Deputy Warden	" " "
W. O. Wallace, Assistant Deputy Warden	" " "
P. E. Barlow, Captain	" " "
A. Pelosi, Lieutenant	" " "
J. Mugnano, Lieutenant	" " "
G. Hall, Lieutenant	" " "
C. Hart, Lieutenant	" " "
E. Tingler, Lieutenant	" " "
M. Artímez, Lieutenant	" " "
H. Tagg, Lieutenant	" " "
I. Allen, Lieutenant	" " "
J. Buckberry, Lieutenant	" " "

GUEST SPEAKERS

Chauncey H. Browning, Jr.	Commissioner of Public Institutions
C. Robert Sarver	Director, Division of Correction
Captain Charles Ray	Peace Officer Training
Lt. Carl Cain	City Police Department, Fairmont, West Virginia
Dr. Currance	Charleston, West Virginia
Sgt. G. C. Hamrick (Instructor)	Department of Public Safety Moundsville, West Virginia
Cpl. Gribbens (Instructor)	Department of Public Safety Shinnston, West Virginia

AUGUST 15, 1966.

15	7:30 to 9:30 am	Importance of Training	Chauncey H. Browning, Jr.
16	7:30 to 9:30 am	Custodial Controls & Security Safeguards	Barlow, Hall, Pelosi
17	7:30 to 9:30 am	Custodial Controls & Security Safeguards	Barlow, Hall, Pelosi
18	7:30 to 9:30 am	Custodial Controls & Security Safeguards	Barlow, Hall, Pelosi
19	7:30 to 9:30 am	Custodial Controls & Security Safeguards	Barlow, Hall, Pelosi
22	7:30 to 9:30 am	Custodial Controls & Security Safeguards	Barlow, Hall, Pelosi
23	7:30 to 9:30 am	Custodial Controls & Security Safeguards	Barlow, Hall, Pelosi
24	7:30 to 9:30 am	Custodial Controls & Security Safeguards	Barlow, Hall, Pelosi
25	7:30 to 9:30 am	Custodial Controls & Security Safeguards	Barlow, Hall, Pelosi
26	7:30 to 9:30 am	Custodial Controls & Security Safeguards	Barlow, Hall, Pelosi
29	7:30 to 9:30 am	Laws Governing Penal Institutions & Rules & Regulations Governing Officers & Inmates	Wallace, Tagg, Mugnano
30	7:30 to 9:30 am	Laws Governing Penal Institutions & Rules & Regulations Governing Officers & Inmates	Wallace, Tagg, Mugnano
31	7:30 to 9:30 am	Laws Governing Penal Institutions & Rules & Regulations Governing Officers & Inmates	Wallace, Tagg, Mugnano

SEPTEMBER

1	7:30 to 9:30 am	Laws Governing Penal Institutions & Rules & Regulations Governing Officers & Inmates	Wallace, Tagg, Mugnano
2	7:30 to 9:30 am	Laws Governing Penal Institutions & Rules & Regulations Governing Officers & Inmates	Wallace, Tagg, Mugnano
6	7:30 to 9:30 am	Rehabilitation	C. Robert Sarver
7	7:30 to 9:30 am	Rehabilitation	C. Robert Sarver
8	7:30 to 9:30 am	Rehabilitation	C. Robert Sarver

9	7:30 to 9:30 am	Laws Governing Penal Institutions & Rules & Regulations Governing Officers & Inmates	Wallace, Tagg, Mugnano
12	7:30 to 9:30 am	First Aid	Cpl. Gribbens & Lt's. Artimez & Buckberry
13	7:30 to 9:30 am	First Aid	Cpl. Gribbens & Lt's. Artimez & Buckberry
14	7:30 to 9:30 am	First Aid	Cpl. Gribbens & Lt's. Artimez & Buckberry
15	7:30 to 9:30 am	First Aid	Cpl. Gribbens & Lt's. Artimez & Buckberry
16	7:30 to 9:30 am	First Aid	Cpl. Gribbens & Lt's. Artimez & Buckberry
19	7:30 to 9:30 am	First Aid	Cpl. Gribbens & Lt's. Artimez & Buckberry
20	7:30 to 9:30 am	First Aid	Cpl. Gribbens & Lt's. Artimez & Buckberry
21	7:30 to 9:30 am	Sex Perversion	Lt. Cain
22	7:30 to 9:30 am	Self Defense Tactics	Warden Boles & Lt. Hart
23	7:30 to 9:30 am	Self Defense Tactics	Warden Boles & Lt. Hart
26	7:30 to 9:30 am	Self Defense Tactics	Warden Boles & Lt. Hart
27	7:30 to 9:30 am	Self Defense Tactics	Warden Boles & Lt. Hart
28	7:30 to 9:30 am	Self Defense Tactics	Warden Boles & Lt. Hart
29	7:30 to 9:30 am	Self Defense Tactics	Warden Boles & Lt. Hart
29	7:30 to 9:30 am		Guest Speaker
30	7:30 to 9:30		Guest Speaker

OCTOBER

3	7:30 to 9:30 am		Guest Speaker
4	7:30 to 9:30 am	Firearms Training	Sgt. Hamrick and Lt's. Allen & Tingler
5	7:30 to 9:30 am	Firearms Training	Sgt. Hamrick and Lt's. Allen & Tingler
6	7:30 to 9:30 am	Firearms Training	Sgt. Hamrick and Lt's. Allen & Tingler
7	7:30 to 9:30 am	Firearms Training	Sgt. Hamrick and Lt's. Allen & Tingler
10	7:30 to 9:30 am	Firearms Training	Sgt. Hamrick and Lt's. Allen & Tingler

- | | | | |
|----|-----------------|--|---|
| 11 | 7:30 to 9:30 am | Firearms Training | Sgt. Hamrick and Lt's.
Allen & Tingler |
| 12 | 7:30 to 9:30 am | Federal, State, County & Local
Law Enforcement Agencies | Guest Speaker |
| 13 | 7:30 to 9:30 am | Federal, State, County & Local
Law Enforcement Agencies | Guest Speaker |
| 14 | 7:30 to 9:30 am | Federal, State, County & Local
Law Enforcement Agencies | Guest Speaker |
| 17 | 7:30 to 9:30 am | Graduation | Warden Boles and
Deputy Warden Coiner |

APPENDIX B

Division of Correction In-Service Training Program

P R O G R A M
IN-SERVICE TRAINING PROGRAM
WEST VIRGINIA DIVISION OF CORRECTION

JACKSON'S MILL

WESTON, WEST VIRGINIA

JANUARY 28, 1968 -FEBRUARY 2, 1968

C. ROBERT SARVER, DIRECTOR

DIVISION OF CORRECTION

OPENING SESSION

6:00 p.m.

WelcomeC. Robert Sarver
Individual EvaluationWilliam K. Valko
Movie	"ODDS AGAINST"
EntertainmentThe Mountaineer Ramblers WVP Gospel Singers

Adjourn

Monday, January 29, 1968

8:00 a.m..	Objectives of In-Service Training William K. Valko
9:00 a.m..	History of Criminology and Penology Dr. Harold N. Kerr
10:00 a.m..Coffee Break
10:15 a.m..	The Laws of Correction in West Virginia C. Robert Sarver
11:15 a.m..The Role of the Police Officer Sergeant John T. Gribben
12:15 p.m..	Adjourn for Lunch
1:30 p.m..The Role of the Courts Judge William Thompson
2:30 p.m..Coffee Break
2:45 p.m..	Group Assignments Group Discussions

Monday, January 29, 1968
(Cont'd)

- 4:14 p.m. Group Reports
- 4:45 p.m. Adjourn for Dinner

Tuesday, January 30, 1968

- 8:00 a.m. Theory and Practice of Probation
C. Robert Sarver
- 9:00 a.m. The Role of the Institution
C. Robert Sarver
- 10:00 a.m. Coffee Break
- 10:15 a.m. Inmate Orientation and Classification
Dr. Robert B. Kerns
- 11:15 a.m. The Role of the Parole Board
Robert E. Kuhn, Chairman
- 12:15 p.m. Adjourn for Lunch
- 1:30 p.m. Adult Supervision
John E. Lynch
- 2:30 p.m. Coffee Break
- 2:45 p.m. Responsibilities of Correctional Officers
William K. Valko
- 3:45 p.m. Group Discussions
- 4:45 p.m. Group Reports
- 5:15 p.m. Adjourn for Dinner

Wednesday, January 31, 1968

- 8:00 a.m. The Role of the Chaplain
Rev. Oren N. Reneau
- 9:00 a.m. Counseling (Juvenile Institutions)
Paul Legg
- 10:00 a.m. Coffee Break
- 10:15 a.m. Counseling (Adult Institutions)
- 11:15 a.m. Employment
Derwood G. Pratt

Friday, February 2, 1968

8:00 a.m. Public Relations and the Correctional Officer
William K. Valko

9:00 a.m. The Residents' View of Corrections
Edwin Scheffler

10:00 a.m. Coffee Break

10:15 a.m. Evaluation

10:45 a.m. Group Discussion and Questions

12:00 Noon. Adjournment

APPENDIX C

Agency Survey Instrument and Recapitulation of Results

In answering the following questions please keep in mind their basic purposes: How much need is there for this type of program?

1. To what extent do you feel that this program would increase the professional attitude toward corrections among your personnel?

2. To what extent do you feel that your personnel would be receptive to this program?

3. To what degree do you feel that this program would benefit your organization?

4. At present do you have a training program within your organization?
 - a. yes
 - b. noIf yes, please give a short outline of its functions, results, etc.

5. To what degree would it be possible for the program that we are initiating and your program to compliment each other?

6. To what degree would you be willing to support this program?

a. Financially?

b. Manpower?

c. Facilities?

d. Other

7. What reservations would you have toward this program?

ADDITIONAL REMARKS:

5. What is the annual turn-over rate of your personnel?
(Please specify by specific categories)

ADDITIONAL REMARKS:

In answering the following questions please keep in mind their basic purposes: What are the prevailing levels of professional knowledge and competency among your personnel?

1. What percentage of your personnel have attained the educational levels indicated?
 - a. Below eighth grade withdrawal _____
 - b. Eighth grade completion _____
 - c. High school withdrawal (9 thru 12) _____
 - d. High school graduates _____
 - e. Junior college _____
 - f. Bachelors _____
 - g. Masters _____
 - h. Doctoral _____
 - i. The above should total 100%. In addition what percentage have attended occupational or vocational training courses.

