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RELATIONSHIP BETWEEN TRAINING PROGRAMS BEING OFFERED IN STATE AND FEDERAL PENAL INSTITUTIONS AND THE UNFILLED JOB OPENINGS IN THE MAJOR OCCUPATIONS IN THE UNITED STATES

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RELATIONSHIP BETWEEN TRAINING PROGRAMS
BEING OFFERED IN STATE AND FEDERAL PENAL
INSTITUTIONS AND THE UNFILLED JOB OPENINGS
IN THE MAJOR OCCUPATIONS IN THE UNITED STATES

A Thesis
Presented to
the Faculty of the School of Technology
Kansas State College of Pittsburg

In Partial Fulfillment
of the Requirement for the Degree
Master of Science in Trade and Industrial Education

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by
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June 1967

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TRADE AND TECHNICAL EDUCATION
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Pittsburg, Kansas

WITHDRAWN

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John T. Torrence

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CHAPTER I

INTRODUCTION

Vocational training in most penal institutions has been concerned with providing work experience rather than formal occupational training. (Manpower Research, 1966.)

This can be attributed perhaps to the fact that, since a shortage of staff has existed over the years, a philosophy has developed that some semblance of training is better than no training. In a survey made in 1962, it was revealed that there was only one vocational instructor for every 370 inmates, whereas in public secondary education there was one vocational instructor for every forty students. (Manpower Research, 1966.)

Most of the institutions have had a wide variety of training. However, the programs lacked standardization and a comparison of course content and achievement with similar public programs is not possible. For example, auto license plate manufacturing was reported as a training area in this study. Undoubtedly, some skills are developed that are related to occupations in metal fabrication, but the immediate response of a casual observer, or even a potential employer, is negative. License plate manufacturing is automatically associated with prisons and prisoners. It is the contention of this researcher that the actual training which has occurred should be reported as such in lieu of using the prison job assignment title.

Penal vocational training programs are difficult to establish firmly and to keep upgraded constantly. Since the institutions have been isolated entities in the society in which they exist, there is a tendency to use local standards for program establishment and, once the program has gotten under way, to adopt a laissez-faire attitude as long as the program seems to keep the administration content.

Throughout the years, penal educators have followed primarily two methods in obtaining course materials for vocational programs.

The first approach has been to write fellow educators in the field for assistance in the establishment of a training program. This technique has been a circuitous one and frequently ineffective because of the writer's unawareness as to which institution he should contact. In addition, if the originating developer of the program has selected an ambiguous title for the course, misunderstanding or misinterpretation has arisen.

The second approach, in the formation or establishment of a training program, has been the expending of many valuable man-hours on the development of a program. One of the problems encountered by penal educators is the establishment of programs that can be subjected to the test of functioning within the walls of a prison, since there are conflicting elements of training and prison tradition. (Wallack, Kendall, Briggs, 1939.)

The result of the second approach is that there exists a wide variety of

course content and structure throughout the penal world. Wide variety, however, is not peculiar to penal education alone. Silvius and Bohn (1961) mention the variety of approaches to the curriculum for industrial education. In the ACIATE yearbook (1966), mention is made that many people in the field of Industrial Arts do not know what their goals are and, consequently, research which is goal-oriented cannot be planned.

A desired goal of this project was to contribute to the general stabilization of course content and to provide an insight into just what was being offered in the way of training in the various institutions.

I. THE PROBLEM

Statement of the Problem. The principal hypothesis of this study was that training programs in penal institutions were not related to unfilled job openings by major occupations in the United States. It was further hypothesized that training programs being reported would have a wide variety of titles rather than follow the Dictionary of Occupational Titles format.

In addition to investigating the above hypotheses, it was anticipated that a Vocational Training Directory could be compiled which would contribute to the general body of knowledge of penal educators.

Need for the Study. A survey to ascertain vocational training offered in

penal institutions had never been made on a national level. Studies on individual institutions have been made, such as the one done by Earl Hepler (1954) on the Kansas State Industrial Reformatory at Hutchinson, Kansas. In order for penal administrators and instructors to evaluate the effectiveness of penal instruction, knowledge of the existing situation is needed.

Robert A. Freeman, President of the American Correctional Education Association (1966), stated that research, such as the Vocational Training Directory compiled by this researcher as an outgrowth of this study, is what the members of the Correctional Education Association should be doing in their fields.

Since vocational programs in penal institutions are tailored to conform with security regulations (Wallack, et al., 1939), it is reasonable to expect that an exchange of already established programs or curricula is desirable. It is not meant here that new ventures by the various educators should be curtailed, but, rather, a "share the wealth" approach is suggested. The exchange approach would help to overcome many of the custody obstacles, and it certainly would expedite the establishment of programs.

The present system of writing to a colleague about a particular program is effective if the writer knows to which colleague he should write. This researcher has written to fellow workers only to be referred elsewhere. Many inquiries have been received by him which he, in turn, has forwarded to other

institutions for answers. This study has tended to alleviate this condition. Penal educators, as well as penal administrators, had expressed an interest in learning how their particular program compared with institutions in other cities and states. There had been no general index of training available which contributed to this general body of knowledge.

