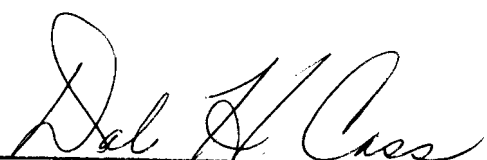


A STUDY OF THE EDUCATIONAL AND
PSYCHOLOGICAL ASPECTS OF A
PRISON POPULATION

A Thesis
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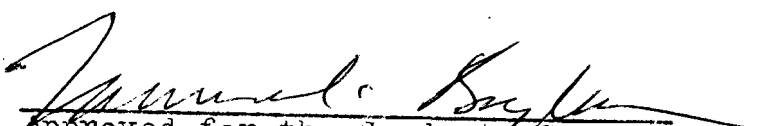
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CHAPTER I

THE PROBLEM AND DEFINITIONS OF TERMS USED

In contrast to the infamous French bastilles of the eighteenth century, a few of America's modern prisons have a well-staffed clinical environment and are, hopefully, nearing the ideal of humane reform and treatment centers. Many of the old time bastille type jails and prisons are still in existence however. State legislatures have become increasingly aware that men who are segregated from society as a method of mere punishment are rarely "better men" after such an experience.¹ State and federal prisons today appear to be undergoing the same type of change that mental hospitals were experiencing in the 1930's.² Change came slowly in the mental hospitals and has been even slower in the correctional system. Writers and journalists in the 1960's began to call attention to some of the deplorable prison conditions, not to mention the attention drawn to the system by rebellions such as that at Attica State Correctional Facility in New York in 1971.

¹Karl Menninger, The Crime of Punishment (New York: Viking Press, 1966), p. 5.

²James C. Coleman, Abnormal Psychology and Modern Life (third edition: Glenview, Illinois: Scott, Foresman, and Company, 1964), p. 604.

The total answer to rehabilitation and redirecting the lives of inmates does not lie within the prison system alone. Until the total correctional system is reconstructed, there are decisive steps that prison administrators can take. Signs of a trend toward more humane treatment, enlightened care of the physical as well as of the psychological problems, and academic and vocational training are apparent. Perhaps one day enough information and skill will be available so that all correctional facilities will be well managed and staffed and capable of doing the type of job we now see only a few doing.

INTRODUCTION

During the 1950's, the Kansas legislature felt that there was much to be desired in its three major adult prison facilities: the Kansas State Penitentiary and the Kansas State Women's Farm at Lansing, and the Kansas State Industrial Reformatory at Hutchinson. Therefore in the early 1960's, the state government enacted a program calling for the diagnosis and case review of male offenders who were convicted of felonies within the state.³ While this was a great progressive step toward the improved handling of prison inmates, the new center was limited to diagnosis and did not have the facilities for treatment. Also, there were few alternatives for the man who had been convicted and sentenced. These

³Kansas, Session Laws, 1961, pp. 859-61.

alternatives to prison included other state institutions for the emotionally ill and the retarded, and parole with (or without) severe restrictions. In 1970, the Kansas State Legislature felt the need to supplement the present state correctional facilities with a new center to be located at Topeka.⁴ The purpose of this proposed facility was:

. . . to be used for confinement, discipline, education, rehabilitation, care, and reformation of male persons . . . to provide industrial, vocational, and other training to inmates . . . establish a program of work, education, guidance, and discipline for rehabilitation . . . to train and develop inmates to become useful and honorable members of society.⁵

The present survey was carried out in order to ascertain some of the primary needs in terms of existing academic experience and personality adjustment using test scores and records available at the Kansas Reception and Diagnostic Center at Topeka. It was hoped that these findings would be helpful in establishing the program.

THE PROBLEM

Few states have actually given much attention or money to the prison inmate's educational, vocational, or therapeutic needs.^{6, 7} Studies of these problems were

⁴Kansas, Session Laws, 1970, p. 1177.

⁵Ibid.

⁶Gordon P. Waldo, "The Dilemma of Correctional Research," American Journal of Correction, 31 (November - December, 1969), pp. 6-10.