(Please specify by courses)

- 2a. How many of your personnel have been introduced to any type of program that is similar to the one we are initiating?

The primary purpose of this section of the questionnaire is to get an overall picture of the employment qualifications, classification and salary schedules, promotions, and incentives for continuing education in Corrections within each organization.

1. Please list according to priority the five most important qualifications necessary, within your organization, prior to employment.
 - a.
 - b.
 - c.
 - d.
 - e.
2. What specific guidelines does your organization employ in regulating promotions?
3. Qualifications for positions within your organization are determined according to what criteria?

4. What type of incentives does your organization offer its personnel in the way of educational and/or professional improvement?

ADDITIONAL REMARKS:

NOTE: Please forward any printed material pertaining to your organization such as tables of organization, brochures, job specifications, classification and salary schedules, programs, etc.

_____ Date

_____ Organization

_____ Name of person preparing report

_____ Position

AGENCY	1	2	3	4	5	6a	6b	6c	6d	7
Division of Correction	most favorable	most favorable	most favorable	in-service training	most favorable	as much as possible	yes	yes	in every way possible	none
Div. of Child Welfare	most favorable	favorable	most favorable	in-service training & college wk.	most favorable	time off, travel and per diem	few consultants	very few	none	none
Dept. of Mental Health	favorable	most favorable	favorable	in-service and staff development	favorable	little, if any	staff personnel	hospital facilities	none	none
Div. of Vocational Rehabilitation	most favorable	most favorable	most favorable	in-service & staff training program	most favorable	not to any substantive degree	consultants & advisory service	consultants	cooperate fully	practical course emphasis
AFL-CIO	most favorable	non-applicable	non-applicable	non-applicable	none	none	consultants; resource personnel	none	none	none
Division of Alcoholism	most favorable	most favorable	most favorable	in-service & staff training	most favorable	every effort possible	provided as needed	provided as needed	none	none
* VA. Dept. of Public Safety	most favorable	most favorable	favorable	in-service & basic training	very little	none	qualified instructors	training academy	none	reservations about inception
** Fed. Bureau of Prisons										

* Subsequent to the first College Advisory Committee meeting and following a conversation with Col. Welty, the attitude toward the program was greatly improved over that as reported by this recap.

** Agency replied favorably by letter subsequent to this recap.

AGENCY

AGENCY	1	2	3	4	PAGE 4	la	lb	lc	ld	le	lf	lg	lh	li	2a
Division of Correction	limited fashion only	most favorable	correctional institutions	550	t.m. 5% m.m. 5% l.p. 70% s.p. 50% ***	less 10%	less 10%	35%	30%	none	5%	1%	less 1%	un-known	approx. 250
Division of Child Welfare	see page 2 item 6a	favorable	none	210	25-30%	--	--	--	--	2%	83%	15%	--	--	10-15%
Department of Mental Health	extremely limited	limited basis	hospital facilities	2300	unknown	--	--	--	--	--	--	--	--	--	--
Division of Vocational Rehabilitation	for job related programs only	favorable	most favorable	547	Approx. 25%	1%	1%	1%	40%	4%	30%	22%	1%	59%	75%
AFL - CIO	none	spot appearances	mailing lists	24	negligible	--	--	--	20%	--	4%	--	--	--	none
Division of Alcoholism	joint staff & training programs	training & program planning	most favorable	49	very small	--	--	--	10%	10%	20%	50%	10%	n/a	un-known
W. Va. Dept. of Public Safety	none	unknown	state police academy	325	7%	--	--	--	95%	3%	2%	--	--	5%	none
Federal Bureau of Prisons															

*** top management
middle management
line personnel
sub professionals

AGENCY	2b	3	4	1a	1b	1c	1d	1e	2	3	4
Division of Correction	unfavorable	not receptive	most favorable	desire to help people	emotional maturity	education	unbiased	compassion	attitude self-direction ability	manual of job specifications	no merit tenure
Division of Child Welfare	favorable	most favorable	most favorable	social ability	college degree	emotional maturity	ability to learn	communication skills	state civil service	civil service	education leave
Department of Mental Health	favorable	most favorable	favorable	history & work habits	education	intelligence	training background	concern for others	civil service regulations	civil service commission	stipends for advanced education
Division of Vocational Rehabilitation	favorable	most favorable	most favorable	education or experience	personal characteristics	motivation	pre-employment	emotional stability	job performance	civil service	salary books and tuition
AFL - CIO	non-applicable	most favorable	non-applicable	medical condition	experience	ability	compatibility	honesty	non-applicable	see items 1a & 1b	access to extension courses
Division of Alcoholism	favorable	most favorable	most favorable	interest & personality	academic preparation	experience	honesty	cooperativeness	civil service	civil service	advancement education
W. Va. Dept. of Public Safety	non-applicable	not very receptive	favorable	residency	age	height	education	physical fitness	seniority & recommendations	see item 2	advancement in rank & pay
Federal Bureau of Prisons											

APPENDIX D

Minutes of Inter-Agency Conference and Resulting Outline

The Inter-Agency Committee meeting began on the morning of April 10 at nine o'clock in the Kanawha Room of the new Mountainlair of the main campus of West Virginia University. The meeting was brought to order by Mr. Frank J. Nuzum with a brief presentation of Project policies and a recap of what had been accomplished to date. Those members, as well as the agencies which they represent, are listed as follows:

Project Director: Frank J. Nuzum

Graduate Assistants: Jane Hamerick
Jack Dorminey

Secretary: Mary Connell

Program Coordinator,
Division of Correction: William K. Valko

West Virginia Department of Welfare,
Division of Child Welfare: Frank G. Shumaker

Supervisor of Social Services,
Division of Vocational Rehabilitation: David H. Cleland

Coordinator, Staff Training,
Division of Vocational Rehabilitation: June Banks

Director of Training,
State Police Academy: Lt. J. R. Buckalew

Director,
Institute for Labor Studies: R. W. Humphreys

Regional Coordinator,
Division of Alcoholism: John C. Key

Supervisor,
Division of Alcoholism: Donald R. Dancy

A letter was sent to the above listed agencies pertaining to an agency personnel planning conference regarding a Comprehensive Training Program for West Virginia Correctional Personnel. The theme of the meeting was to determine training needs geared toward a comprehensive understanding of inter-agency relationships so that the rehabilitation process for the public offender

might be accomplished more effectively. It was suggested by Lt. Buckalew that the goal of the training session is "to instill in a student the importance and lasting effects his contact with the individual (offender) has on his outlook toward society and his willingness to be rehabilitated and to provide the student with the knowledge and skill to perform his duties." The purpose of the two day planning session was to give direction to the curriculum committee which will be composed of representatives from the Division of Clinical Studies of West Virginia University and other participating colleges and universities pertaining to those training needs which are related to the agencies involved. The meeting adjourned at five o'clock.

The meeting resumed discussion and planning at nine o'clock on April 11. In an effort to delineate the scope of a comprehensive training program designed to enhance the effectiveness of efforts toward the rehabilitation and treatment of the public offender, a three pronged approach to training needs was developed in outline form. The committee suggested that approximately forty people from all participating agencies be enrolled in the pilot training program. Cost estimates for the proposed five day session would be approximately \$50 per student plus travel expenses to Morgantown, West Virginia. The meeting adjourned at three o'clock with all members sensing a need and enthusiasm for such a training program.

The scope of a comprehensive training program for Correctional Personnel to enhance the effectiveness of efforts toward rehabilitation of the offender.

- I. Development of a theoretical base of understanding
 - A. The offender
 1. Psycho-social-cultural-economic-educational factor
 - B. The agencies
 1. Philosophy
 2. Objectives
 3. Policies and procedures
 - C. Community
 1. Attitudes-Positive and negative effects
 2. Resources-available and needed
 3. Agency-community relations
 4. Public education
 - D. Current Services (availability utilization)
 - E. Potentials for inter-agency cooperation
- II. Knowledge
 - A. Behavior
 1. Personality dynamics
 - a. Drives
 2. Emotional disorders
 - B. Law
 1. Criminal et al.
 2. Incarceration
 3. Court decisions (state, district and federal court)
 - C. Social milieu aspects
 1. Social stratification
 - a. Group and individual realistic mobility (stresses of upward mobility)
 2. Norms (deviancy)
 - a. Deviant behavior
 - b. Appalachian culture
 3. Prison culture
 4. Delinquent sub-culture
 - D. Human relations
 1. Interpersonal relationships
 - a. Staff-offender
 - b. Offender-offender
 - E. Leadership
 1. With the offender
- III. Skills
 - A. information gathering
 1. Interviewing
 - a. Establishing rapport
 - b. Practicing self-control
 2. Whole-man concept
 - B. Communication
 1. Effective report writing
 2. Effective listening
 3. Body language
 4. Terminology
 - C. Coordination of services
 1. Community organization
 2. Case conference

- D. Therapeutic techniques
 - 1. Counseling
 - a. Individual
 - b. Group
 - c. Family
 - 2. Selective discipline
- E. Preventive techniques
 - 1. Recognition of potential problems
 - 2. Taking appropriate coordinated action
 - a. Fostering the provision of broad community services e.g. appropriate recreation as a prevention
 - 3. Early case findings

APPENDIX E

Vitae of Members of the College Advisory Committee

VITA

TODD H. BULLARD

150 South Mineral Street
Keyser, West Virginia 26726

PHYSICAL DATA: Height, 6'2"; weight, 220; health, excellent;
Born in Wheeling, West Virginia, May 31, 1931;
Parents (living): Luther Todd and Virginia Netting Bullard
114 Wheeling Avenue
Wheeling, West Virginia

EDUCATION:

<u>Institution</u>	<u>Field</u>	<u>Degree and Date</u>
Triadelphia High School Wheeling, West Virginia		Diploma-1949
Bethany College Bethany, West Virginia	History	
West Liberty State College West Liberty, West Virginia	History and Political Science	B.A.-1953
West Virginia University Morgantown, West Virginia	Political Science	M.A.-1956
University of Pittsburgh Pittsburgh, Pennsylvania	Political Science	Ph.D.-1964

Honors:

Senior class president; social fraternity president; member, Pi Sigma Alphas, national political science honorary; various academic honors in graduate work.

