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CHANGING TIMES AND OUR INSTITUTIONS:

or

Participants, not Recipients

by

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DEMANDING FORCES

Corrections has not yet reached the position of the electronics field where an engineer must be completely retrained every five years and the slogan is, "If it works it's obsolete." One of the reasons is corrections' reluctance to determine what works. However, the forces demanding social agency change in general and correctional change in particular are tremendous.

Automation is rapidly reducing the job opportunities in the material production, soil tilling, and non-professional service areas. At the same time our population is exploding. At a recent conference a spokesman for the Department of Labor told the group that any of us who had children we expected to get into college during the 1970's had better buy a college now while they're cheap. By 1975 we can expect to have two hundred and thirty-eight million people in this country, half of whom, get this, half of whom will be twenty-five years of age and younger. If we think

¹Presented at the Twelfth Annual Institute on Crime and Delinquency 14 June, 1965.

²Secretary, Institute for the Study of Crime and Delinquency.

EMERGING TRENDS

There are some emerging trends in Corrections that can help us meet these demands for change. Our position as low man on the budget and professional totem-pole may be about to pay off. Although it is fair to say that Corrections' main function for society has been screening offenders out rather than in, Corrections also has been developing new kinds of jobs for the non-professional. This has been largely through budget necessity. As Corrections has tried to innovate, it has been faced with little in the way of professional staff, and little in the way of budget excess to use in experimentation. It has turned to its lay correctional officers and to its inmates for developments in education, in institution maintenance, in group counseling, in therapeutic community-type programs, and even in research. It has given considerable support to the self-help movements -- probably not so much out of any sophisticated belief in the ability of problem people to aid in coping with their problems, but rather out of the necessity for developing programs with minimal budget. For instance, the Alcoholics Anonymous programs have been ways to fill time without having to fight for new budgets.

The Non-professional

It now appears possible that Corrections' effort to work with the non-professional has helped pave the way for a necessary expansion

of activities within the professional fields and a method of screening-in the use of non-professionals. Screening-in can come about through redefining those parts of professional roles which do not require a professional's formal training. Screening-in can also come about by creating new roles. It is very possible that the non-professional, irrespective of his amount of formal training can perform tasks which a professional is not as well equipped to meet. The Alcoholics Anonymous movement may bring resources into alcoholic treatment which the physician is not able to bring. Homemakers may be able to provide a kind of service in the community which a trained social worker is not able to provide -- either through skills or the necessary attitudes and background. In the field of Corrections itself, it is quite well documented that the main influence on our institutionalized offenders are the other offenders. Cressey (2) has stated that "the way to build an effective correction system is not to try to take away the power of the inmates, but rather to figure out ways to use inmate power for correctional purposes."

In July, 1963, the National Institute of Mental Health sponsored a symposium (5) on The Use of the Products of a Social Problem in Coping with the Problem (Crime and Delinquency). This symposium brought over forty people together, from throughout the country, who were participants in programs in which delinquent-prone youth or known offenders were participating in programs designed to do

something about crime and delinquency problems. Twelve of the participants were confined or ex-confined men, and one, it is probably safe to say, was a pre-confined man. A seventeen year old Puerto Rican, West Side New York gang leader, he represented a program in which delinquents are paid to prevent delinquency (SCORE).⁽²⁵⁾

It is both very probable that this man was contributing to the reduction of delinquent behavior in his neighborhood and also that he is apt to be confined in one of our larger institutions before his career is ended.

Not only were the formal presentations by this offender group considered extremely valuable, but the professionals at the conference were impressed with the catalytic effect these men had on all participants. They took part in the discussions at meal time, cocktail hour, coffee breaks. As was often remarked, it was hard to tell a professional from a non-professional without a program. Many times professionals were caught up as they made statements which obviously needed re-thinking when this was called to their attention by one of the offender group. It was the near unanimous opinion of all participants that tremendous in-service training and staff-development power was available among offenders as participants in training sessions and symposia. This role of catalyst has been explored further by the recent participation of delinquent youth in a Judge's training meeting.