Limitations of the Study. This study was limited to types of programs presently being offered by state and federal institutions. Military (Navy, Army, Air Force, Marine Corps, et cetera) installations were not included within the framework of this study.

No attempt was made to report in detail the course content, method of presentation, or length of instruction time. This report was limited to ascertaining the present status of training programs as related to the employment needs in the United States.

Farming and related occupations were reported. However, since local employment agencies do not report agricultural vacancies, no comparison was made in this Three Digit series.

Because of local differences, there were undoubtedly some definition or interpretation discrepancies to be expected.

Perhaps many of the training areas reported have little or no manipulative experience connected with them. However, using Prosser's (1925) definition in the broad sense, they fall within the category of vocational training.

In a discussion of penal instructional programs certain terms and words are used which are peculiar to the programs. To clarify these terms and because penal institution terminology may vary, it is desirable to have precise statements.

II. DEFINITIONS OF TERMS USED

Education. "The result of experiences whereby we become more or less able to adjust ourselves to the demands of the particular form of society in which we live and work." Prosser (1925, p. 3).

Vocational education. "That part of the experience of any individual whereby he learns successfully to carry on any gainful occupation." Prosser (1925, p. 3).

Vocational training. Used synonymously with vocational education in this study.

Adult institution. Correctional facility for felons whose lower age limit is usually eighteen years.

Youth institution. Correctional facility for felons whose upper age limit is usually eighteen years.

Penitentiary. Correctional facility for felons where minimum sentence served is usually one year and a day. May vary in states not having intermediate facility between youth institution and adult institution. More serious offenders confined here.

Correctional institution. Correctional facility for felons where less serious offenders are confined, and where duration of confinement is usually five years or less. Used in connection with both adult and youth offenders.

Reformatory. Correctional facility for youths, convicted of felonies, who are usually not less than eighteen years of age and not more than twenty-six. Length of sentence may vary, age limit may be exceeded because of physical and/or social maturation of particular individual. Exception for adult is that correctional facilities for women are in reformatory category.

Training school. Correctional facility for felons. Usually provided for young offenders between ages of fourteen to eighteen. Characterized by small population groups and more intensive correctional programs.

Camp. Correctional facility for felons. Characterized by small population. Training opportunities limited. Nature of offense committed is not violent or heinous. Used as a correctional tool to separate a potentially tractable inmate from the more sophisticated criminal.

Hospital. Correctional facility used to help augment total rehabilitative process. Mental and physical aberrations are treated in addition to making training opportunities available.

Diagnostic center. Correctional facility where screening and classification processes are effected to determine treatment goals for the individual.

Program. This term has reference to all courses of instruction offered in a penal institution.

CHAPTER II

REVIEW OF THE LITERATURE

With the increasing emphasis on social legislation and the passage of The Prisoner Rehabilitation Act of 1968, the need to ascertain "what correctional programs are most promising in preventing a first offense from leading to a career in crime" was paramount. (Long, 1968.) The need was even more accentuated when one realized that the number of individuals incarcerated throughout the United States approaches a quarter of a million. This loss in human resources has been one of the tragedies of our modern culture, and the cost in dollars (Taft, 1964) to the American public runs into the tens of billions.

The solution to this problem may continue to be elusive but certainly, if research is to live up to one of its major objectives, it may be able to obtain clues ". . . as to what specific types of education in what specific types of criminal cases are most effective." (Gill, 1968, p. 55.)

The purpose of this study, therefore, was to investigate one specific type of education -- vocational training.

The general purposes of correctional education, as stated at the Federal Wardens Seminar (1968), are:

To assist confined offenders to conserve and strengthen, or to acquire values, knowledge, skills and techniques which will facilitate their suc-

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cessful resorption, or absorption, into the mainstream of community life following release. (In the case of life or very long term prisoners, initial goals might best focus on helping them to find a purposive and satisfying existence in confinement.) This will often entail challenging directly or indirectly the validity or usefulness of previously acquired patterns of thought, feeling, and behavior and opening individuals' minds to different ideas, goals, and methods. In all instances, it requires us to be sure that the attitude, interest, and knowledge we purvey and foster are truly relevant to the individual's opportunities and encumbrances in the community and to his potentials and limitations. This involves us in a responsibility to seek to modify hazards and undue pressures and to augment opportunities for released prisoners. (Federal Wardens Seminar, 1965, p. 74.)

Vocational training aptly fits into this picture and can certainly enable the offender to conserve and strengthen or to acquire values, knowledge, and skills.

Frank Parsons (1909), who is generally recognized as the father of the vocational guidance movement, stated that society usually trains its horses, as a rule, better than men. The reason for this, of course, is that the role of the horse is established, whereas the role of man is manifold. It is imperative, therefore, that considerable thought and planning should go into the establishment of training programs.