EMPLOYMENT:

<u>Employer</u>	<u>Title</u>	<u>Dates</u>
W. Va. State Penitentiary	Director of Education	1953
West Virginia University	Research Assistant, Bureau for Government Research (half-time)	1956-57
West Virginia League of Municipalities	Assistant Director (half-time)	1956-57
University of Pittsburgh	Graduate Teaching Assistant	1957-59
Bethany College	Assistant Professor of Political Science & Director of Falk Program in Practical Politics	1959-60

TODD H. BULLARD

VITA

EMPLOYMENT (continued)

<u>Employer</u>	<u>Title</u>	<u>Dates</u>
West Virginia University	Senior Research Analyst, Bureau for Government Research	1960-61
West Virginia University	Director, Parkersburg Branch; Assistant Professor of Political Science; Senior Research Analyst, Bureau for Government Research	1961-63
Potomac State College of West Virginia University	Academic Dean and Professor of Political Science	1963-64
Potomac State College of West Virginia University	President and Professor of Political Science	1964-

Summer Employment: Research work on personnel classification for Pennsylvania Economy League, 1958; Instruction in the graduate program in political science at West Virginia University, 1959.

Extension Teaching: Ohio University (Martins Ferry Branch), 1960; West Virginia University, 1961.)

PUBLICATIONS:

Author (with Eugene R. Elkins) of Manual of West Virginia Municipal Government (Morgantown: Bureau for Government Research, 1957.)

Author of a number of unsigned articles in the West Virginia Municipality, official magazine of the West Virginia League of Municipalities.

Author of Labor and the Legislature (Morgantown: Bureau for Government Research, 1965).

RECENT PROFESSIONAL ACTIVITY:

Participant, Eastern Regional Seminar of the American Political Science Association, "political Science for the Sixties," Rutgers University, 1960.

Member, Committee of Five to advise the West Virginia State Board of Education on the establishment of Branch Colleges, 1962.

Chairman, Interim Committee for the Study of Post High School Vocational-Technical Education in West Virginia, 1965.

Member of a survey team of four for the study of the American School of Tangier, Morocco. Study completed under grant from U.S. Department of State, 1965.

TODD H. BULLARD

VITA

RECENT PROFESSIONAL ACTIVITY (continued)

Chairman, Task Force for the Study of Branch, Junior, and Community Colleges in West Virginia, 1965-66.

Chairman, Task Force for the Study of Vocational, Technical, and Specialized Education in West Virginia, 1965-66.

Member, Commission on Instruction, American Association of Junior Colleges, 1966-69.

Member, Commission on Colleges and Universities, North Central Association of Colleges and Secondary Schools, 1966-1970.

Chairman, Committee on Promotional Activities, West Virginia Association of College and University Presidents, 1967.

CIVIC ACTIVITIES

Co-chairman, Golden Gifts Division, County United Fund, 1965-66.

Member, Executive Committee, County United Fund, 1966.

Member, Board of Directors, County United Fund, 1967.

Member, Executive Committee, W. Va. Citizens for a Constitutional Convention, 1967.

Chairman, Keyser Area County United Fund Campaign, 1967.

Member, Committee for the Establishment of a Keyser Community Center, 1967.

ORGANIZATIONAL MEMBERSHIPS

American Political Science Association
West Virginia Association of College and University Presidents
Keyser Rotary Club
Keyser-Mineral County Chamber of Commerce

FIELDS OF PROFESSIONAL INTEREST:

Higher education administration; state and local government and politics; national political parties; legislatures and legislation.

MILITARY SERVICE:

Served as an enlisted man 1953-55 in the U.S. Army. Honorably discharged after service in Germany.

MARITAL STATUS:

Married June 6, 1953; five children

BLUEFIELD STATE COLLEGE
BLUEFIELD, WEST VIRGINIA 24701

DIVISION OF SOCIAL SCIENCE

March 15, 1968

Dr. Frank J. Nuzum
Project Director
933 Dudley Ave.
Morgantown, West Virginia

Dear Dr. Nuzum:

In answer to your correspondence of March 6, I have had no affiliation with any of the correction agencies in the state of West Virginia or any other state.

I am a native of Chapel Hill, North Carolina, where I attended North Carolina College at Durham. I have been in the state of West Virginia since September, 1964.

I am a veteran of the Korean War, 1951-53. I served fourteen months with the 7th Army in the European Theatre.

I have a M.A. degree in the field of history with minor area in sociology and education. I have worked in the field of Social Science for ten years, where I have repeatedly handled the courses in American History and occasionally the basic American Government course. In the European sequence, I have handled repeatedly the survey courses in Western Civilization and the advanced courses in European History from the Middle Ages to the present.

At the various institutions I have been affiliated with, I have had the opportunity of working closely with student organizations; such as: the student council, Social Science Club, and some community agencies.

I hope this covers most of the background information that you were seeking in your letter to me of March 6. If not, I will be glad to furnish any other additional information along those lines.

Sincerely yours,

Lessie Dorsett
Lessie Dorsett

BURKE, JAMES KENNA

Home Address: 166 C Street, Keyser, West Virginia

Born: Newburg, West Virginia, December 24, 1908

Parents: (Deceased) John and Elizabeth (Plummer) Burke

Marital Status: Married Mildren Lawrence, Sept. 5, 1943, no children

Education: Newburg High School, West Virginia, Diploma 1927
Fairmont State College, W. Va., A.B. Social Studies 1932.
W. Va. University, M.A. Political Science 1945.

Employment: Newburg High School, teacher, 1932-40
Tunnelton High School, teacher, 1941-43
Newburg High School, teacher, 1943-45
Potomac State College, instructor, 1946-54
Administrator, Potomac Valley Hospital, Keyser, W. Va., 1954-57
Potomac State College, associate professor, 1957-

Community Activities: Past Pres., Rotary Club; Board of Directors, County United Fund; Chairman, Health Services and Research; President, Mineral County Board of Health; Past Pres., N. W. Deanery; Board of Directors, Blue Cross and Blue Shield of No. W. Va.; Pres., St. Mary's Credit Union; Board of Directors, Potomac Council Boy Scouts of America; Judge, National Debate Tournament U.S. Military Academy

Professional Activities: Member, West Virginia Education Association, National Political Science Association, Omicron Pi, National Education Association of Higher Education.

Honors: Pi Gamma Mu, Honorary Social Science Society, Who's Who in /American Education.

Publications: Research for West Virginia Legislature on Gross Sales Tax for United States, 1944; Thesis on Unemployment Insurance for West Virginia

Business

Dr. Gary E. Larson, Chairman
 Biology Department
 Bethany College
 Bethany, West Virginia
 26032

Home

Gary Eugene Larson
 P.O. Box 125
 Bethany, West Virginia
 26032

BIRTHPLACE: CITY AND STATE	MONTH	DAY	YEAR	CITIZENSHIP	MARRIED (YEAR)	CHILDREN (NUMBER)
Jersey Shore, Pennsylvania	8	10	36	U.S.	1960	1

EDUCATION: GIVE DATES OF ALL DEGREES WITH THE UNIVERSITIES FROM WHICH THEY WERE RECEIVED. SHOW SUBJECTS OF DOCTORAL DEGREES AND DATES AND DONORS OF PRE-DOCTORAL FELLOWSHIPS. PLEASE TRANSLATE FOREIGN DEGREES AND DIPLOMAS TO AVOID ERROR.

COLLEGE OR UNIVERSITY	DEGREE OR PRE-DOCTORAL FELLOWSHIP	SUBJECT	DATE GRANTED	IF NO DEGREE, DATES OF ATTENDANCE
State University of New York at Albany	B. S.	Biology	6-58	
State University of New York at Albany	M. S.	Biology	6-60	
Albany Medical College		Pharmacology		9/60-6/61
Rutgers University	Ph.D.	Botany	10-64	

HONORARY DEGREES: COLLEGE OR UNIVERSITY	DEGREE	DATE GRANTED

PAST AND PRESENT FULL-TIME POSITIONS IN CHRONOLOGICAL ORDER (CONCURRENT POSITIONS TO BE GIVEN IN THE NEXT SECTION). PLEASE GIVE DATES OF CHANGES OF POSITION WITHIN THE SAME ORGANIZATION AND BE SURE TO ENTER COMPLETE CORPORATE NAMES. WHERE NECESSARY, SHOW PARENT COMPANY OF LABORATORIES, DIVISIONS, ETC.

TITLE	SUBJECT	INSTITUTION	DATES	
			FROM	TO
Associate Professor	Biology	Bethany College, Bethany, West Virginia	9/1/66	Present
Assistant Professor	Biology	Bethany College	9/1/64	6/1/66
Instructor $\frac{1}{2}$	Biology	Douglass College, New Brunswick, N.J.	9/1/62	6/1/64
Graduate Assistant	Botany	Rutgers University	9/1/61	6/1/62

PLEASE — NO ABBREVIATIONS!

83

CONSULTANTSHIPS, POST-DOCTORAL FELLOWSHIPS AND GRANTS, LECTURESHIPS, MEMBERSHIPS IN NATIONAL COMMITTEES AND COMMITTEES, AND AWARDS. LIST CHRONOLOGICALLY AND GIVE EXACT TITLES AND DATES.

	DATES	
	FROM	TO
American Association for the Advancement of Science Council Member	1967	Present
Grant from West Virginia Heart Association	10/1/67	Present
Teaching a College Course at The West Virginia Penitentiary (Moundsville)	1/2/68	present

MILITARY SERVICE: GIVE DATES, BRANCH OF SERVICE, FINAL RANK AND ACTIVE RESERVE STATUS.

MEMBERSHIPS IN NATIONAL SCIENTIFIC SOCIETIES. DO NOT LIST STATE OR LOCAL GROUPS, HONORARY OR GREEK LETTER SOCIETIES. TO PREVENT ERRORS, DO NOT USE INITIAL ABBREVIATIONS.

SOCIETY	OFFICE HELD	DATE
American Society of Plant Physiologists		
American Association for the Advancement of Science	Member of Council	10/1/67
American Institute of Biological Sciences		
Torrey Botanical Club		

CHIEF FIELDS OF PAST AND/OR PRESENT RESEARCH OR INTEREST IN NOT MORE THAN 80 WORDS. IT IS ESSENTIAL THAT ALL ITEMS IN THIS SECTION ARE ENTERED LEGIBLY TO ACHIEVE ACCURACY OF SCIENTIFIC TERMINOLOGY. PLEASE DO NOT USE ANY ABBREVIATIONS OR SYMBOLS. ALTHOUGH PUBLICATIONS ARE NOT INCLUDED, A BIBLIOGRAPHY WILL HELP TO SUPPLEMENT YOUR DATA.