California now has institution-developed ex-inmates participating in seven professional type programs throughout the country. Indiana has an institution-developed ex-inmate in charge of its Data Processing Training Program. Oregon has an institution-developed ex-inmate on the staff of its training program for Nurses' Aides. Other examples of this "new look" in correctional industries and vocational training are emerging. They will be reviewed in an article by Murray Bloom soon to appear in the Reader's Digest.

Work-release and Community Bases

As we look for ways to implement the change of Corrections from predominantly a screening-out to a screening-in activity, we are impressed with the need to re-examine and breakthrough the tremendous administrative barriers which have arisen around the separation of institution from community programs. The Federal system, which has the most fantastic set of administrative barriers to integrating its institution and community programs, has made the ingenious step of developing community-based institutions in its Halfway Houses for older youth offenders. These institutions are located right in the community where the offenders are able to establish themselves and look for jobs. California Corrections is developing Community Centers. The work-release program, which is not new but fortunately seems to be getting increased attention as the result of current trends toward

community oriented programming, offers the greatest flexibility for screening people into society. Small community-based institutions, with work-release, allow us to work with the offender through screening-in strategies by using the obvious, but so frequently forgotten, fact that no man is good all the time and no man is bad all the time. We need the flexibility to work with and encourage "goodness," without having to operate on the false assumption that a man is either all good or bad.

"Goodness" and "badness" are in situations, not just in people. We must be able to control and predict situations rather than continuing only to classify and screen-out "bad" persons.

Development through Participation

Another well established trend in Corrections which can be of help in our efforts to meet the demands of change is our living group, therapeutic community, and guided group interaction thrust. We are moving more and more towards total group involvement in efforts to cope with the demands of organization change, staff development, and client treatment.

The Group Dynamics Center at the University of Michigan and the National Training Laboratory at Bethel, Maine (17) have been fostering the use of change agents and of group self-study in meeting such demands. Staff development has been approached through sensitivity training. Participants learn about group

dynamics by analyzing the interactions of their own groups. Organization change has been approached in the same way. A change agent is often used to aid a group in its efforts to study itself through the stages of stating problems, defining goals, formulating action, and analyzing feedback on the outcome of actions taken.

These self-study approaches to organization change and staff development parallel group self-study approaches to client treatment. The Highfields guided group inter-action (28), the therapeutic community of Maxwell Jones (15) and the culture value change efforts of Empey (4) all use a self-analysis of shared group experiences. Group self-study emphasizes learning through doing and experiencing. At the same time it emphasizes the importance of being aware of what one is doing.

Learning through Doing and Teaching Others

Closely related and in many ways an outgrowth of these group-participation-in-study trends is what Maxwell Jones now calls the living-learning model (16). In this model the actual experiences of a working group are used for staff learning through analyses and discussions of real and specific problems arising in their work. Inside and outside of corrections there is growing concern with other forms of learning than the classroom, lecture, and textbook. Learning through doing in such forms as role-playing, simulation, on-the-job participation, and teaching of others are being explored

over many fields. For some time at Michigan (12) and now being given an extensive trial in Southern California elementary school children are having their learning enhanced through becoming participants in a total teaching-learning experience rather than merely being recipients in a traditional student role. They are student-teachers in that some time is spent each day trying to teach another student, in preparing for the teaching, and in reviewing what happened in the teaching effort. This reviewing is a use of Maxwell Jones' concept of living-learning.

Joining a Cause

Not only from the self-help movements such as Alcoholics Anonymous and Synanon but from our more participant-involved treatment, education, and research programs, there appears to be a core strength in the offender's becoming dedicated to developing something in which he can strongly believe. It may not make too much difference what the belief is -- other than that it is understandable and meaningful to the person. A trend worthy of serious study and analysis is the joining-a-cause theme which is appearing over and over again in our programs of today. This is not only an important issue for corrections, but gets at the heart of the issues of the day. With our technological change, how do we keep meaning, purpose, and belief in our lives -- rather than becoming

beliefless like our machines?