⁷R. Pitts and A. Simon, "A Psychological and Educational Study of a Group of Male Prisoners," British Journal of Educational Psychology, 24 (June, 1954), pp. 105-21.

limited in scope and were seldom published, probably due in part to the disreputable status of the prison in modern society. Those studies that did find their way into the literature were frequently outdated or extremely narrow in scope, and often focused attention on the instrument itself rather than on the prison population used in the study. It therefore seemed appropriate that a present investigation be made to find if there were any great deficiencies in the education, intellect, or in the emotional and social adjustment of the Kansas inmate population.

Statement of the Problem

What were some of the typical shortcomings of the individual inmate within the Kansas State prison system? It was hoped that the findings of the present study would help to suggest suitable educational programs and aids to personal adjustment to offer for the rehabilitation of inmates.

Importance of the Study

Poor educational and social adjustment of prison inmates has been suspect as common cause for their anti-social behavior. Therefore, if the system wherein social offenders were confined provided adequate opportunities to fill the stated voids in the individual's learning experience, would not the idea of rehabilitation be better served? The main concern of this study was to learn where the prison inmate differed from the general public in education and personality, if indeed there was a difference. Test

scores and case reports were used over a period of thirty months, as objective measures of personal adjustment and achievement. The study was limited to the state of Kansas in that only felons convicted under state statutes were used in the collection of data. Federal criminals were not involved.

Significance of the Study

Rehabilitation has long been an objective of many correctional institutions in word if not in actual practice. It appeared that a first step would be to investigate the possible deficiencies of the inmate; a second, to investigate the market for certain occupational fields; and the third and last step, to organize training programs to fill these needs. The present study hoped to cover the first of these possibilities -- the investigation of some of the possible deficiencies of the inmate and to find relationships between ages, education, and adjustment. The second and third steps were left to another investigation.

DEFINITION OF TERMS USED

Terms used in the present study were limited to the following definitions:

Adjustive Behavior

Behavior by which the individual attempts to deal with stress and meet his needs; also, efforts to maintain harmonious relationships with the environment.⁸

⁸James C. Coleman, Abnormal Psychology and Modern Life (third edition: Glenview, Illinois: Scott, Foresman and Company, 1964), p. 656.

Inmate

The male person confined in the Kansas state prison system; female prisoners were not evaluated at the Kansas Reception and Diagnostic Center.

Intelligence Quotient

A measure of brightness that takes into account both score and age on an intelligence test.⁹

Rehabilitation

The restoring of a person to a state of efficiency, good management, . . . or to a condition of health or useful and constructive activity.¹⁰

Prison System

The entire department of corrections including institutions of confinement, offices of administration in the state office headquarters, clinical staff, correctional officers, and the entire group of state employees who work in the area of corrections, including judges, parole officers, board of probation and parole, and many others.

Therapeutic Needs

The area of need centering around the maladaptation or illness of a personality; the need of treatment for an unhealthy state of mind.

⁹Roger T. Lennon, "A Glossary of 100 Measurement Terms," Test Service Notebook, Harcourt, Brace and World, Inc., New York, New York, p. 1.

¹⁰Webster's Seventh New Collegiate Dictionary (Chicago, Illinois: G. & C. Merriam Co., 1963), p. 722.

LIMITATIONS OF THE STUDY

The descriptive research method used herein limits the present study to a survey of conditions ranging from March 1, 1969, to August 31, 1971. With the passing or relaxing of certain laws (such as drug laws which involve more college age students) the prison population may show trends of change that are now unpredictable.

Other trends that may have future implications on such a study include the continuing possibility that the sentencing judges will parole the offender within 120 days of the court trial especially if (a) he is very young, (b) a first offender, or (c) if there are resources within the community for rehabilitation.

Prison inmates, we presume, are incarcerated against their wills so that one does not expect to find motivation for test performance or subjective candidness comparable to what one would expect in a voluntary guidance or counseling situation. However, less than one per cent of the subjects refused to take any tests at all. The scores herein may be unrepresentative in individual instances where motivation was minimal.

One last point, as was previously mentioned, the crimes that fall within the jurisdiction of the state of Kansas do not necessarily include some of the more notorious and/or "white collar" federal crimes. This may cause the data to be biased if one is looking for national trends.