The effect of work on the heart rate, The effect of exercise on muscle bioelectric potentials, The bioelectric potentials surrounding the roots of plants.

IMPORTANT! Please do not fail to complete these sections.

PRESENT DUTIES (Percent of time spent in each)

For possible detailed indexing, give your subject area specialties in brief terminology.

1 Botany
2 Plant Physiology
3 Biophysics
4 Bioelectrics

	Govt.	Indust.	Acad.	Others (Please specify)
Research			5	
Devel. & Design				
Production				
Teaching				
Administration			45	
Consulting			50	
Editing				
Private Practice				

LANGUAGE (in descending order of facility)	Reading		Speaking	
	Fair	Exc.	Fair	Exc.
1 French	X			
2 German	X			
3				
4				
5				

IMPORTANT: PERMANENT ADDRESS AT WHICH YOU CAN ALWAYS BE REACHED. THIS WILL INSURE DELIVERY OF PROOF IN CASE OF CHANGE IN AFFILIATION AFTER RETURNING THIS QUESTIONNAIRE. PLEASE INCLUDE ZIP CODE.

HOME	BUSINESS	PARENT, FRIEND, ETC.
P. O. Box 125	Biology Department	Mr. and Mrs. H. S. Larson
Bethany, West Virginia	Bethany College	29 Highland Avenue
26032	Bethany, West Virginia	Albany 5, New York

SIGNED Mary E. Larson

FAIRMONT STATE COLLEGE
Fairmont, West Virginia 26554

Division of
Social Sciences

March 12, 1968

Mr. Frank J. Nuzum
Project Director
933 Dudley Avenue
Morgantown, W. Va. 26505

Dear Mr. Nuzum:

Regarding your request for a biographical resume: I was born in Fairmont, West Virginia on October 2, 1929 and was educated in the Fairmont public schools prior to high school. I attended Riverside Military Academy for four years and graduated from that institution in 1947.

I then attended West Virginia University for three years and entered the U.S. Army in September of 1950, service in Ft. Benning, Georgia and Germany preceded an honorable discharge.

Following eleven years of association with my father in the furniture business in Fairmont, West Virginia, I returned to Fairmont State College and was awarded a Bachelor of Arts degree with a major in history and a minor in sociology in 1963. I then attended graduate school at West Virginia University and received the Master of Arts degree in sociology in 1965.

I taught sociology for one year at West Liberty State College prior to returning to my undergraduate alma mater where I am now employed as an instructor in the field of sociology, and I am currently teaching Juvenile Delinquency, Social Problems, and Marriage and the Family.

Sincerely yours,

Norman Pollock

Norman Pollock
Instructor in Sociology
Fairmont State College

NP:pld

VITA OF Dr. Carl L. Schweinfurth

Schools Attended:

Harding College, Arkansas, 1948-49
 University of Pennsylvania, 1949-50
 University of Saskatchewan, Canada, 1950-51
 University of Oregon, 1951-52 (B.S. in Social Science, 1952)
 University of Florida, 1952-54 (M.A., Major in History, Minor in Accounting, 1954)
 University of Southern Illinois, 1961-64, (Ph.D. in Political Science, 1964).

Military Service:

2 years in U.S. Army Transportation Corps. Served at Ft. Eustis, Virginia and Camp Kobe, Japan.

Other teaching Experience:

U.S. Armed Forces Institute, Japan, 1955-56.
 Abraham Lincoln High School, San Jose, California, 1957-59.
 Southern Illinois University, 1959-63.

Activities at Bethany College.

1. Associate Professor, Department History and Political Science.
2. Coordinator of International Projects.
3. Foreign Student Advisor.
4. Chairman, 1967-68 Convocations Sub Committee of Cultural Affairs Committee
5. Faculty Advisor, Delta Tau Delta Fraternity.
6. Advisor, Mu Epsilon Chapter, Phi Alpha Theta, National History Honorary Fraternity.
7. Advisor, International Relations Club.
8. Director NDEA Institute on Africa and Asia, Summer of 1967 and 1968.

Extra Activities indirectly related to Bethany College:

1. Member of Phi Alpha Theta, National History Honorary Fraternity.
2. Member of Pi Sigma Alpha, National History Honorary Fraternity.
3. Member of American Historical Association.
4. Member American Political Science Association.
5. Member West Virginia Historical Association.
6. Member National Association of Foreign Student Advisors.
7. Member of National Council for the Social Studies.
8. Liason member, R.C.I.E.
9. Co-ordinator, U.N. Semester Program
10. Member, Rotary Club of Weirton, West Virginia

WORK EXPERIENCE

- Present (Since June/67) Chairman and Professor, Department of Psychology, Davis and Elkins College, Elkins, West Virginia 26241. Clinical Psychology Consultant to Appalachian Mental Health Center, Vocational Consultant to Health Education and Welfare Social Security Division, Pittsburgh Branch. Governor's Advisory committee on training in West Virginia correctional institutions.
- 1965-66 (2 years) Senior Psychologist, Division of Counseling, The Pennsylvania State University, University Park, Pennsylvania 16802.
- 1963-65 (3 years) Director, Eastern Maine Guidance Center, Bangor, Maine 04451. Lecturer in Clinical Psychology, University of Maine. Administration of state mental health program for Eastern Maine, directed staff of 5 professionals, interns and students in practicum, psychological testing and psychotherapy with children and adults; consultation to federal, state, and local agencies.
- 1959-63 (4 years) Psychological Services Administrator, Department of Health. Adjunct Associate Professor of Psychology. University of Hawaii, Clinical Internship Coordinator, Hawaii State Hospital. Consultant, federal, state, and local agencies. Provided and supervised psychological, psychotherapeutic, educational and vocational counseling services for children and adults, participant in research projects.
- 1955-59 (5 years) Chief Clinical psychologist, Mental Health Clinic, Oklahoma City, Oklahoma. Adjunct Assistant Professor of Psychology, University of Oklahoma Clinical Psychology Training Program; supervise, teach psychology interns, practicum students. Testing and psychotherapy children and adults, consultation federal, state, and community agencies.
- 1953-55 (2 years) Director, University Guidance Center and Psychology Clinic, University of Oklahoma, Norman; part-time teaching, Department of Psychology; Administer and supervise psychological testing, psychotherapy, educational and vocational guidance for college students, faculty advisers, children and adults.
- 1949-52 (3 years) Assistant Professor, Department of Psychology and Acting Director, Counseling Center and VA Guidance Center, Kansas State University, Manhattan. Acted as Dean of Students in Dean's absence. Administration supervision, teaching grad and undergrad students and staff in placement testing, psychological testing, educational and vocational guidance, therapy with children and adults, community, faculty and state agency consultative roles.
- 1946-49 (3 years) Clinician, psychometrist, Educational and Vocational counselor, (half time) while completing doctoral training. Coursework in Clinical Psychology (major) and Educational and Vocational Guidance (minor), University of Oklahoma, Norman, Oklahoma.

TRAINING AND COURSEWORKPost Doctoral

- July 1962 Institute in Existential Psychology and Psychotherapy, Sonoma State College, Calif., under Rollo May, Carl Rogers, A. H. Maslow, Wm. Lefebre and Wilson Van Dusen.
- May 1959 Institute on Research in Clinical Psychology, University of Kansas, "Brain Function and Personality," under Dr. Kurt Goldstein, Harry Harlow, et. al.
- 1955-59 Supervision in psychodiagnosis, psychotherapy, administration and community mental health, Dr. Neil Kimerer, M.D., Medical Director, Oklahoma City Mental Health Clinic and Menninger Foundation Association, Topeka.
- 1954-59 Five years personal psychoanalysis, Hugh M. Galbraith, M.D. training Psychoanalyst, Menninger Foundation, Topeka, Kansas.
- 1954-57 Supervision in psychodiagnosis, psychotherapy, and educational and vocational guidance, administration and organization of psychological and guidance services, Univ. of Oklahoma, by Dr. W. B. Lemmon, Director of Clinical Training, Univ. of Oklahoma, Norman.

Graduate and Undergraduate

- June 1956 Ph.D. Psychology and education, University of Denver.
- June 1949 M.S. equiv. and completion of all doctoral coursework, practica and internship in clinical psychology, Univ. of Oklahoma, Norman
- June 1946 B.A., Psychology and Political Science, Univ. of Oklahoma, Norman.
- 1939-41 Undergrad work Occidental College, Los Angeles State Univ., and Arizona State University., Flagstaff.

(Transcripts of complete doctoral coursework in counseling and clinical psychology at Univ. of Denver and clinical psychology at Univ. of Oklahoma available upon request.)

Memberships, etc.

Eastern Psychological Association
 Psi Chi and Phi Delta Kappa
 American Psychological Assn. (Since 1951)
 Bd. of Directors, PIAP (Proposed Div. of Psychotherapy, APA)
 Western Psychological Assn.
 Southwestern Psychological Assn.
 President, National Rehabilitation Assn., Hawaii Chapt.
 American Personnel and Guidance Assn. (ACPA, NVGA, ARCA)
 Bd. of Directors, Hawaii State Psychological Assn.
 Chairman, Certification Board, HSPA, Inc.
 American Academy of Psychotherapy
 Governor's Committee on Rehabilitation of the Mentally Ill, Hawaii
 Governor's Committee on Children and Youth, Maine
 President's Committee on Employment of the Handicapped

Personal Data: Age 41, Married; two children, Health, excellent.
Interest: Community affairs, teaching, writing and research.