Systematic Program Self-Study

Traditionally, our efforts at research and evaluation were separate from the programs being evaluated. Program staff carried out the program and research staff studied how well it was working. These two functions are being merged in many correctional developments today. We are beginning to devise ways for program participants themselves -- the staff and their clients -- to systematically study their own programs. Many communities, agencies, and institutions are now building research into their own efforts at change and development.

The Santa Monica Project (24) is an example of one way self-study works. The Santa Monica community, with the help of staff at the Youth Studies Center at the University of Southern California, began several years ago to study its own youth problems. Three groups of residents of the community -- one composed of professionals, one of lay civic leaders, and one of older adolescents, both youth leaders and delinquents, met separately for several weeks to define the nature of community youth problems and to consider relevant data made available to them by the project staff. After each group had become comfortable with the data, the groups were re-formed into three new groups, each with professional, lay leader, and adolescent members, and brought together for a long

action-planning weekend.

Some tangible evidence of the success of these meetings is seen in the current implementation of the group's recommendations: two youth employment centers have been established and are providing social case-work services, psychological testing, and counseling as well as finding employment for school drop-outs; new youth programs for the elementary school boys and for teen-age girls are being conducted by the YMCA and the YWCA; the Kennedy Child Study Center is prepared to offer psychiatric and psychological services as needs arise; supervised study rooms have been established to provide a quiet place for students whose home resources are limited. With local support, the groups are adding new services and expanding community education programs to involve a greater number of local service organizations.

Another example of self-study, this time in a correctional institution, was instituted by the Navy's Camp Elliott administration to integrate its Office of Naval Research program studies (10). For their staff development efforts, the total command personnel were brought together once a week for a presentation of the institution's policies and problems and for reports of the ongoing research. Following this meeting, staff separated into groups of twenty, each group containing staff members at all levels of rank, from seamen to the top command. The task of the smaller groups

was to discuss the issues presented in the total group meeting. Since each group was stratified across rank, each staff member was confronted with the attitudes, feelings, and points of view of members from other levels of staff. Each group had a recorder. The recorders met together following the small group meetings and prepared a summary of the thinking of all groups which was then presented at the total group meeting the following week. In this way each member of the command staff was given an opportunity to express himself about the issues concerning policy and administrative decisions. Though the decision-makers were not bound by the results of the discussions, they had available a wide range of ideas and information upon which to base their decisions.

A third example of self-study is being developed by the California Youth and Adult Corrections Agency (8). After several years of experimental work, the Agency has developed base expectancies which are now built into its statistical accounting systems. In the same way that Wilkins (19) evaluated the relative effectiveness of open versus closed Borstals, the Agency is able to evaluate the effectiveness of its new program innovations. For example, by comparing the parole success rates of youths or adults who have been through a new treatment program with the rate predicted for them prior to initiating the program, it is possible to evaluate whether the outcome of the new program is any different than would be expected from the kind of men assigned to it. This expected-to-

observed-strategy makes possible a more rational approach to decisions about program continuation, innovation, and change.

So far I've mentioned three kinds of self-study methods. The first was an example of problem definition, self-study as a way of building new programs. The second was an example of self-study to aid in decision making. The third also relates to decision making, in this case through evaluation of program outcome. Let us now turn to an example of self-study in process studies.