CHAPTER II

REVIEW OF RELATED LITERATURE

Reformation has been a major concern of American correctional institutions since 1870, when a group of leading prison officials met in Cincinnati to draw up twenty-two basic principles for the nation's penal systems.¹ Training in education and vocational fields seemed to be an assumed part of every prison program; California proudly stated that over forty per cent of all its inmate population was enrolled in one or more educational courses.² However, a recent national estimation was made that only twenty per cent of the country's correctional institutions actually are involved in rehabilitation and that a mere two per cent of the nation's inmates are "exposed to any innovative treatment."³

Perhaps Kansans have been awakened to the deplorable need in the prison for treatment and better management. Karl Menninger, a native of Topeka, has been an outspoken proponent for prison reform for many years and has taken a personal interest in the Lansing, Kansas, institution. Only

¹Robert Shnayerson, and others, "The Shame of the Prisons," Time, 97 (January 18, 1971), pp. 48-55.

²Norman Fenton, "The Educational Program in a Prison System," School and Society, 70 (August 13, 1949), pp. 103-5.

³Shnayerson, loc. cit.

a few months ago his warnings were brought home to the citizens when scores of inmates mutilated themselves by cutting tendons in hands, heels, and legs. Citizens have been made aware of conditions by another means; regrettably, there has been an influx of better educated, socially affluent young men entering Kansas prisons since the use of drugs has become popular on the high school and college campus. No doubt the parents of these offenders are visiting the penal institutions for the first time. With these influences and the fact that the national news media has begun to report on prison conditions, the Kansas State lawmakers have redirected their attention toward prison rehabilitation once again. Senate Bill 633, 1970, is an outcropping of that concern.⁴ A new center "to educate, rehabilitate, care, and reform male persons" was proposed which would be expected to satisfy certain objectives deemed necessary in corrections such as: smaller community based units, restoring family ties, less idle time and boredom with jobs in the community, and in general a more normal life style.⁵ Kansans needed to find what the major problems were in order to fit the "treatment" to the need.

North Carolina began a work-release program where 1000 men were sent daily into the community to jobs with another forty-five persons sent to neighboring colleges.⁶ Other states were also finding different methods to deal with this long

⁴Kansas, Session Laws, (1970), p. 1177.

⁵Shnayerson, loc. cit.

⁶Ibid.

neglected problem. One reporter stated that elementary and secondary schooling, counseling, and vocational training in California were considered a serious and worthy enterprise in that inmate students gained in development as well as in subject matter.⁷ The Wisconsin State Prison population was investigated to determine if inmates were sufficiently aided in their social adjustment so that on re-entry into society the individuals could find a satisfactory adjustment and continue in acceptable behavior so as not to return to the prison setting within five years.⁸

Work records were studied in the Pennsylvania Eastern State Penitentiary to find correlations between job stability, skill level, employment at time of arrest, grade level, intelligence, and race. Persons with special types of anti-social behavior and similar types of crimes were found to have similar work problems. Occupational maladjustment was seen as a contributing factor to special types of criminal behavior. However, the general statement, "jails have a tendency to prevent the formation of proper work habits" was given for all offenders.⁹

Another interwoven thread in the overall "adjustment" of the offender was the matter of emotional stability. While

⁷Fenton, loc. cit.

⁸Alfred C. Schnur, "The Educational Treatment of Prisoners and Recidivism," American Journal of Sociology, 54 (September, 1948), pp. 142-7.

⁹John D. Shearer, "Occupational Adjustment and Crime," Occupations, 29 (November, 1950), pp. 114-5.

many states believed that the man or woman who is placed in the prison system has emotional problems, there were only fifty full time psychiatrists for 170,000 offenders in state and federal prisons.¹⁰ If there were behavioral problems, perhaps more behavioral scientists were the answer. In one earlier study using the Minnesota Multiphasic Personality Inventory, an investigator found that male prisoners in Pennsylvania did significantly exceed a sample of male college students in the same locality with higher scores in all categories except that of Abnormal Sexual Interests and Psychasthenia.¹¹

Do the problems cited continue to exist? If so, to what extent? The available studies that dealt with prisoners' education, personality, and ability had become outdated and in many cases did not cover the basic questions that the author sought to determine.