Parsons (1909) stated that we need a union of broad general culture with industrial education and, through this, we can attain social and economic values that can be hardly overestimated. Glazberg (1951) referred to the resources of any society as the quality and quantity of people who are in it. According to Super (1963), these resources should be reviewed constantly for consideration for career development, especially up to the age of thirty-five.

In correctional education, we certainly have the quantity referred to by Gluzberg (1961); the challenge is to improve the quality. This challenge can be partially met through research on the effectiveness of penal programs. Penal administrators are hard-pressed for answers toward quality-improvement and, more times than not, must make decisions without the benefit of having an assist from research studies that have been rigorously and professionally conducted.

Schnur (1968) stated that research in corrections is fraught with serious misunderstandings. Correctional administrators expect it to be a panacea, and some "researchers" claim it to be. As implied, administrators are anxious to have all the information available in the decision-making process, but they definitely want it to be valid information.

It is imperative, then, on the part of the penal educators, to review programs to meet the goals of the general purposes of correctional education (Wardens Seminar, 1966). Myri E. Alexander (1966), Director of the United States Bureau of Prisons, stated that the kind of training being given in some institutions is not equipping the people for actual life situations. Mr. Alexander is deeply concerned about attaining the goal of reversing the negative behavioristic pattern of confined delinquents. (Cohen, 1968.)

Glaser (1964) has found considerable correlation between the change of living patterns after release and prison training and education. The tremendous volume of work done by Dr. Glaser in the field of correctional research has contributed greatly to the changing correctional philosophies.

Jones (1962) stated that the degree to which an individual enters into or participates in a program of vocational development is directly related to the degree in which he finds adequate outlet for his capacities, interests, and values.

It is within this general framework, then, that this study was conducted.

CHAPTER III

PRESENTATION OF DATA

Data Collection. The design for this study was the questionnaire-survey method, since the scope of the research entailed such a wide geographic area. (Good and Sentes, 1954.)

A transmittal letter was compiled (Appendix I), as well as a check sheet which listed training areas (Appendix II). The check sheet indicated the areas of training being offered by the Bureau of Prisons, U. S. Department of Justice. These training areas were obtained from the education section of that bureau. In addition to the listed areas, blank spaces were made available to fill in when a specific area was not listed.

The transmittal letter was accompanied by a pre-addressed, postage-paid envelope for the return of the questionnaire.

Questionnaires were sent to 364 state and twenty-eight federal penal institutions. Responses were received from 257 state institutions and from all twenty-eight federal institutions. Those that responded accounted for over 225,000 of the 230,000 inmate population in the United States. (Directory of State and Federal Correctional Institutions, 1963.)

The 107 institutions that did not reply were, for the most part, small camps, farms, or centers with less than 100 population per facility. It was assumed that they have no training programs.

Evaluation Instrument. From the major occupational groups having unfilled job openings (Appendix III), thirty-six occupations for which training feasibly could be offered in penal institutions were determined. To provide uniformity of comparison with training programs offered, the thirty-six occupations were assigned D.O.T. titles and codes. The sum total of all unfilled openings was computed and the percentage of the needs for each major occupational group calculated. These figures were obtained to provide data for a graphical presentation of how the unfilled openings were distributed, and to provide a basis for making recommendations as to where emphasis should be placed in training. Figure I on the following page provides this presentation.

Analysis Procedure. All institutions were given numbers and all vocational training areas were numbered. Upon receipt of the questionnaire, IBM cards were punched with institution name and number, and the numbers of all the vocational training areas offered by that institution were recorded. New or unknown training areas were given a number upon receipt.

The IBM cards were machine-matched to full description of the training program, so that a listing of training offered by each institution could be prepared.