RESEARCH, PUBLICATIONS, AND RELATED

- With Dr. Paul Torrance "Some uses of Q-technique in estimating student self-concept." Mimeographed.
- 1950-1952 Editor, Research Newsletter, Big Eight Conference of Counseling Centers and Psychological Clinics (8 colleges and universities).
- 1952 "Differentiation as a Central Concept in Psychotherapeutic Process" Proceedings - Kansas Academy of Science, Lawrence, Kansas.
- 1954 In Woolf & Woolf, Student Personnel, McGraw-Hill, New York, 1954.
- "Comparison of Counseling Center and Psychological Clinic Services and Organization."
- 1954 With Dr. Dan Feder et. al. "Research on Later Adolescence." Review of Educational Research, October, 1954. (My part - Review of research on counseling and psychotherapy.)
- 1955 Associate Editor, Szondi Newsletter, University of Oklahoma, Norman.
- 1956 Dissertation: "Interrelatedness of Some Psychological Variables and Student Experience Variables at the University of Oklahoma," University of Denver Library, Denver, Colorado.
- Sept. '58 With Neil B. Kimerer, M. D. and Rita L. Allis, MSW, "Relative Effectiveness of Differential Psychotherapy Approaches to Disturbed Children and Their Parents." Paper presented to Oklahoma Psychiatric Society. Submitted for publication to Journal of Orthopsychiatry.
- Sept. '58 "Some Problems in Vocational Rehabilitation of Children and Adults with Severe Emotional Disturbances, Mental Retardation, and Organic Conditions." Paper - In-Service Training Conference, Veterans' Administration Regional Office, Oklahoma City, Oklahoma.
- April '59 "Special Problems in Psychotherapy and Psychodiagnostics in Child Guidance Centers and Community Clinics." Paper and panel chairman. Annual conference Southwestern Psychological Assoc., Menninger Foundation, Topeka, Kansas.
- August '62 "The use of Psychoactive drugs in the facilitation of Psychotherapy." Private Research project sponsored by Sandoz Pharmaceutical Company, unpublished report.
- July '63 "Some Psychological Factors in Assessing Independent Living Potential." Part report of project grant US HEW, Dept. of Vocational Rehabilitation with Dr. Robert Spicer, et. al., U. S. Government Publication.
- Jan. '64 "Psychotherapy in Hawaii." American Academy of Psychotherapists Newsletter, Vol. 9, #1, January, 1964.
- Nov. '64 "Review of Selected Research on the Psychopharmacology of Children's Behavior Disorders." Service publication of Eastern Maine Guidance Center, Inc., Bangor, Maine. Dept. of Mental Health, Augusta, Maine.
- Nov. '64 Panel Chairman. "Some Current Professional Problems in Psychology and Psychotherapeutic Practice." Tri-State Psychological Association. Meeting Keene, New Hampshire - Bi-Annual.
- May '66 "Cerebral Dysfunction and Community Mental Health." Presented to Mid-State Medical Psychology Association Meeting, Altoona, Pennsylvania.
- Oct. '66 "Crisis Intervention in Community Mental Health." Presented to Mid-State Medical Psychology Association Meeting, Pennsylvania State University, University Park, Pennsylvania.
- Oct. '67 "Humanistic Psychology and Modern Values." Annual Meeting of West Virginia Philosophical Society.
- Feb. '68 Review of "Mental Health and Lower, Social Classes" Journal of Community Mental Health, Columbia University, New York.

Elizabeth B. Wolf, Ph.D., Western Reserve University

At Marshall University since 1960.

Professor of Psychology and Director of University Psychology Clinic.

Phi Beta Kappa

Fellow, American Psychological Association

Diplomate in Clinical Psychology, American Board of Examiners in Professional Psychology.

Currently:

Chairman: Advisory Board to the Cabell County Mental Health Clinic

Member: Comprehensive Mental Health Center Board

Consultant: Marshall University - OEO New Careers Program

Have served:

Chairman: American Psychological Association Committee on Legislation -- 1961-66.

Editor: Clinical Psychology Newsletter -- 1957-1962.

Field Selection Officer, Peace Corps -- 1963

Consultant: Action for Appalachian Youth, Kanawha Employment for Youth, Woman's Job Corps.

Listed in Who's Who of American Women and American Men of Science.

Before coming to Huntington was Training Chief for the VA Clinical Psychology training program in Cleveland.
Previous to that was Clinical Psychologist at Ohio State Juvenile Diagnostic Center, Columbus, Ohio.

VITA

RICHARD A. BALL

Biographic Data:

Date of Birth: February 28, 1936
 Place of Birth: Newburg, West Virginia
 Marital Status: Married--two children

Education

A.A. Potomac State College, 1956.
 B.S. (Education); West Virginia University, 1958
 A.M. (Sociology Major--Psychology Minor), West Virginia University, 1960.
 Ph.D. (Sociology: Specialization in Criminology, Methodology, and Social Organization), The Ohio State University, 1965.

Professional Background:

Field Interviewer, Southern Appalachian Household Survey, Survey Operations Unit, University of North Carolina, Summer, 1958.
 Research Assistant, Southern Appalachian Project, West Virginia University, 1958-59.
 Teacher, Keyser High School, Keyser, West Virginia, 1959-60.
 Psychologist (Research and Instruction), The Adjutant General's School, U.S. Army, 1960-61.
 Chief, Central Testing Branch (Administration, Research, and Instruction), The Adjutant General's School, U.S. Army, 1961-62.
 Educational Research Consultant, The Adjutant General's School, U.S. Army, 1962.
 Teaching Assistant, Department of Sociology and Anthropology, The Ohio State University, 1962-65.
 Assistant Professor of Sociology, Indiana State University, 1965-66.
 Assistant Professor of Sociology, West Virginia University, 1966-Present.

Professional Organizations:

Alpha Kappa Delta
 American Association of University Professors
 American Academy of Political and Social Science
 American Society of Criminology
 American Sociological Association
 National Council on Crime and Delinquency

Formal Professional Participation:

Discussant, Military Testing Association Conference, Indianapolis, Indiana, 1960.
 Discussant, Military Testing Association Conference, San Antonio, Texas, 1961.
 Paper, Indiana Corrections Association Meetings, Indianapolis, Indiana, 1966.
 Paper, Ohio Valley Sociological Society Meetings, Dayton, Ohio, 1966.

Publications: "An Empirical Exploration of the Neutralization Hypothesis."
Criminologica, IV. 2 (August, 1966)

Notations: Of particular relevance to the present position is the fact that I have worked as informal consultant to the Ohio Youth Commission and with the Correction's Commissioner of Indiana while at Indiana State University. I assisted in the development of a program for the M.A. in Criminology and Correction. I worked closely with the Education Department of the Federal Penitentiary at Terre Haute while teaching Introductory Sociology to an inmate class there. My background combines interest in problems of corrections and of general education.

APPENDIX F

Report on Project No. 279 by Mr. Charles V. Matthews

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29
30
31
32
33
34
35
36
37
38
39
40
41
42
43
44
45
46
47
48
49
50
51
52
53
54
55
56
57
58
59
60
61
62
63
64
65
66
67
68
69
70
71
72
73
74
75
76
77
78
79
80
81
82
83
84
85
86
87
88
89
90
91
92
93
94
95
96
97
98
99
100

Southern Illinois
University

EDWARDSVILLE, ILLINOIS 62025

Center for the Study of Crime, Delinquency, and Corrections

April 27, 1968

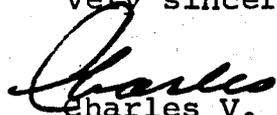
Mr. Frank Nuzum
West Virginia University
Correctional In-Service Training Project
College of Human Resources and Education
Morgantown, West Virginia

Dear Frank:

I am sorry that, through all of our contacts at the recent meeting at College Park, I failed to give you your copy of my report on our visit in Morgantown. I am enclosing that report and would encourage you to react to it. I am sure that I failed to cover all of the topics that we discussed, but I attempted to give my perception of the general state of organization on your West Virginia Project.

I hope that there may be additional ways in which we can continue our association for your benefit.

Very sincerely yours,


Charles V. Matthews
Director

Enclosure

REPORT ON CONSULTATION VISIT TO MR. FRANK NUZUM, DIRECTOR OF CORRECTIONAL IN-SERVICE TRAINING PROJECT, WEST VIRGINIA UNIVERSITY, MORGANTOWN, WEST VIRGINIA ON APRIL 2 and 3, 1968.

After reaching Morgantown, West Virginia, at approximately 5:30 p.m. on April 2, I had dinner with Mr. Nuzum and spent the evening with him discussing the structure of the Correctional Training Project and the major problems that he saw at that moment. I will not repeat the major components of the structure since these have been reported at length in Mr. Nuzum's Quarterly Progress Report dated March 30, 1968, as well as in the original proposal.

The problems which he seemed to be most concerned with centered around the following items:

- (1) The lack of Civil Service status and accompanying good pay and working conditions for the correctional staff in West Virginia.
- (2) The political situation in West Virginia which rendered the Office of Director of Corrections and all training programs somewhat tenuous.
- (3) The problem of bridging the transition between University resources and the real training needs of correctional workers who are mostly below the high school diploma level in educational attainment.
- (4) A critical review of the central training institutes that have been held in light of their utility to the correctional worker.

The topic of obtaining better working conditions for correctional workers as a prerequisite to successful training enterprises was discussed at some length. There has been a definite tendency for the advisory group

to the correctional training project to become an action group working toward the betterment of working conditions and, specifically, the attainment of Civil Service status for correctional employees prior to a sizable investment in training. We discussed several ways in which training might proceed if working conditions were not made better; but, in general, I could not help but agree that this probably was a prime and appropriate topic for the concern of the advisory committee. Inasmuch as they are a gubernatorial committee, their recommendations and actions in this area should carry some weight.

I was able to be of little help with regard to the political situation except to be a good listener and endeavor to empathize with the problems. However, I gathered the chances are much greater than even, that whoever is elected the next governor will be sympathetic to the problems of corrections and the beginning that has been made in correctional training in West Virginia. While the Commissioner of Institutions has not been a supporter of correctional training, it appears that his influence is waning relative to that of the correctional managers in the Department of Corrections. Hence, the developments in this area, while fraught with tension and possible difficulties, are generally encouraging.

We spent much of our time discussing ways in which it is possible to bridge the gap between the correctional worker in West Virginia and academicians at various universities and colleges participating on the Advisory Committee.

Also discussed was the necessity for Mr. Nuzum and the correctional managers to plan training programs to meet the needs of correctional workers and to give detailed directions and exercise considerable care in the selection of university personnel to bridge the gap. In particular,

it was recommended that more university personnel be involved in continuous consultation and development programs such as that which Dr. Oscar Mink of the University of West Virginia is carrying on at the Pruntytown boys' institution.

Other recommendations were that

(1) The Department of Corrections increasingly use personnel selected from within its own group for training and complement them with University personnel rather than giving university personnel major responsibility for in-service training.

(2) Courses be developed for extension offerings for correctional workers at the lowest possible cost and as near as possible to the site of their work for their educational development.