¹⁰R. Pitts and A. Simon, "A Psychological and Educational Study of a Group of Male Prisoners," British Journal of Educational Psychology, 24 (June, 1954), pp. 106-21.

¹¹Franklyn D. Fry, "A Study of the Personality Traits of College Students, and of State Prison Inmates as Measured by the Minnesota Multiphasic Personality Inventory," Journal of Psychology, 28 (October, 1949), pp. 439-49.

CHAPTER III

METHODS AND PROCEDURE

During the time that this research was conducted, one of the writer's duties was to give group tests to all referrals to the Kansas Reception and Diagnostic Center (KRDC) from the Kansas courts and from the Kansas State Board of Probation and Parole. The following findings were taken from the records accumulated between March 1, 1969, and August 31, 1971. The descriptive research method was used.

Population and Sample Used

The subjects used for this study were the total number of first time admissions who were tested at KRDC. The total population consisted of 1366 men between the ages of fifteen and seventy-five. The men were representative of a number of ethnic groups. All had been convicted of a felony and had been sentenced previously by a court. Each one of the subjects did not complete every test due to various reasons including physical illness, overt psychosis, total illiteracy, court recall or refusal to participate. Of the total new admissions, forty-five individuals were unavailable for testing.

Procedures Used in the Study

1. Each subject was given a battery of intelligence and psychological tests designated by the institution on the first full week of his admission.

2. A group of five to twenty subjects met three mornings during the week from 8:00 A. M. to 11:00 A. M. or until each person had completed all the tests.

3. Tests included the Minnesota Multiphasic Personality Inventory (MMPI), a personality test; the Revised Beta Examination, a non-verbal intelligence test; the General Aptitude Test Battery (GATB), a verbal reasoning, mathematical, and spacial reasoning ability test; and the Sequential Tests of Educational Progress (STEP), to determine reading ability. The results of these tests were used because they were most readily available and were well known standardized tests.

4. Each man gave his age and last grade completed. These were checked with available social histories to insure accuracy. Those men successfully completing the General Educational Development test (GED) were instructed to indicate that they had completed twelve years of education. One subject stated that he had never attended school.

5. Scores were recorded with the man's name, age, grade level, and an identification number on an individual score sheet. The information was compiled and placed on IBM data cards.

Methods Used in the Study

1. MMPI scores were not used if the subject had a reading ability of less than the ninth grade level on the STEP test. Of the total number of subjects, fifty-five per cent (752) did complete the inventory.

2. No MMPI set of scores was used if one of the validity scores exceeded the ninetieth T-score. This invalidated ten individual sets of scores.

3. The ten clinical scales were recorded from the MMPI and are hereafter referred to by their numbers or abbreviations as: (1) Hs Hypochondriasis, (2) D Depression, (3) Hy Hysteria, (4) Pd Psychopathic deviate, (5) Mf Masculinity-femininity, (6) Pa Paranoia, (7) Pt Psychasthenia, (8) Sc Schizophrenia, (9) Ma Hypomania, and (10) Si Social introversion.¹

4. A predicted WAIS Full-Scale score was used for the verbal intelligent quotient. This score was computed by the Center using the GATB and STEP scores and is an experimental and unpublished computation used to predict verbal and performance skill.² No other verbal intelligence score was available.

¹W. Grant Dahlstrom and George Schlager Welsh, An MMPI Handbook (St. Paul, Minnesota: North Central Publishing Company, 1960), p. 3.

²Psychology Department of Kansas Reception and Diagnostic Center, A study using the regression equation.

CHAPTER IV

ANALYSIS OF THE DATA

The median age of the subjects was twenty years with peak representations at 19, 28, 33, 37, 40, 47, and 54. Two-hundred thirty-eight individuals (nineteen per cent) were of high school age, eighteen or under.