At Camp Elliott, staff assigned to the orientation program worked with research staff to study the effect of their own attitudes and behavior on the anti-social attitudes of the newly arrived residents (1). Prior to orientation, the residents were given a delinquency attitude scale (11). At the same time the orientation staff, as a group, made predictions about the effectiveness of each staff member in changing delinquency attitudes. Following the six-week orientation, a second form of the attitude scale was administered to the residents. Attitude changes were then related to the staff predictions, again an expected-to-observed strategy. These kinds of self-study efforts increased staff morale by allowing them to see for themselves which staff policies seemed to be most effective. As a result, they were able to agree upon constructive program modifications. The staff moved from formal lectures to discussion classes and increased their

sharing of the program with the residents.

The California Department of Corrections, in its living group programs (13) (29), have used not only staff but the residents themselves in studies of what is happening between staff and residents and between resident and resident. Findings from these studies have been fed back to the total group of staff and residents, thus making systematically obtained information available for discussion of ways to improve their program.

MERGING STAFF TRAINING, CLIENT TREATMENT, AND PROGRAM DEVELOPMENT THROUGH SYSTEMATIC SELF-STUDY

Where do our institutions go with the demands for change? How do they make use of trends? Where are we headed with 1) using the non-professional, 2) work-release and community bases, 3) development through participation, 4) learning through doing and teaching, 5) joining-a-cause, and 6) systematic program self-study?

In many ways our institutions of today are pilot demonstrations of President Johnson's Great Society of tomorrow. How are purpose, meaning, feelings of participation, and accomplishment built into the lives of people for whom the material needs of food, shelter, and clothing are adequately provided? This is an immediate problem for our institutions. It is the heart of the issues facing our culture as machines more and more provide our material wants. What our institutions and the Great Society need

are ways to get our people with change and with the development of ideas.

Much has been written about the computer and our great advance in communication techniques as events which will reduce man's contributions in decision making -- the machines, it is said, will do the thinking for him. Another approach to this great potential is to say that the machines provide the resources to allow man to truly become a thinking, planning, and developing being. The recent teach-ins concerning the Vietnam issue are an expression in this direction. People throughout the entire country shared in the issues concerning government policy. Man can let the machine and a relatively few individuals run his life for him, or he can use the machine to foster more participation in planning and idea development.

Much is being said about how to get the poor into community planning. Again our institutions have many representatives of the poor. What we need are strategies that will allow our clients, our staff, and our policy makers to become participants in the development of our institutions, our programs, and ourselves.

Our correctional trends are very close to providing the essentials for merging staff training, client treatment, and program development. An institution's entire program can be conceptualized as a continuing effort at organization change and

development. The approaches of the Michigan Group Dynamics Center and the National Training Laboratory call for shared responsibility in self-study by staff and inmates for effective program development. The shared experiences of developing an effective program come very close to and can be made identical with staff development and inmate treatment.

Sharing contributes to individual as well as to group development. Motivation is fostered through being an effective part of a cause or at least a purpose. Besides developing coping skills for contributing to organization growth, the experience of being an effective part of a group will affect the individual's value system. This comes about in part because group values will be incorporated into those of the individual, and in part because the individual's values will inevitably be altered as his understanding is expanded through study of what he is experiencing in working with others to reach common goals.

Our therapeutic community approaches call for frequent meetings of total staff and residents to examine current problems of living together. These meetings represent a kind of self-study. The emphasis, however, is on individual rather than on organization growth. They tend to focus on how to help people get along in existing programs rather than on how to change programs. What is needed is a way of providing opportunities for sharing responsibilities, for developing the goals, and the day-to-day

operation of the institution, including problems of change and of control, and using these opportunities as a learning experience.

Each institution needs to handle problems of maintenance, of program (including work, education, special training, and recreation), and of inter-personal relationships (inmate-inmate, staff-inmate, and staff-staff). In addition, each institution needs to deal with the necessity for change in its handling of these problems, both because the nature of its population will change over time and because conditions outside the institution will not remain static. The approach outlined here would make all personnel participants in the institution's decision making through staff-inmate groups. Equally important, it would require that the effect of decisions be systematically studied so these groups could determine whether or not a given decision was having its anticipated effect so that new decisions could be made more rationally.