(3) Where necessary, G.E.D. courses leading to a high school equivalency examination be instituted for correctional staff.

(4) They proceed with the plan for the Advisory Committee to spend a night in a cell block at the State prison in order to better understand the functions of the professional staff and the conditions under which the prisoners live.

I was fairly critical of the Central Training Institute in that it involved a one-way exercise of lectures from authorities from academic institutions to a fairly passive audience. It was recommended that such Central Training Institutes be carried on annually or semi-annually, but mainly for inspirational purposes and it was also recommended that some correctional workers closer to the field of practice be involved as presenters in the Central Training Institutes. It was recommended that the major effort in training be put upon continuing training on the prison site -- or at least close to it -- in which the managers of the institutions

play a significant role in the planning.

On April 3 the day was spent as follows:

8:30-11:00 - Reviewed with Mr. Frank Nuzum, his activities and the specific structure and activities of the Correctional Advisory Committee.

11:00-2:00 - Met with Dean Ikenberry of the College of Human Resources and Education, West Virginia University; Dr. Oscar Mink of the College of Human Resources and Education; and Dr. Ed Stormer of the same division.

2:00-5:00 - Met with Mr. Frank Nuzum and Dr. Richard Ball, Sociologist and member of the Correctional Services Advisory Commission.

During the morning and afternoon sessions we, in general, discussed the same problems that we had reviewed on the preceding night; and most of the direction of my consultation was indicated by these prior remarks. During the noon session, I attempted to aid Mr. Nuzum in developing the interest of Dean Ikenberry, Dr. Mink, and Dr. Stormer in the Correctional In-Service Training Project. In general I found them almost unbelievably receptive and innovative in their ideas and concepts. The University of West Virginia, as well as the Department of Corrections, is indeed fortunate to have such a forward thinking department and professors available.

In conclusion, I thought the visit was very encouraging with regard to the progress being made in West Virginia. Both the University and the Department of Corrections seem headed for much better things. Although the current level of development and sophistication of training of the West Virginia Department of Corrections is severely retarded due to past history, I think well-planned action is being initiated. This

should result in considerable improvement over the next year or two, although changes in West Virginia will not come all of a sudden and will certainly be fraught with some difficulties along the way.

cvm/m
4/16/68

APPENDIX G

Minutes of First College Advisory Committee Meeting

Minutes for the first College Advisory Committee meeting:

The meeting was brought to order by Mr. Frank J. Nuzum, Project Director, at seven o'clock on the evening of March 28, 1968, in Banquet Room B in the Holiday Inn at Morgantown, West Virginia, with the following members and others present:

Project Director:

Frank J. Nuzum

College Advisory Committee:

Dr. Carl L. Schweinfurth, Bethany College, Chairman

Mr. Norman Pollock, Fairmont State College

Dr. Elizabeth B. Wolf, Marshall University

Mr. Lessie Dorsett, Bluefield State College

Mr. James K. Burke, Potomac State College

Dr. Gary E. Larson, Bethany College

Dr. Robert S. Wilson, Davis and Elkins College

Dr. Richard A. Ball, West Virginia University

Resource Personnel:

Dr. Oscar G. Mink, Director, Division of Clinical Studies, College of Human Resources and Education, West Virginia University.

Mr. C. Robert Sarver, Director of Correction.

Judge William J. Thompson, Executive Director, Governor's Committee on Crime, Delinquency and Correction.

Graduate Assistants:

Jack Dorminey

Jane Hamrick

Secretary:

Mary G. Connell

Other interested persons were invited and did attend the meeting.

After a brief introductory statement, the film "The Odds Against" was shown. The film was a worthwhile and effective medium for setting a productive climate. Following the film Mr. C. Robert Sarver, Director of Correction, introduced the Committee to some functional problems concerning correctional institutions. Judge William J. Thompson, Executive Director, Governor's Committee on Crime, Delinquency and Correction, presented the interrelationships of the Governor's Committee and the Division of Correction. Dr. Oscar G. Mink, Director, Division of Clinical Studies, College of Human Resources and Education, West Virginia University, explained the functions and goals of "Project 279". After a short coffee break, the Committee in addition to other interested individuals formed a group which began the task of setting up the guidelines for the project. Meeting adjourned for the night at ten o'clock.

At eight-thirty on the morning of March 29, 1968, the Committee met at the Mountainlair, West Virginia University student union, for breakfast. At nine o'clock the group moved to the Laurel Room for discussion and planning. A review of LEAA Grant No. 279 and a recap of progress to date was presented by Mr. Nuzum. The first problem brought before the Committee was that of Civil Service being incorporated into the Division of Correction, so that superiors might have better control over their subordinates, as well as increasing the professionalism and the salaries of line personnel. A telegram was sent to Governor Smith regarding the Committee's desire to have the Division of Correction placed under Civil Service. They (the Committee) also felt that there was a need for research as well as for education and training within the system. A data bank, for both staff and resident personnel, was thought to be a future necessity and should be initiated in conjunction with the project as soon as possible. A project study and cost estimate was thought to be appropriate. During the luncheon hour, which was held in the Laurel Room, Dr. Thomas L.

Blaskovics explained the mechanics of a data bank and expressed the plausibility of such a project as it related to our needs. Dr. Schweinfurth, Professor of Bethany College, was elected Chairman of the Committee. He was instructed by the Committee to write a letter to the Governor with a request to visit all the correctional institutions within the State. Tentative plans were discussed for the second Committee meeting to be held at the West Virginia Penitentiary in Moundsville, West Virginia. Only through first hand experience of the conditions existing within a correctional institution did the Committee feel that it could suggest effective and productive guidelines within the framework in which the Project should be directed. At five o'clock, after a thorough recap of discussion and planning sessions, the meeting was adjourned.

APPENDIX H

Minutes of Second College Advisory Committee Meeting

Minutes for the second College Advisory Committee meeting:

The meeting was called to order by Mr. Frank J. Nuzum, Project Director, at seven-thirty o'clock on the evening of May 2, 1968, in the Polynesian Room, Reilley's Motel, Glendale, West Virginia, with the following members and others present:

Project Director:

Frank J. Nuzum

College Advisory Committee:

Dr. Carl L. Schweinfurth, Bethany College

Mr. Norman Pollock, Fairmont State College

Dr. Elizabeth B. Wolf, Marshall University

Mr. Lessie Dorsett, Bluefield State College

Dr. Gary E. Larson, Bethany College

Dr. Robert S. Wilson, Davis and Elkins College

Dr. Richard A. Ball, West Virginia University

Resource Personnel:

Mr. C. Robert Sarver, Director of Correction

Mr. William K. Valko, Program Coordinator, Division of Correction

Mr. A. L. Rice, Institutional Counselor, West Virginia Penitentiary

Mr. Nuzum opened the meeting with a recap of project activities and progress to date. He also related to the Committee details of the National Conference on Correctional Training which he attended at the University of Maryland April 21 through 24. Mr. Nuzum also related to the Committee discussions with Professor C. V. Matthews, Director, Center for the Study of Crime, Delinquency and Corrections, Southern Illinois University, who visited this project April 2 and 3.

Discussion with the group began with ideas for the Pilot Training Institute to be held on the campus of West Virginia University June 17 through 21. It was felt that the personnel who would conduct this institute would be, in a large part, representatives from the colleges and universities who were represented on the Governor's College Advisory Committee as well as by certain agency personnel. The majority of the educational institutions indicated that this would cause no particular problem and that they would be very willing to help with the institute. It was pointed out that an attempt will be made to integrate both the theoretical and practical approach in the program presentation. Dr. Larson, Bethany College, indicated that his institution would be happy to have the institute conducted at Bethany. He hoped that there would be no objection wherever the institute might be held of students being permitted to attend.

It was also felt by the group that there should be follow-up as soon as possible with the colleges who are not participating at this time as well as other state agencies and to inform them fully as to this project and it's relationship to state needs.

Mr. Sarver brought to the Committee's attention that West Virginia has been granted a \$25,000.00 implementation grant to the Governor's Committee on Crime, Delinquency and Corrections and suggested that we might contact Judge William J. Thompson, Executive Director of this Committee, with regard to possibly coordinating certain types of programs. Meeting adjourned for the night at approximately ten o'clock.

Friday morning May 3, 1968, the meeting convened at eight-thirty with a presentation of the proposed Pilot Training Institute. Discussions centered around programing particularly with respect to curriculum development. With respect to content and methodology it was felt that the people who were called

upon to cooperate in presenting different areas to be considered should be carefully screened. These people should approach the subject from a realistic viewpoint. Initially a theoretical base would be developed and the practical application of theories and concepts would then follow. It was also pointed out at this time that inasmuch as many people who would be in attendance at the institute would not heretofore have availed themselves of the opportunity of visiting a correctional institution they might well be given this opportunity about midweek. Since the proximity to the West Virginia Industrial School for Boys would be the most feasible institution to tour it was felt that this might be the logical facility to visit.

Upon returning to campus, after visiting the institution, the group would then participate in workshop sessions for the remainder of the week. Mr. William K. Valko, Program Coordinator for the Division of Correction has agreed to head this section of the program.

On Friday afternoon the Governor's College Advisory Committee toured West Virginia Penitentiary. For most this was the first opportunity that many had been afforded to tour West Virginia's maximum security institution. At the conclusion of the tour the Committee met in the visiting room of the Penitentiary and was entertained by two groups of residents, namely the Gospel Singers and the Mountaineer Ramblers. These two groups represented a display of musical talent that was highly complimentary to an adult maximum security institution.

Upon the conclusion of this portion of the meeting and after a relatively brief discussion of the reactions to the maximum security institution the meeting was adjourned at five-fifteen o'clock.

APPENDIX I

- a. Pilot Training Institute Program
- b. Roster of Institute Participants
- c. Results of Measures of Attitude and Achievements
- d. Evaluation Reports by Participants
- e. Certificate of Award

CORRECTIONAL PERSONNEL
TRAINING INSTITUTE

Summit Hall
211 Grant Avenue
Morgantown, West Virginia

June 17-21, 1968

The Correctional Personnel Training Institute is made possible under Law Enforcement Assistance Act Grant No. 279, OLEA, U. S. Department of Justice; the Division of Clinical Studies, College of Human Resources and Education, West Virginia University; and the West Virginia Division of Correction.