TABLE I
AGES OF SUBJECTS

Age	f	Age	f
15 - 17	109	45 - 47	22
18 - 20	397	48 - 50	17
21 - 23	284	51 - 53	9
24 - 26	150	54 - 56	7
27 - 29	98	57 - 59	2
30 - 32	67	60 - 62	3
33 - 35	44	63 - 65	1
36 - 38	39	66 - 68	2
39 - 41	42	69 - 71	1
42 - 44	19	72 - 74	1
		75 - 77	1
Total 1315			

Intellectual Level of the Inmates

The United States Army Revised Beta Examination was used as a measure of general intellectual ability for all persons whether or not they could read. This test was the most widely used of the tests since nearly all the subjects were able to comprehend it even if they were handicapped by educational or emotional disabilities. The ceiling for this test was 135 IQ points, however, which may have tended to suppress scores in the upper ranges. A t test showed that there was not a significant difference between the standardized norm of 100 and the inmate norm of 96.9 at the .01 level. Table II shows that scores were clustered in the center or average range (90 - 110), more than scores in the Beta-Wechsler-Bellevue sample.¹ The deviation from the mean (11.2) was smaller than the deviation on the standardized norm which was 15.

Predicted WAIS Full-scale Scores

There was a smaller number of subjects with predicted WAIS scores, however, the mean was 96.4, and the deviation from the mean was 10.7. Again this average IQ score was not significantly different at the .01 level from the Beta scores or from the Beta standardized sample. See Table II.

Grade Level Achieved

The median years of school experience was 10.3, for the subjects in the inmate group, compared with the median

¹C. E. Kellogg and N. W. Morton, Revised Beta Examination Manual (The Psychological Corporation, New York), p. 1.

TABLE II

Distribution of IQ Scores

Defective 69 & below	Borderline 70-79	Dull-Normal 80-89	Average 90-109	Bright-Normal 110-119	Superior 120-129	V. Superior 130-above
Beta Percentages Expected						
2.2%	6.7%	16.1%	50%	16.1%	6.7%	2.2%
Beta KRDC Scores N=1290						
22	67	229	802	158	12	0
KRDC Percentages						
2%	5%	18%	62%	12%	01%	0%
KRDC Predicted WAIS Scores N=1268						
8	76	288	764	123	9	0

of 11.2 for the Kansas State census of 1960,³ and 10.6 the median for the newly released 1970 United States census.⁴ The Kansas and United States census figures were based on samples of men who were twenty-five years of age and over. The KRDC men were generally younger than the census samples, nineteen per cent were still of high school age. See Table III. The difference between the median school years for the prison group and the median school years for the Kansas census sample was less than one full year. The mean school years achieved for subjects in the KRDC group was 10.1, indicating that more than half of the prison inmates had not completed high school.

STEP Test for Reading Ability

The Sequential Test of Educational Progress was used to determine grade level: 752 subjects (fifty-five per cent) had reading ability at or above the ninth grade level. Ninety-two per cent had completed the eighth grade.

MMPI Scores for the Inmate Population

Six criteria for the identification of psychotic trends were proposed by a psychologist, P. E. Meehl in 1946, as

³United States Department of Commerce, Bureau of the Census, United States Census of Population, 1960, Kansas, General Social and Economic Characteristics (Washington: Government Printing Office, 1960), p. 18-174.

⁴United States Department of Commerce, Bureau of the Census, Statistical Abstract of the United States, 1971, (92d annual edition: Washington: Government Printing Office, 1971), p. 103.

TABLE III

YEARS OF SCHOOL COMPLETED

	Grade School			High School		College		Median School Years Completed
	0 - 4	5 - 7	8	1 - 3	4	1 - 3	4 or more	
1960 Kansas Census Sample N=1216	45	114	265	206	356	131	99	11.2
KRDC N=1274	13	93	174	582	351	55	6	10.3
Per Cent	100%	99%	92%	78%	32%	4%	.005%	

observed on the MMPI profile record. These six were later modified by D. R. Peterson in 1954, and were designed so that five could be used on the Welch code in the general coding of the ten clinical scales of the profile. The five criteria included (1) scale Sc above scale Pt, (2) scales Pa or Ma over the seventieth T-score, (3) scores on scales Pa, Sc, or Ma above all Hs, D, and Hy scores, (4) scale D above scales Hs and Hy, (5) four or more scales over the seventieth T-score.⁴