E.g., U. S. Penitentiary, Leavenworth, Kansas

Baking
Cooking
Welding*

*denotes state approved

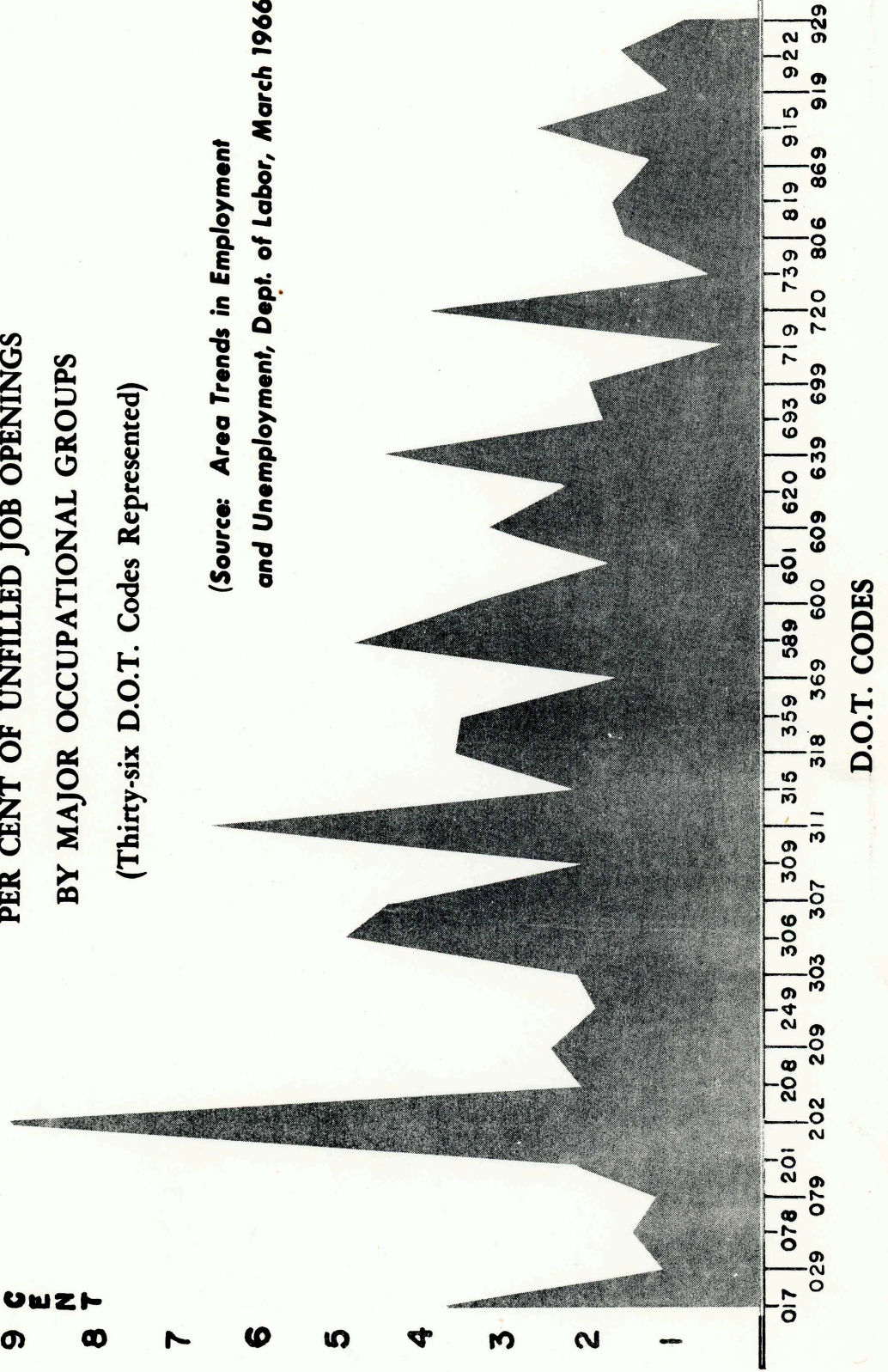
10 PER CENT
9
8
7
6
5
4
3
2
1

FIGURE 1

PER CENT OF UNFILLED JOB OPENINGS
BY MAJOR OCCUPATIONAL GROUPS

(Thirty-six D.O.T. Codes Represented)

(Source: Area Trends in Employment
and Unemployment, Dept. of Labor, March 1966)



After the compilation of the above listings, a second sort job was performed to machine-match each institution to the master card of the vocational area, so that a listing of institutions by vocational subject could be prepared.

E.g., COOKING

U. S. Penitentiary, Leavenworth, Kansas
 San Quentin, California
 Sing Sing, New York
 etc.

After these compilations were made, the results were printed and mailed to all the responding institutions.

This particular part of the study was concerned with compiling a Vocational Training Directory as outlined in Statement of the Problem.

A sort was then made on the IBM machine to provide a listing of all areas without duplication. The resulting numbers of areas were then analyzed according to Dictionary of Occupational Codes, using the Three Digit System.

The basis on which D.O.T. titles and codes were assigned to unfilled job openings by major occupations groups is shown in the following table.

TABLE I

UNFILLED JOB OPENINGS BY MAJOR
 OCCUPATIONAL GROUPS CONVERTED TO
 D.O.T. TITLES AND CODES

(Per cent of total openings included for each occupation)

<u>Reported Title</u>	<u>D.O.T. Code</u>	<u>D.O.T. Title</u>	<u>Per cent of Total</u>
Draftsman	017	Draftsman, n.e.c. (Drafting and re- lated work)	4.014

TABLE I (Continued)