A first approximation to an ideal procedure for using staff training and inmate treatment resources in program development can be envisioned. Each institution could have a central planning group which would initiate the issue or topic of the week by presenting, hopefully but not necessarily on closed-circuit TV, a fifteen minute presentation by three appropriate members of the institution. This panel could discuss from the inmate's, the

operational staff's, and the administrator's points of view such issues as having both inmates and correctional staff as students in junior college-sponsored classes for group counselors to be conducted for college credit at the institution. After the fifteen minute panel discussion --primarily used to stimulate interest in and understanding of the topic -- the entire institution would convene in stratified groups of approximately twenty each. Inmates and each level and kind of staff would participate. These groups would continue the discussion, recording the issues and areas of agreement or disagreement. These notes from the discussions would be fed back to the central study group which would clarify areas of overlap, and then use this material in presenting the panel discussion for the following week. An expansion of the basic procedure would be to have special study groups, again stratifying over all relevant kinds of staffs and clients, to concentrate on specific areas of concern within contemplated new program innovations. At the same time, a corps of change agents could be developed, largely from custodial personnel and inmates, to conduct the discussion groups, to prepare the notes on the proceedings of the discussion groups, and to collect and feed back to the groups relevant additional information.

SOME SPECIFICS

Now let us look at some of the specifics inherent in any attempt

to turn an institution into an organization change and development entity. In the first place, this is not a new goal, at least on paper, for any institution. Every institution would say it is concerned about improvement, development, staff training, and client treatment. What we are doing is suggesting that institutions go all out in organizing their efforts around a change process and that they combine the resources available in staff training and client treatment for program development.

Subjectivity

We will hear the argument that both staff and inmates are too biased to be allowed to take part in the development of their own programs. However, social science in general, as well as corrections, needs more emphasis on the creative aspects of research. At present almost all research effort is spent in guaranteeing objectivity of research design for hypothesis testing. This is important, of course, but the real pay off in science is in the creative work of finding the ideas and developing the ideas to test. Let's not be scared of asking ourselves good questions and of doing things the machines and the material sciences can't do.

The relevant question has been raised as to how much faster physics could have moved if physicists could have asked the atoms what the atoms were doing. Let's not forget that we are studying and have a right to ask ourselves what we

are doing --- even if it proves an embarrassing question. Let's not be scared of being subjective. Let's not even be scared of being wrong. Being wrong is part of the scientific method. There certainly are plenty of people now in our business who will be able to point out our errors and what we have missed by our lack of objectivity. These observations and criticisms again are part of the scientific method. They will help develop further modifications and changes. Slack and Schwitzebel (27) have strongly suggested that much can be learned by having the cooperation of our clients through shared subject-researcher type approaches to crime, delinquency, and corrections. Our use of offenders as participants in both study and action programs is the break-through of this decade.

As one who has been and still is championing the use of research methodology in the corrections, I feel a need to say that objectivity in hypothesis testing no longer is the number one problem in corrections development. I think the barriers have been broken and research will rapidly gain a rightful role within our efforts at change and development. What is most needed now is a climate to foster innovation, idea development, and exploration. Research design will come with the computers and the electronic communication devices. The battle to be won is to keep innovation, imagination, and the right to be wrong in our change and development process.

Self-study Examples

Now exactly what is meant by self-study, that is, what do our stratified study groups do? Their task involves the following steps:

1) Stating the problem.

This may be very simple (for example, the problem for a kitchen crew may be a dirty dining room), or may require collecting considerable information before the problem can be adequately stated (for example, the nature of disciplinary infractions or the impact on inmate pay systems of a work-release program).

2) Describing the task to be done.

This includes goals, methods to be used in reaching these goals, and assumptions about why these methods will be effective. Again, the task may be simple and the method self-evident (clearing the tables) or it may be a complex one (such as career development) for which several methods, based on alternative assumptions, might be tried. Study group members may carry out the methods (as in a work-crew), or may propose methods for use by other staff or inmates.