Subjects in the KRDC study displayed the following psychotic trends as proposed by Meehl and Peterson: 373 subjects fell into the first group, 280 subjects scored in the second group, the third group was divided into three separate units into which 202, 248, and 264 subjects fell, respectively. The fourth criterion claimed 311 subjects, and 190 subjects scored in group five as seen on Table IV. Obviously, a single subject could fall into one or more of the five categories which was frequently the case. Although the indicators were overlapped, the largest single number was the first one, (scale Sc over Pt), which was forty-nine per cent of the total number of 752 subjects tested on this inventory.

The means of all the scores were above the fiftieth T-score. See Table V. One scale mean, Pd, was above the seventieth T-score which is considered the upper boundary for the normal range. The composite profile would be said by

⁴W. Grant Dahlstrom and George Schlager Welsh, An MMPI Handbook (St. Paul, Minnesota: North Central Publishing Company, 1960), p. 286.

TABLE IV

MEEHL-PETERSON PSYCHOTIC TRENDS CODE USING
THE MMPI CLINICAL SCALES

Five Codes	1. Pt Sc >	2. T- Pa \geq score or Ma 70	3. Hs, Pa, > Sc, or Ma Hy	4. Hs D > and Hy	5. T- score \geq 70 Four or more scales
KRDC Subjects	373	280	202 248 264	311	190
Total 752					

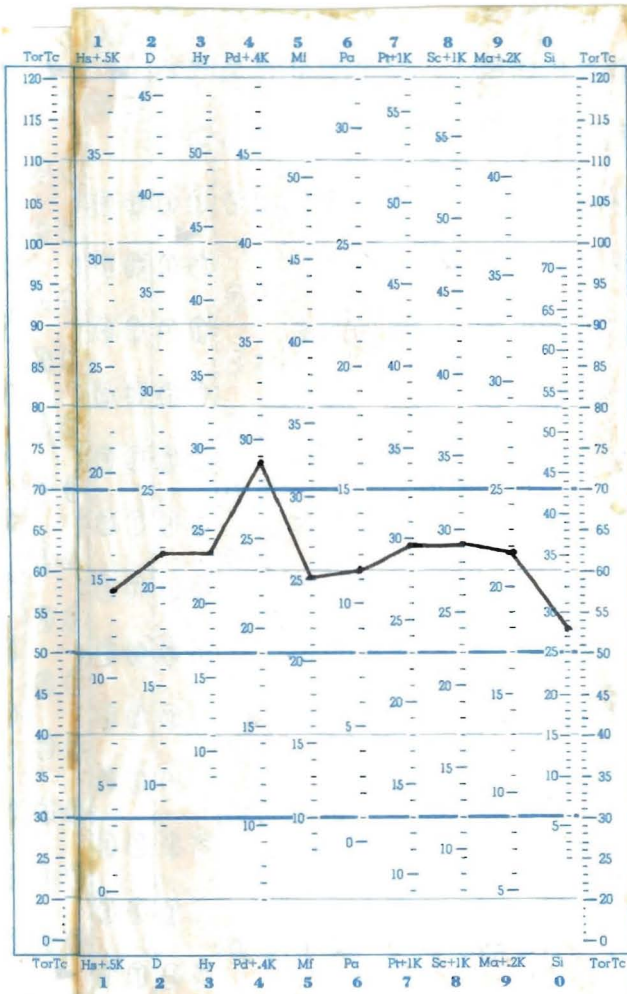
Dahlstrom and Welsh to be a Borderline Profile⁵ since most of the scores were above the sixtieth T-score. See Figure I.

TABLE V
MMPI T-SCORES

Scales	X	SD
Hs	58.39	12.39
D	62.38	13.51
Hy	61.58	9.85
Pd	73.05	10.82
Mf	58.51	9.73
Pa	60.74	11.22
Pt	62.68	12.75
Sc	63.16	14.84
Ma	61.75	11.69
Si	53.13	10.27
Total 752		

⁵Ibid., p. 90.