<u>Reported Title</u>	<u>D. O. T. Code</u>	<u>D. O. T. Title</u>	<u>Per cent of Total</u>
Technicians, engineering and physical sciences	029	Occupations in mathematics and physical sciences, n.e.c. (Mathematics and physical sciences, n.e.c.)	1.271
Technicians and assistants, laboratory	078	Occupations in medical and dental technology (Medical and dental technology)	1.583
Healers and medical service occupations, n.e.c.	079	Occupations in medicine and health, n.e.c. (Medicine and health, n.e.c.)	1.405
Secretaries	201	Secretaries (Secretarial work)	2.150
Stenographers and typists	202	Stenographers (Stenography)	9.208
Office Machine operators	208	Miscellaneous office machine operators (Miscellaneous office machine work)	2.036
Clerks, general office	209	Stenography, typing, filing, and related occupations, n.e.c. (Stenography, typing, filing, and related work, n.e.c.)	2.537
General industry clerks	249	Miscellaneous clerical occupations, n.e.c. (Miscellaneous clerical work, n.e.c.)	2.036

TABLE I (Continued)

<u>Reported Title</u>	<u>D. O. T. Code</u>	<u>D. O. T. Title</u>	<u>Per cent of Total</u>
Housekeepers, private family	303	Housekeepers, private family (Housekeeping, private family)	2.399
Maids, general	306	Maids, domestic (Housework, domestic)	5.226
Nursemaids	307	Nursemaids (Nursemaids work)	4.487
Chauffeurs and drivers	309	Domestic service occupations, n.e.c. (Domestic services, n.e.c.)	2.121
Waiters and waitresses, except private family	311	Waiters, waitresses, and related food serving occupations (Food serving)	7.112
Cooks, except private family	315	Miscellaneous cooks, except domestic (Miscellaneous cooking, except domestic)	2.231
Kitchen workers in hotels, restaurants, railroads, etc., n.e.c.	318	Kitchen workers, n.e.c. (Kitchen work, n.e.c.)	3.907
Porters, n.e.c.	359	Miscellaneous personal service occupations, n.e.c. (Miscellaneous personal service, n.e.c.)	3.776
Occupations in laundering, cleaning, etc., of apparel, n.e.c.)	369	Apparel and furnishings service occupations, n.e.c. (Apparel and furnishings service, n.e.c.)	1.667

TABLE I (Continued)

<u>Reported Title</u>	<u>D.O.T. Code</u>	<u>D.O.T. Title</u>	<u>Per cent of Total</u>
Occupations in fabrication of textile products, n.e.c.	589	Occupations in processing of leather, textiles, and related products, n.e.c. (Processing, leather and textiles, n.e.c.)	5.181
Mechanists	600	Mechanists and related occupations (Machining and related work)	3.629
Toolmakers and die-sinkers and setters	601	Toolmakers and related occupations (Toolmaking and related work)	1.708
Machine shop and related occupations, n.e.c.	609	Metal machining occupations, n.e.c. (Metal machining, n.e.c.)	3.395
Mechanics and repairmen, motor vehicles	620	Motorized vehicle and engineering equipment mechanics and repairmen (Motorized vehicle and engineering equipment repairing)	2.388
Mechanics and repairmen, n.e.c.	639	Mechanics and machinery repairmen, n.e.c. (Mechanical repairing, n.e.c.)	4.558
Pattern and model-makers, except paper	693	Modelmakers, pattern-makers, and related occupations	2.030

TABLE I (Continued)

<u>Reported Title</u>	<u>D.O.T. Code</u>	<u>D.O.T. Title</u>	<u>Per cent of Total</u>
		(Modelmaking, patternmaking, and related work)	
Machine shop and related occupations, n.e.c.	699	Miscellaneous machine trades occupations, n.e.c. (Miscellaneous machine work, n.e.c.)	2.049
Occupations in manufacture of clocks, jewelry, etc., n.e.c.	719	Occupations in fabrication and repair of scientific and medical apparatus, photographic and optical goods, watches and clocks, and related products, n.e.c. (Fabrication and repair of scientific and medical apparatus, photographic and optical goods, watches and clocks, and related products, n.e.c.)	.434
Occupations of manufacture of radios, phonographs, and accessories	720	Occupations in assembly and repair of radio and television receiving sets and phonographs (Assembly and repair of radio and television receiving sets and phonographs)	4.128
Occupations in production of ferrous and nonferrous metals, n.e.c.	739	Occupations in fabrication and repair of products made from	.505

TABLE I (Continued)

<u>Reported Title</u>	<u>D.O.T. Code</u>	<u>D.O.T. Title</u>	<u>Per cent of Total</u>
		assorted materials, n.e.c. (Fabrication and repair of products made from assorted materials, n.e.c.)	
Occupations in building of aircraft, n.e.c.	806	Transportation equipment assembling and related work (Transportation equipment assembling and related work)	1.677
Welders and flame cutters	819	Welders, flame cutters, and related occupations, n.e.c. (Welding, flame cutters, and related work, n.e.c.)	1.872
Construction occupations, n.e.c.	869	Miscellaneous construction occupations, n.e.c. (Miscellaneous construction work, n.e.c.)	1.421
Attendants, filling stations and parking lots	918	Attendants and servicemen, parking lots and service facilities (Parking lot and related service work)	2.690
Transportation equipment, laborers, washers and greasers	919	Miscellaneous transportation occupations n.e.c. (Miscellaneous transportation work, n.e.c.)	1.037

TABLE I (Concluded)

<u>Reported Title</u>	<u>D.O.T. Code</u>	<u>D.O.T. Title</u>	<u>Per cent of Total</u>
Warehousing, store- keeping, handling, etc., n.e.c.	922	Occupations in moving and storing materials, n.e.c. (Materials mov- ing and storing, n.e.c.)	1.741
Packaging, labeling bottling, and related occupations, n.e.c.	929	Packaging and materials handling occupations, n.e.c. (Packaging and materials handling, n.e.c.)	.949
		Total	99.978

(D.O.T. Code 699 appeared in semiskilled and unskilled major occupational groups. The percentage figure was arrived at by obtaining the mean of these two.)