3) Collecting information on how these methods are working.

This means systematic information that clearly relates methods to goals, not subjective impressions that the methods are or are not working. The collection

system may involve simple tabulations (counting) around the specific tasks, or may require large-scale studies involving attitudes and behavior of the total institution. The information will need to be summarized and analyzed. For study groups to carry out this step in particular, outside consulting and service help would be highly desirable. In California, for example, a research service center (22) is available to provide consultation, training, and instrument construction as well as data analysis and interpretation. Such a service center should be maintained by universities or parent-agencies at reasonable cost (the California center keeps costs down by using prison inmates and ex-inmates) to provide technical support for studies of its own programs.

4) Feeding back this information to the total group.

This is crucial. It allows the group to evaluate the effectiveness of decisions (i.e. of the methods tried) in reaching the stated goals. If these methods have not had the desired effect, this evaluation permits a rational modification of the decisions. The group may need to redefine its problems or restate its assumptions, shift its methods accordingly, and then continue through the cycle of information

collecting and feedback.

A great deal of skill learning can be built into the self-study (this includes not only the skills required to carry out specific methods but the skills acquired through conceptualizing problems, collecting information, presenting findings to others), and this learning will be acquired not through academic study but through active and purposeful doing.

In addition to learning skills, the group must deal with the problems created by staff and inmates working together. They must cope with problems of living and of working together, particularly those that block effective work performance. This can be approached through role-playing and through discussion of critical incidents in staff and inmate relationships.

Expected-to-Observed

To make self-study maximally effective, each man in the study groups (this includes staff as well as inmates) should make short-term commitments (predictions) concerning expected outcomes. These commitments may vary all the way from formal hypotheses about the effects of introducing a variation in the total institution program to specific statements of intentions by a given inmate or staff member as to how much work he will complete by a given date. Discrepancies between individual expectancies and observed actual performance will be shared and discussed by the group as an aid to learning.

This expected-to-observed feature is the heart of the systematic self-study process. Individuals and groups have implicit personal-social theories, frames of reference, or integrations (26) for understanding the interpersonal and task relationships with which they must cope. Man is very good at avoiding changes to his ways of understanding which can force changes in his ways of perceiving (7). Systematic self-study breaks through the defenses of private theories, as the scientific method is used to break through the public theories of formalized science.

Predictions from a given theoretical base(hypothesis), when compared with actual outcomes, force modifications in one's implicit hypotheses. Another advantage of the expected-to-observed analysis is that it allows us to be very concrete in dealing with such intangibles as defense mechanisms, dissonance reactions, and implicit ways of understanding. It can take the vagueness out of efforts at social maturity development through treatment efforts such as group counseling.

An example of an expectancy stated as a formal hypothesis about what goes on in an institution comes from the Fricot Ranch Study (6). A rationale is offered for predicted interaction among peer group status, living unit size, staff-perceived adjustment, and parole success. It is argued that in a large unit staff-perceived adjustment to program is predominantly dependent upon high peer

status. The residents who look good to staff are the residents who are running the show and in the large groups peer leadership is based upon aggressive, manipulative skills rather than upon reduced anti-social attitudes. In smaller living units, staff will be closer to the residents and will perceive reductions in anti-social attitudes rather than aggressiveness and manipulation as related to program adjustment. Hence, since reduction of anti-social attitudes is related to parole success, it follows that as the program moves from larger to smaller living units, the staff should become more accurate in predicting parole outcome. Information is now being collected to test this hypothesis.

Another group self-study example is given by Lippitt (18) who reports the eye-opening effect of an expected-to-observed procedure used with elementary school children. The majority of the pupils in a class stated that the majority of the other pupils were opposed to active participation or to active collaboration with the teacher. But the majority also said that they themselves would like to be more active in collaborating with the teacher. This pluralistic ignorance phenomena is extremely frequent among and within groups. It also is very straight forward subject matter for an expected-to-observed demonstration of systematic self-study.