Figure I
Composite Scores of Prison Inmates on the MMPI



CHAPTER V

CONCLUSIONS FROM THE STUDY

The survey showed that inmates at the KRDC state institution were typically young men in their late teens and early twenties. All had been convicted of a felony type crime, according to the Kansas Criminal Code. Nineteen per cent of these men were of high school age, eighteen years of age or less, and perhaps some of these would have been enrolled in a school if they had not been involved in a criminal act.

When the subjects in the prison group were compared with the 1960, Kansas census findings of men twenty-five years or older, it was discovered that both were deficient in completion of high school. The KRDC group had typically completed 10.3 years of schooling while the Kansas census sample had typically completed 11.2 years of education. However, the inmates did compare more favorably with the United States census figures released early in 1972, which found that men in a broad sampling throughout the country typically had completed 10.6 years of formal education. Since the inmate group was not composed of all native Kansans, it appeared that there was a close resemblance of inmates to the overall population of the United States. Ideally, the Kansas citizen should have a high school diploma, however, it was found that the typical prison inmate was not much different from the average citizen in the state and in the nation.

The absence of a high school diploma may have implications other than that some of the subjects were of high school age but also that typically inmates were no better equipped educationally for the labor market than other men in the state. Although inmates were not particularly worse off, they did not have the educational background necessary to compete successfully with those who had finished high school. In the planning of rehabilitation, opportunities for education from elementary through high school appeared to be an important consideration for sixty-eight per cent of the prison population.

A commonly held point of view is that convicted men must be of inferior mentality, inferior in intelligence and in their ability to learn. The findings of the present study indicated that KRDC inmates were of average intelligence and therefore, supposedly as capable of learning as the standardized sample in the original intelligence test survey. This finding was in agreement with other studies where prison populations were used.^{1, 2} Although the intellectual potential was equal with the average man, this did not infer that the inmate had the same motivation, tolerance for frustration, temperament or other characteristics important to the acquiring of skills.

¹John D. Shearer, "Occupational Adjustment and Crime," Occupations, 29 (November, 1950), pp. 114-5.

²James H. Panton, "Beta-WAIS Comparisons and WAIS Subtest Configurations within a State Prison Population," Journal of Clinical Psychology, 16 (July, 1960), pp. 312-17.

A discrepancy between potential to learn and actual achievement can be seen in the findings of the STEP grade level scores. Although ninety-two per cent of the subjects had completed the eighth grade, clearly only about half could read at that level. Some variable, therefore, other than IQ (average) must have been involved. Some subjects may have been taught in a poor educational environment, but one would not have expected such a large number of inferiorly taught people.

It was well known to psychologists and educators that an important aspect of an individual's learning experience was personal interest, need for achievement, and behavioral adjustment. Since measures of these characteristics were not perfected it appeared impossible to determine the amount of any one variable. However, the MMPI measured some amount of social and emotional adjustment which appeared to be directly connected with motivation and attitudes necessary for conventional behavioral adjustment. These in turn would be expected to have implications for the discrepancy between inmates' intellectual potential and acquired ability.

According to the Meehl-Peterson criteria for psychotic trends, at least half of the KRDC subjects who took the MMPI test had codes that strongly suggested poor mental health. When individual T-scores were averaged, the means were plotted on the profile chart. The mean set, or the mean profile was found to be higher than normal (T-score 50) on every individual

scale. Taken as an individual profile, authors Dahlstrom and Welsh, labeled such a configuration as borderline in overall adjustment.

In the sample of men it was found that of the 752 tested, fifty per cent of the group had Schizophrenia scores higher than Psychasthenia scores indicating that queer or bizarre thought patterns were dominant and that there was little defensive or compulsive-obsessive behavior in operation to hold these ideations under control. Thirty-seven per cent of the sample indicated exceedingly strong paranoid kinds of distortion and projection or hypomania with transitory interpersonal relationships and sometimes with blatant character disorders. Thirty-five per cent of the subjects had paranoid, schizophrenia, or hypomanic tendencies well above the neurotic triad, (Hs, D, and Hy), which generally serves as a control mechanism on borderline mental illness. There was a high degree, forty-one per cent, of depression dominant in the Hs, D, Hy grouping tending to suggest the presence of psychotic depression in a large number of inmates. A smaller number of the subjects, twenty-five per cent, indicated a general disorder by scoring highly maladjustive on four or more of the individual scales.