Source of data, Dictionary of Occupational Titles, Vol. II, 1965, and Area Trends in Employment and Unemployment, 1966.

A listing of all training areas being reported was compiled and classified according to D.O.T. codes (Appendix IV). Judgments were made to specify or to pinpoint the most apt descriptive code of the training area.

Analysis of the Data. To ascertain the relationship between the number of penal training programs being offered and the thirty-six known major occupational openings, a collation was made, matching like D.O.T. codes. Table II shows the results of this collation.

TABLE II
 COMPARISON OF THIRTY-SIX KNOWN OCCUPATIONAL NEEDS
 WITH PENAL TRAINING PROGRAMS

<u>D.O.T. CODE</u>	<u>TRAINING PROGRAMS</u>	
	<u>YES</u>	<u>NO</u>
017	X	
029		X
078	X	
079	X	
201	X	
202		X
208		X
209	X	
249	X	
303		X
306		X
307	X	
309		X
311	X	
315	X	
318		X
359	X	
369		X
589	X	
600		X
601	X	
609	X	
620	X	
639	X	
693		X
699		X
719	X	
720	X	
739		X
806	X	

TABLE II (Concluded)

<u>D.O.T. CODE</u>	<u>TRAINING PROGRAMS</u>	
	<u>YES</u>	<u>NO</u>
819		X
869	X	
915	X	
919		X
922		X
929		X
Total	20	16

Of the thirty-six major occupations having unfilled openings because of lack of qualified applicants, the results of the analysis revealed that training was offered in penal institutions in a total of twenty of the areas, or approximately fifty-six per cent. At the same time, however, the institutions are offering training in ninety-nine occupations of non-agricultural nature (Appendix IV).

CHAPTER IV

SUMMARY AND CONCLUSIONS

The present study represents an attempt to determine whether the training programs being offered in state and federal penal institutions were related to the unfilled job openings in the major occupations in the United States. It was hypothesized that: (a) training programs in penal institutions were not related to the unfilled job openings by major occupations in the United States, and (b) that training programs reported would have a wide variety of titles rather than follow the Dictionary of Occupational Titles format.

It was also anticipated that a Vocational Training Directory could be compiled which would contribute to the general body of knowledge of penal educators.

In conducting this study, questionnaires were sent to 364 state and twenty-eight federal penal institutions. Responses were received from 257 state institutions, and from all of the federal institutions. It has been assumed that the 107 state institutions which did not respond have no vocational programs. These 107 institutions were, for the most part, small camps, farms or centers with less than one hundred population per facility. The institutions that reported and were used in this study account for over 225,000 of the 230,000 inmate population in the United States. (Directory of State and Federal

Correctional Institutions, 1963.) It was felt, therefore, that the data pertaining to training programs represented nearly all those institutions offering vocational training.

To determine the need for the type of training being offered in penal institutions, major unfilled job openings were obtained for the United States. (Area Trends in Employment and Unemployment, 1966.)

For comparison purposes between training and job openings, D.O.T. titles and codes were assigned to both groups. In all instances, care was taken to avoid bias in assigning these titles and codes. Table I of this study (pages 16 through 22) shows the relationship between unfilled job openings and D.O.T. titles and codes.

The training areas were listed first by the names under which they were reported and then cross-checked against the description of the work as outlined in the Dictionary of Occupational Titles (1965).

Analysis of the data revealed there were thirty-six major occupations (agriculture not included) for which training could feasibly be offered, whereas the institutions were offering training in ninety-nine non-agricultural training programs. Further investigation revealed that, of these ninety-nine training areas offered, only twenty were related to unfilled job openings on the national level.

There were seventy-nine training areas reported which, on the national

level, have a poor prognosis for carry over into public life.

The following conclusions were drawn from this study:

1. Training programs in penal institutions were organized to meet the service and maintenance needs of the institution rather than the post-release opportunities of the inmate.

2. The wide variety of names assigned to the various courses in the training programs indicated that liaison between the various state employment agencies and the institutions was limited.

3. Penal educators were interested in obtaining a vocational training directory which listed all the offerings in the various institutions.