P R O G R A M

Monday, June 17, 1968

2:00 pm Registration

5:30 pm Dinner

6:30 pm Opening Session

Greetings: Dr. Stanley O. Ikenberry, Dean
College of Human Resources and Education
West Virginia University

Dr. Oscar G. Mink, Director
Division of Clinical Studies
College of Human Resources and Education
West Virginia University

Institute Briefing: Mr. Frank J. Nuzum
Project Director

7:30 pm "The History of Prisons" - Mr. William K. Valko

8:30 pm Film: "The Odds Against"

9:15 pm Adjourn

* * * * *

Tuesday, June 18, 1968

7:00 -

8:00 am Breakfast

8:30 am Resident's Views - Mr. Willie Thomas

9:00 am Questions and Discussion

10:00 am Coffee Break

10:30 am A Background--"Psycho-social-cultural-economic-educational factors"
Dr. Richard A. Ball

Tuesday, June 18, 1968 (Cont'd)

11:15 am Questions and Discussion
11:30 am Lunch
1:00 pm "Counseling and Psychotherapy with the Offender" - Dr. Robert S. Wilson
3:00 pm Coffee Break
3:15 pm Questions and Discussion
4:00 pm "The Offender and the Law" - Prof. Willard D. Lorenson
4:45 pm Questions and Discussion
5:30 pm Dinner
7:00 pm "Where Did They Come From and Where Did They Go?" - Mr. William K. Valko
7:45 pm Questions and Discussion
8:30 pm Adjourn

* * * * *

Wednesday, June 19, 1968

9:00 am "Appalashian Culture and Delinquent Sub-Culture" - Dr. Richard A. Ball
9:30 am Questions and Discussion
10:15 am Coffee Break
10:30 am "Interpersonal Relationships" - Mr. C. Robert Sarver
11:15 am Questions and Discussion
12:00 n Lunch
1:00 pm Depart for tour of West Virginia Industrial School for Boys (WVISB)
1:45 pm Orientation to WVISB Programs - Mr. James W. Facemire, Superintendent
5:00 pm Dinner at West Virginia Industrial School for Boys
6:00 pm Observe Reality Therapy Group, West Virginia Industrial School for Boys
7:00 pm Group Discussion
8:00 pm Return to Morgantown

* * * * *

Thursday, June 20, 1968

8:30 am "Psychology and Sociology--and the Public Offender"

SPEAKERS: Dr. Elizabeth B. Wolf
Mr. Norman Pollock

PANEL DISCUSSION WITH AUDIENCE PARTICIPATION

Panel Members: Mrs. June Banks
Mrs. Eloise Crim
Mr. John A. Meacham
Mr. C. Robert Sarver

10:00 am Coffee Break

10:15 am PANEL DISCUSSION Continued

11:30 am Lunch

1:00 pm Case Studies Workshop - Mr. William K. Valko

3:30 pm Coffee Break

3:45 pm The Federal Youth Center - Mr. Roy Gerard

PANEL DISCUSSION WITH AUDIENCE PARTICIPATION

Panel Members: Federal Youth Center Staff
Mr. Roy Gerard, Director
Mr. Al Ulibarri, Supervisor Case Management
Dr. Gil Ingram, Chief Psychologist
Dr. Lowell B. Parsons, Staff Pshchologist
Chaplain Robert R. Summer

5:30 pm Dinner

No evening session today. Please have critique prepared to hand in tomorrow morning.

* * * * *

Friday, June 21, 1968

9:00 am Discussion of Projected Plans for Training Group

10:30 am Coffee Break

10:45 am Wrap-up

11:30 am Lunch

12:15 pm Presentation of Certificates - Dr. Oscar G. Mink

1:00 pm Adjourn

Mr. C. Robert Sarver
504 38th Street, S. E.
Charleston, West Virginia 25305

DIVISION OF CORRECTION

Mr. William K. Valko, Program Coordinator
4115 8th Avenue
Vienna, West Virginia 26101

Mr. Willie Thomas
Room 714, 1800 Washington Street, S. E.
Charleston, West Virginia 25305

WEST VIRGINIA PENITENTIARY
818 Jefferson Avenue
Moundsville, West Virginia 26041

Lt. Manuel M. Artimes
1114 Jefferson Avenue
Moundsville, West Virginia 26041

Asst. Deputy Warden William O. Wallace
RD. 2
Moundsville, West Virginia

WEST VIRGINIA MEDIUM SECURITY PRISON
Huttonsville, West Virginia 26273

Mr. Herman G. Cox, Correctional Officer
Box 244
Mabie, West Virginia

PROBATION AND PAROLE OFFICERS

Mr. David W. Jordan, Juvenile Parole Officer
408 Kanawha Blvd., East
Charleston, West Virginia

Mr. Paul D. Kyer, Probation and Parole Officer
Box 181
Lewisburg, West Virginia

WEST VIRGINIA DEPARTMENT OF EMPLOYMENT SECURITY

Mr. Herman D. Gallin, State Supervisor
Special Applicant Service
112 California Avenue
Charleston, West Virginia 25305

WEST VIRGINIA DEPARTMENT OF MENTAL HEALTH

Dr. Manuel J. Aviles
Weston State Hospital (2)
Weston, West Virginia 26452

WEST VIRGINIA DEPARTMENT OF PUBLIC SAFETY

Lt. J. R. Buckalew, Director of Training
State Police Academy
Institute, West Virginia

DIVISION OF VOCATIONAL REHABILITATION

Mrs. June Banks, Assistant Chief
Staff Training
West Virginia Rehabilitation Center
Institute, West Virginia

WEST VIRGINIA DEPARTMENT OF WELFARE

Division of Child Welfare
State Office Building
Charleston, West Virginia 25305

Mr. Frank G. Shumaker, M. S. W.
Social Worker IV
P. O. Box 508
Princeton, West Virginia 24740

PROBATION DEPARTMENT INTERMEDIATE COURT

Kanawha County Court House
Charleston, West Virginia 25301

Mrs. Eloise Crim, Probation Officer
1623 A Quarrier Street
Charleston, West Virginia

WEST VIRGINIA BOARD OF PROBATION AND PAROLE

Mr. J. Kenneth Shaver
Box 5087, Capitol Station
Charleston, West Virginia 25311

Mr. John A. Wilson
P. O. Box #1
Point Pleasant, West Virginia 25550

FEDERAL YOUTH CENTER

P. O. Box 870
Morgantown, West Virginia 26505

Mr. Roy E. Gerard, Director

Dr. Gil Ingram, Chief Psychologist

Dr. Lowell B. Parsons, Staff Psychologist

Mr. Robert R. Summer, Protestant Chaplain

Mr. Al Ulibarri, Supervisor of Case Management

WEST VIRGINIA UNIVERSITY

Dr. Richard A. Ball
Department of Sociology
Old Forestry Building
West Virginia University
Morgantown, West Virginia 26506

Dr. Stanley O. Ikenberry, Dean
College of Human Resources and Education
West Virginia University
Morgantown, West Virginia 26506

Mr. Willard D. Lorensen
2 Law Building
West Virginia University
Morgantown, West Virginia 26506

Mr. John A. Meacham, Research Assistant
Regional Vocational Rehabilitation Research
and Training Center
Division of Clinical Studies
College of Human Resources and Education
West Virginia University
Morgantown, West Virginia 26506

Dr. Oscar G. Mink, Director
Division of Clinical Studies
College of Human Resources and Education
37 Old Mountainlair
West Virginia University
Morgantown, West Virginia 26506

Mr. Frank J. Nuzum, Project Director
Division of Clinical Studies
College of Human Resources and Education
933 Dudley Avenue
West Virginia University
Morgantown, West Virginia 26506

DAVIS AND ELKINS COLLEGE

Dr. Robert S. Wilson
Davis and Elkins College
Elkins, West Virginia 26241

FAIRMONT STATE COLLEGE

Mr. Norman Pollock
Fairmont State College
Fairmont, West Virginia 26554

TWENTY QUESTIONS

(Circle the Correct or Best Answer)

- T F 1. Most of the men in the West Virginia Penitentiary are in the age group of twenty to twenty-two years.
- T F 2. Most of the Negroes committed to West Virginia Penitentiary come from the metropolitan areas of the State.
- T F 3. Learning to obey strict rules within an institution is a good experience because it teaches criminals self discipline and greater respect for laws.
- T F 4. It may be best to use socially unacceptable people to teach socially acceptable behavior.
- T F 5. The "telephone pole" prison is a "skyscraper" structure.
- T F 6. If we search long enough we can eventually find the cause of every given criminal act.
- T F 7. Appalachian delinquency can be understood largely in terms of delinquent subculture theory.
- T F 8. The pre-social criminal type adapts poorly to prison life.
- T F 9. The pre-social criminal type will profit from psychoanalytic therapy.
- T F 10. The legal tradition of sentencing has long viewed a convicted prisoner as having a legal right to suffer no greater punishment than that proper to his circumstances and offense.
- T F 11. The current trend of the law is to reduce the requirements for compliance with technical procedural rules in sentencing offenders to permit greater use of sociological and psychological expert personnel.
- T F 12. The jury is not necessary to insure due process standards for determinations such as sentencing, revocation of parole and the like.
- T F 13. The most appropriate therapy for the anti-social offender is probably reality therapy rather than eclecticism.
14. Appellate review of a trial judge's sentence is generally available today when (a) the sentence is too harsh; (b) the sentence is too light; (c) the sentence imposed is beyond that strictly authorized by law; (d) none of these; (e) all of these.
15. A prisoner has a right to challenge at least once in some court other than the court that sentenced him (a) the constitutional validity of his conviction; (b) the conditions of his confinement; (c) his right to parole; (d) none of these; (e) all of these.

Twenty Questions (Cont'd)

-- The Following are Questions of Opinion Rather Than Fact --

Circle "SA" if you Strongly Agree with the statement, "A" if Agree, "U" if Undecided, "D" if Disagree, and "SD" if Strongly Disagree.

- SA A U D SD 16. The law should provide more punishment for criminals.
- SA A U D SD 17. Prisons should try experimental treatment programs even at the risk of escapes.
- SA A U D SD 18. If a man commits a crime, it's his own fault.
- SA A U D SD 19. Most convicted criminals are beyond help.
- SA A U D SD 20. Society owes nothing to the convicted criminal.