The Pd scale was a good measure for a character disorder. High scores indicated an absence of deep emotional response, disregard for social mores, shallow interpersonal relationships, and lack of sincerity. Behavior that digressed from social mores included lying, stealing, alcohol or drug

addiction, trouble with authority, sexual immorality, and poor family relationships. It was not surprising to find that in the KRDC study, the Pd, or Psychopathic Deviate scale, was the high point of the mean profile and over the seventieth T-score which was the upper boundary for "normal." These scores indicated that there was a great deal of maladjustment present.

Fifty per cent of the sample had profiles that indicated no unusual or abnormal inclinations in their attitudes or behavior, but the number of men that did have profiles indicating maladjustive behavior made a good argument for the acceleration of mental health care and treatment within the prison walls. These findings were in agreement with other studies done in recent years which has lead to the introduction of therapy as an important part of rehabilitation.³ The present study showed that of all the problems with which prison inmates must cope, more men were handicapped emotionally than intellectually or scholastically.

DISCUSSION

Society believes that a good education should be available to all. In the present study it was found that KRDC inmates do not typically have a high school diploma. The opportunity to take courses in education from elementary

³The President's Commission of Law Enforcement and Administration of Justice, Task Force Report: Corrections (Washington: Government Printing Office, 1957), p. 52.

grades through high school seemed to be an important consideration in the future planning of rehabilitation. The potential for learning was shown to be as average in the inmate sample as it was in the national population. However, the KRDC inmates had not retained educational skills equal to their academic achievement. Poor motivation was cited as a possible explanation for under-achievement in school. While academic and vocational training was a partial fulfillment of these men's needs, therapeutic treatment for their emotional needs was most necessary according to the present findings.

Prisons have not had much success reforming their inmates even though much emphasis has been placed on different forms of rehabilitation. Some authors even stated that from past performance both men and women inmates will probably "return to society even more maladjusted, sick, and potentially dangerous than when they went in."⁴ Statistics in 1971, concluded that about eighty per cent of all felonies are committed by repeaters.⁵ Rehabilitation has centered about improving education and vocational training, but it has not been successful in preventing further crime. Other important reintegrating concepts should be considered.

The results from the MMPI personality test suggested borderline adjustment for the subjects tested. Nearly half of

⁴William Murray, "Women in Prison," Cosmopolitan, 172 (February, 1972), pp. 144-48.

⁵U. S. News and World Report, "Why U. S. Prisons are Exploding," 71 (September 27, 1971), pp. 19-21.

these men had psychotic trends on their profiles, indicating a high degree of emotional maladjustment. A tendency toward social deviancy was apparent for all subjects in attitude. These problems needed attention as much as, or more than, their educational needs since learning is dependent in part upon good mental health.

Years ago when children were slow in their school work, they were slapped on the face or rapped across the knuckles. This treatment did not have success with a number of slow learners. In past years in America, lawbreakers were first considered as those possessed and were chained or killed. More recently, they were seen as wicked or "bad" and in need of punishment. More and more, offenders are being recognized as men in need of therapeutic treatment according to those who study trends in corrections.⁶ In fact, in a recent study in California, men receiving counseling returned to crime somewhat less frequently than comparable inmates in the same institution.⁷

CONCLUSION

While it had not been difficult to win support from legislatures for educational and vocational training, little attention had been given to the redirecting of an offender's attitudes and adjustive behavior. The act of confinement had

⁶The President's Commission of Law Enforcement and Administration of Justice, loc. cit.

⁷Ibid.

been naively considered sufficient to make the internal changes necessary for a man to repent and turn from his lawless behavior but this assumption failed. The findings in the KRDC study indicated that inmates suffered from personal emotional problems, which possibly undermined the acquiring of skills to adequately function in the world as free citizens. It was therefore recommended that in the planning of a new rehabilitation program in Kansas that the facilities for psychological and psychiatric treatment be given as much consideration as the plans for the development of educational and vocational skills.

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