Institutionalizing the Hawthorne Effect

There is still another asset of systematic self-study which warrants special mention. Much is said -- usually pessimistically -- about the motivation problem in teaching, developing, or changing the culturally disadvantaged. One of our better leads for approaching the problem of motivation is the so-called Hawthorne effect (23). At Hawthorne, Western Electric set up an experimental unit as a component of an electric assembly-line production plant. The workers in the unit displayed outstanding motivation and output under working conditions that were considered favorable, but also under conditions considered detrimental to performance. The outstanding finding from this study -- now referred to as the Hawthorne Effect -- is that high motivation and output can result from the special attention and involvement attendant on "being part of an experiment."

Alternatives to the Classroom, Lecture, and Textbook

Explorations in the use of the non-professional in the change and development field (20) are creating many techniques for participant as opposed to recipient learning. Role playing and simulation procedures can bring out new ideas in many who would be classified non-intellectual if forced to learn through the lecture and the textbook.

"Five by eight" cards are being used in studies at the Systems Development Corporation in Santa Monica (21) to implement group

decision making. The participants in the group write their ideas about a problem briefly on 5x8 cards, then place the cards on the wall. The cards can be arranged and re-arranged by the group in appropriate categories as they approach solutions to the problem through approximations. The 5x8 cards have also been tried with offenders in the New Careers Development Project (9) and proved very helpful in communication and idea development. One of the advantages noted by Systems Development is that an idea made visible can keep groups and individuals from going over and over the same issue, or unable to move beyond a set of competing issues. If ideas are expressed only verbally, there appears to be a continuing need to keep repeating the idea as its author continues to feel he has not really been understood; once it is made visible, people are able to move on, working with other issues, questions, or ideas rather than just being stuck with (or on) their own.

Learning-through-teaching and joining-a-cause appear to be merging in our efforts to develop non-professionals in the change field. The procedure, developing in many areas, is to have the non-professional join a team which combines professionals and non-professionals who work together with a feeling of unified purpose. Then as new non-professionals are to be trained, the teams are divided, forming new teams as in a cell division processes, with the older trainee able to continue his learning

and feeling of belonging through teaching the new trainee.

A FINAL NOTE

The sub-title of this paper is "Participant, not Recipient." Its theme is that our social times and technical advances demand -- and offer the opportunity for -- all of us to participate in person-to-person and person-to-idea development. "Human development" and "every man a genius" are the slogans of the future. I want to emphasize that this is not just talk about something interesting for the next generation to face. The time is now. Just as the client can't relax and be a recipient, so we administrators can't relax and be only legitimators. We either turn the decision-making over to the machines or we take advantage of the opportunity to develop decision making as the heart of our programs. Much has been written about man not doing as well as machines in decision making. Some of the more sophisticated (3) have pointed out, however, that machines are not allowed to be as sloppy as people in this decision business. We have not yet tested how well man individually or men as groups can do in the decision making game when we build the kind of systematic study into our human efforts that we build into our machines.

Along with the machines we are going to be crowded by the non-professional. We already have learned enough to know that there's a lot of lean and hungry power among the so called

non-motivated. They enjoy working sixty to seventy hours a week and rapidly are learning how to play in our professional games. Labor, if it is foolish enough, can commit suicide by limiting itself to defending the jobs it now controls. It can hold off the "outs" from union membership, apprentice programs and jobs, until labor is automated into non-existence. Such an alternative is not available to the professionals, including corrections. Our culture is going to take advantage of the opportunities provided by automation and greatly expand its activities in the professional fields. We can't just die out peacefully. We can stall, not rise to the times, and suffer a chaotic non-professional revolution. Or, we can get with change. We can help develop the non-professional along with our programs and ourselves, fostering evolution rather than revolution.

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