4. A limited amount of research has been done in the area of penal training programs.

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APPENDIX I

UNITED STATES DEPARTMENT OF JUSTICE
BUREAU OF PRISONSUnited States Penitentiary
Leavenworth, Kansas 66048

Dear Penal Educator:

In order to determine the type of training offered in the various penal institutions in the United States, a survey is being conducted. It is our hope that we can compile a listing of all training opportunities offered by each state as well as by the United States Bureau of Prisons.

After we have received replies to the attached questionnaire, we plan to compose a booklet, listing the vocational training programs in penal institutions. In this manner, penal educators will have a reference source of where to write for information on programs they wish to learn more about.

Your assistance in making this listing is earnestly solicited.

Sincerely,

J. T. TORRENCE
Supervisor of Education

APPENDIX II

VOCATIONAL SURVEY

Name of Institution _____

Location _____

Type of Institution: ___ Reformatory ___ Penitentiary ___ Women's Reformatory
___ Correctional Institution ___ Camp ___ Other (please describe) _____Average yearly population: _____ Are trainees certified by your
state? ___ Yes ___ No

In the list which follows, please indicate by a checkmark those areas of training offered by your institution, also indicating which of these are state approved. Please write in also any areas of training you provide which are not listed. Mark "X" for state approved areas.

AREAS OF VOCATIONAL TRAINING

V = Taught in your institution.

X = State approved as well as taught.

V: X:

____ Airplane Mechanics School
____ Appliance Repairing
____ Arc and Acetylene Welding
____ Auto Body and Fender Repair
____ Auto Mechanics

____ Baking
____ Barbering
____ Beef Production
____ Boat Repair
____ Body and Fender Mechanic
____ Boiler Fireman
____ Boiler Room
____ Book Binding
____ Bricklaying

V: X:

____ Building Custodian
____ Business Machines
____ Butcher

____ Cabinet Making
____ Carpentry
____ Clerical and Typing
____ Clothing Factory
____ Commercial Art
____ Construction
____ Computer Programming
____ Cooking
____ Cosmetology

APPENDIX II (Continued)

V: X:

----- Quality Control
 ----- Radio & TV Repair
 ----- Refrigeration

 ----- Sanitation Floor Care
 ----- Service Station Operation
 ----- Sewing and Dressmaking
 ----- Sewing Machine Repair
 ----- Sheet Metal
 ----- Shoe Manufacturing
 ----- Shoe Repair
 ----- Sign Shop
 ----- Silk Screen
 ----- Slaughtering
 ----- Spray Painting
 ----- Stationary Boiler Fireman
 ----- Stationary Fireman
 ----- Steamfitting
 ----- Storekeeping
 ----- Swine Production

V: X:

----- Table Waiting
 ----- Textile Manufacturing
 ----- Tire Reconditioning
 ----- Tractor Operator
 ----- Typewriter Repair

 ----- Upholstery
 ----- Vegetable Crops

 ----- Watch Repair
 ----- Welding
 ----- Woodworking

 ----- X-Ray Technician

APPENDIX III

DIGEST OF UNFILLED JOB OPENINGS IN LOCAL PUBLIC
EMPLOYMENT OFFICES

By Major Occupational Groups

United States, January 1, 1966

<u>Occupation</u>	<u>Total Unfilled Openings</u>
All Occupations	300,500
<u>Professional, Technical, and Managerial -- Total</u>	50,750
Draftsmen	5,680
Social and welfare workers	4,963
Engineers, mechanical	3,767
Trained nurses	3,353
Engineers, electrical	2,470
Laboratory technicians and assistants	2,240
Accountants and auditors	2,048
Healers and medical services occupations, N.E.C.	1,986
Technicians, engineering and physical sciences	1,799
<u>Clerical and Sales -- Total</u>	71,050
Stenographers and typists	12,775
Bookkeepers and cashiers, except bank cashiers	6,990
Sales persons	5,336
Salesmen and sales agents, except to consumers	3,708
Clarks, general office	3,591
Salesmen, insurance	3,477
Secretaries	3,043
Office machine operators	2,991
General industry clerks	2,771
<u>Service -- Total</u>	58,300

APPENDIX III (Continued)

Nursemaids	6,349
Kitchen workers in hotels, restaurants, on railroads, etc., N.E.C.	5,529
Porters, N.E.C.	4,777
Housekeepers, private family	3,157
Cooks, except private family	3,157
Waiters and waitresses, except private family	10,064
Maids, general	7,395
<u>Skilled -- Total</u>	49,200
Mechanics and repairmen, N.E.C.	6,450
Machinists	5,135
Machine shops and related occupations, N.E.C.	4,814
Mechanics and repairmen, motor vehicles	3,879
Pattern and model makers, except paper	2,650
Toolmakers and diesinkers and setters	2,417
Welders and flame cutters	2,873
<u>Semiskilled -- Total</u>	48,100
Occupations in fabrication of textile products, N.E.C.	7,331
Occupations in manufacture of radios, phonographs, and accessories	5,842
Machine shop and related occupations, N.E.C.	4,845
Attendants, filling stations and parking lots	3,807
Chauffeurs and drivers	3,002
Occupations in building of aircraft, N.E.C.	2,373
Occupations in laundering, cleaning, etc., of apparel	2,360
<u>Unskilled -- Total</u>	23,100
Warehousing, storekeeping, handling, etc., N.E.C.	2,464
Construction occupations, N.E.C.	2,011
Transportation equipment, laborers, washers, and greasers	1,463
Packaging, labeling, bottling, and related occupations, N.E.C.	1,344
Machine shop and related occupations, N.E.C.	955