RESULTS OF MEASURES OF ATTITUDE

I. Pre-test:

A. Measurement of Achievement: Mean Score - 6.7 (N = 17)

B. Measurement of Attitude:

Question Number:	SA	A	U	D	SD	
16.	0	0	4	8	5	
17.	8	7	0	1	1	
18.	0	3	0	10	4	
19.	0	0	1	5	11	
20.	0	0	0	7	10	
	<u>8</u>	<u>10</u>	<u>5</u>	<u>31</u>	<u>41</u>	Total

II. Post-test:*

A. Measurement of Achievement: Mean Score - 7.4 (N = 14)

B. Measurement of Attitude:**

Question Number	SA	A	U	D	SD	
16.	0	1	1	7	4	
17.	7	5	0	1	0	
18.	0	5	0	4	4	
19.	0	0	0	7	6	
20.	0	0	0	6	7	
	<u>7</u>	<u>11</u>	<u>1</u>	<u>25</u>	<u>21</u>	Total

III. Post-test: (60 days after institute)

A. Measurement of Achievement: Mean Score - 6.1 (N = 14)

B. Measurement of Attitude:

Question Number:	SA	A	U	D	SD	
16.	2	2	0	2	8	
17.	6	8	0	0	0	
18.	0	6	0	6	2	
19.	0	0	0	4	10	
20.	0	0	0	4	10	
	<u>8</u>	<u>16</u>	<u>0</u>	<u>16</u>	<u>30</u>	Total

*Three individuals became ill prior to the administration of the post-test.

**One individual failed to complete this section.

* * *

Although the Mean Score of the Achievement section of the test reflects a minus .6 difference between the pre-test and post-test we may theorize that with a fairly sophisticated group, who may have developed preconceived ideas with respect to the theory of corrections, the participating individuals were much more reluctant to modify their thinking than a less sophisticated group would be.

The probability also exists that in the area of attitude, some of the same kinds of factors were operating.

The possibility exists that initially, upon coming together for the institute, the participants anticipated "what we were after" or "wanted to hear," and they responded accordingly.

(over)

RESULTS OF MEASURES OF ACHIEVEMENT

Question Number:	<u>Pre-test</u>		<u>Post-test</u>		<u>Second Post-test</u>		Correct Answer:
	<u>True</u>	<u>False</u>	<u>True</u>	<u>False</u>	<u>True</u>	<u>False</u>	
1.	6	11	7	7	4	10	true
2.	11	6	13	1	6	8	false
3.	8	9	6	8	4	10	false
4.	4	13	2	12	4	10	true
5.	3	14	0	14	0	14	false
6.	7	10	8	6	10	4	false
7.	8	9	8	6	8	6	false
8.	5	12	7	7	4	10	false
9.	9	8	5	9	6	8	false
10.	10	7	7	7	12	2	false
11.	15	2	8	6	14	0	false
12.	11	6	10	4	12	2	true
13.	16	1	13	1	14	0	false
14.	a - 1 b - 0 c - 7 d - 3 e - 5	a - 1 b - 0 c - 7 d - 5 e - 1	a - 6 b - 0 c - 2 d - 5 e - 2				c
15.	a - 8 b - 0 c - 0 d - 1 e - 7	a - 8 b - 0 c - 1 d - 2 e - 3	a - 6 b - 0 c - 2 d - 4 e - 8				a

At the conclusion of the institute they were probably even more convinced as to the "right response." However, upon removal from the situation and return to their individual day-to-day responsibilities, operating more in isolation and independent from the group for a sixty day period, they reverted more closely to their preconceived attitudes and presituational body of knowledge regarding the public offender.

It is our hypothesis that in dealing with a less sophisticated group, preconceived ideas can be changed with greater facility and with a much greater degree of lasting results.

It is believed that with trainees a major factor is the acceptance and respect for professional educators and trainers representing institutions of higher learning.

West Virginia University
College of Human Resources and Education
Division of Clinical Studies

This is to certify that

JOHN P. [unclear]

has attended a one week institute for
Correctional Training Personnel
 under a Law Enforcement Assistance Act Grant,
 United States Department of Justice

JUNE 21, 1968

Morgantown, West Virginia

Stanley O. Kenberry
 STANLEY O. KENBERRY, DEAN
 COLLEGE OF HUMAN RESOURCES
 AND EDUCATION

Oscar G. Mink
 OSCAR G. MINK, DIRECTOR
 DIVISION OF CLINICAL STUDIES

Frank J. Muzum
 FRANK J. MUZUM, DIRECTOR
 LEAA TRAINING INSTITUTE

APPENDIX J

Location of Extension Courses Under the Auspices of
West Virginia University
Extension Education Curriculum

EXTENSION EDUCATION CURRICULUM
SIX INSTITUTES OF TWO HOURS EACH WEEK FOR TEN WEEKS
(Total - Twenty hours, each institute).

These institutes are to be conducted at six separate locations throughout the State. Correctional personnel stationed in areas remote from central locations will be enabled to participate. These six institutes will be identical with respect to content.

The tentative curriculum will be as follows:

I. HISTORY OF CORRECTIONS

1. The Rise of the Prison - Discussion of prison systems from early eighteenth century to the present, and what we are doing now.
2. Nature and Theories of Punishment - Discussion of the rationale for punishment. Also discussion of exemptions, pardons, and commutations. The decline of corporal and capital punishment.
3. The Reformatory Movement - The rise of the modern corrections system.
4. Administrative Structures - Organizational structures of the various states and discussion of relative merits of each.

II. THE INMATE SOCIAL SYSTEM

1. The Offender - Who he is. A discussion of the legal psychological, social and cultural implications with respect to classification.
2. Facts of Prison Life - A discussion of the real world inside prison walls, with attention to the physical and psychological effects upon the residents.
3. Characteristics of the Inmate Social System - The elements of a social institution and the system of norms, roles, and functions. To show that a special type of community exists within the prison; the difference between the prison community and the civilian community; the effects upon correction officers; and the "code" that is developed.

III. THE REHABILITATION PROCESS

1. Personality Development and Adjustment - An overview and history of focus in the United States. Personality development in terms of psychological considerations as they pertain to the offender. Popular as well as professional conceptions of criminality will also be considered.
2. Psychosocial Aspects and Corrections - Dimensions of communication and interaction and the emotional problems of groups and organizations will be viewed. The social deviant and society will also be discussed.

3. The Creative Process - Characteristics of the creative personality factors that affect creativity, as well as special aids to creativity will receive consideration. Methods of dealing with real world problem solving will also receive attention.

4. Admission and Orientation - The importance of the admission and orientation procedure will be stressed as the initial step to rehabilitation. Initial checks i.e. medical, dental, etc., are extremely important. These procedures affect a resident's attitude during the entire period of incarceration.

5. Preparation for Release and Post Release - The importance of proper preparation for and actual release. The role of the parole officer in post release programs and contact with the parolee. Agencies for referral will be discussed.

IV. THE CUSTODIAL OFFICER/PAROLE OFFICER

1. Objectives of In-service Training - Each student should understand the principles and reasons for in-service training. Definition of training and the establishment of realistic goals to be attained will be discussed.

2. General Responsibilities of a Correctional Officer/Parole Officer. (Session to be split for CO and PO). - A discussion of the general requirements and responsibilities of the job prior to the specifics. Aspects of physical and mental fitness and appearance will be discussed.

3. The Wheel of Correction - The correctional process from apprehension to discharge or parole violation.

4. Emergencies - Escapes, fires, disturbances, and natural disasters will be covered. The need for operational plans will be stressed. First aid in emergencies will also be included.

5. Counts, Shakedown, Searches, Transportation and Restraint, and Contraband Control - The methods and importance of these procedures will be dealt with.

6. Supervision - Methods and importance of proper supervision from both a correctional and parole officer's standpoint will be discussed.

7. Public Relations - All employees should be public relations experts. A discussion of the importance of and need for a good program. Also, a discussion of the tools available to help accomplish the job.

V. REPORTS AND COMMUNICATIONS

1. Communications and Administrative Structure - A discussion of the importance and necessity for vertical and lateral communications at all levels, both with fellow workers and residents. Also attention will be given to communications skills and the composition of communications.

2. Report Writing - Examples of format, information to be conveyed, and importance of good report writing will be stressed.

VI. INSTITUTIONAL PROGRAMS

1. Physical Fitness - The importance of physical fitness to ones personal well being and to his job will be discussed. The importance of the physical

fitness of the resident population will also be stressed.

2. Vocational Training - A review of types, methods, and training programs feasible and available. Collaborating agencies will be pointed up.

3. Academic Training - Importance of education. Basic and new approaches that are available. Importance to staff and methods of obtaining same will also be discussed.

4. The Use of Volunteers - To relate the importance of the use of volunteers and to indicate their basic function within the institution.

5. Entertainment and Recreation - The importance of these programs and the various types will be discussed.

6. Institutional Work Programs - The necessity for these programs will be discussed.

References for the above outline are primarily:

Barnes, Harry Elmer and Teeters, Negley K., "New Horizons in Criminology,"
Third edition. (Englewood Cliffs, N. J., Prentis Hall, 1959.)

Manual of Correctional Standards. The American Correctional Association.
1966. Washington, D. C.

Correctional Officers Training Guide, The American Correctional Association.
1962. New York

Tools for Trainers, Center for the Study of Crime, Delinquency and Corrections,
Southern Illinois University. 1967. Carbondale, Ill.

Other references were used also and will be so designated at the time that all curriculums and programs are finalized. The above mentioned are the primary references.

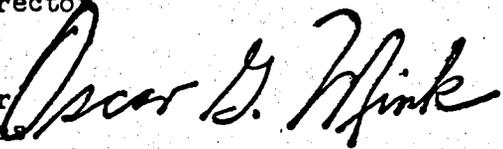
APPENDIX K

Memorandum of Intent from Director, Division of Clinical Studies

DIVISION OF CLINICAL STUDIES

933 Dudley Avenue
June 17, 1968

M E M O R A N D U M

TO: Frank J. Nuzum, Project Director
LEAA Project No. 279FROM: Dr. Oscar G. Mink, Director
Division of Clinical Studies

SUBJECT: Research and Training Center in Corrections.

Please be advised that the legislative request of the Division of Clinical Studies, College of Human Resources and Education, West Virginia University, includes a request for the funding of a Research and Training Center in Corrections to be located at West Virginia University.

This request will be submitted to the January 1969 session of the West Virginia legislature. If approved the funds would be made available, beginning July 1, 1970.