APPENDIX III (Concluded)

Occupations in production of ferrous and nonferrous metals, N.E.C.	715
Occupations in manufacture of clocks, jewelry, etc., N.E.C.	615

(Source -- Area Trends in Employment and Unemployment, March, 1966, U. S. Department of Labor)

APPENDIX IV

<u>D. O. T. Code</u>	<u>Name of Training Area Reported</u>
017*	Drafting
078	Medical Technician
	X-Ray Technician
079*	Lab Technician
	Physiotherapy
	Lab Assistant
	Dental Assistant
139	Technical Writing
141	Commercial Art
143	Photography
168	Quality Control
201*	Medical Secretary
209*	Clerical and Typing
213	Data Processing
223	Storekeeping
235	Switchboard Operator
249*	Office Workers
	Library Assistant
299	Merchandising
307*	Nursery Assistant
311*	Table Waiting -- Waiter and Waitress
315*	Cooking
330	Barbering
332	Cosmetology
335	Hospital Attendant
	Nursing
356	Veterinary Aide
359*	Home Economics
361	Laundering
362	Dry Cleaning
365	Shoe Repairing
373	Firefighting
381	Building Custodian
	Sanitation Floor Care
389	Pest Control

APPENDIX IV (Continued)

<u>D. O. T. Code</u>	<u>Name of Training Area Reported</u>
Farming, Fishery, Forestry, and Related Occupations, though listed in the following part of this appendix, were not involved in this study.	
403	Vegetable Crops
404	Fruit Crops
405	Field Crops
406	Horticulture
407	Landscaping
411	Dairy Production
412	Poultry Production
413	Beef Production
	Swine Production
421	General Farming
424	Farm Machinery Operation
441	Forestry
505	Ceramics
519	Foundry
525	Slaughtering
	Meat Processing
	Meat Cutting
526	Baking
529	Commercial Foods
	Cannery
551	Water Pollution Control
559	Tire Reconditioning
575	Brick Manufacturing
589*	Clothing Factory
	Textile Manufacturing
601*	Machine Tool and Die Making
609*	Machinist, Heavy Duty
	Machine Shop
610	Blacksmithing
619	Auto License Plate Manufacturing
	Aluminum Spinning
620*	Heavy Equipment Repair
	Auto Mechanics

APPENDIX IV (Continued)

<u>D. O. T. Code</u>	<u>Name of Training Area Reported</u>
621	Airplane Mechanics
623	Marine Diesel Mechanic
	Outboard Engine Repair
624	Farm Machinery Repair
625	Air Cooled Engines
	Diesel Mechanics
	Small Engine Repair
628	Sewing Machine Repair
633	Business Machines
	Office Machine Repair
637	Refrigeration / Air Con- ditioning
639*	Lawn Mower Repair
659	Printing
	Offset Printing
660	Cabinet Making
703	Metal Repair
709	Boat Manufacturing
712	Brace Making
	Orthopedic Prosthetics
	Dental Technician
715	Watch Repair
719*	Instrument Service and Repair
720*	Radio and TV Repair
721	Electric Motor Repair
723	Electric Appliance Repair
726	Electronics Assembly
730	Musical Instruments
733	Brush Manufacturing
741	Spray Painting
749	Painting
763	Furniture Factory
	Furniture Refinishing / Repair
769	Woodworking
770	Lapidary Arts
779	Concrete Pipe Manufacturing

APPENDIX IV (Concluded)

<u>D. O. T. Code</u>	<u>Name of Training Area Reported</u>
780	Mattress Manufacturing
	Upholstery
785	Sewing and Dressmaking
	Tailoring
788	Shoe Manufacturing
789	Rug Making
	Saddle and Boot Manufacturing
804	Sheet Metal
806*	Boot Repair
807	Auto Body and Fender Repair
809	General Metals
812	Welding
821	Electric Highline
822	Communications
828	Electronics
829	Electrician
849	Plastering
859	Heavy Equipment Operation
860	Carpentry
861	Bricklaying
	Masonry
862	Oil Burner Repair
	Plumbing / Steamfitting
869*	Construction
	General Mechanics
	Industrial Construction
899	Industry Maintenance
915*	Service Station Operation
949	Lumber / Logging / Sawmill Operation
950	Boiler Room
951	Boiler Fireman
953	Sewage Plant Operation
956	Power Plant Operation
	Stationary Boiler Fireman
960	Movie Projectionist
970	Sign Painting

