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ORAL INTERPRETATION IN A PUBLIC AWARENESS CAMPAIGN:  
DENTON COUNTY PROBATIONER EDUCATION AND  
EMPLOYMENT PROGRAM

THESIS

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By

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This study investigates the use of oral interpretation in social contexts. The context chosen was a community corrections program which provides education and employment assistance to adults on probation in Denton County, Texas.

A solo interpretation script was incorporated into a public awareness presentation about the Denton County Probationer Education and Employment Program. The presentation was presented to a pilot audience to test the effectiveness of combining oral interpretation with public speaking to inform audiences about and elicit support for community corrections.

It was determined that integrating an interpretative performance into an informational presentation is an effective method of employing oral interpretation outside the classroom and expanding its rhetorical dimensions.

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## CHAPTER I

### INTRODUCTION

Traditional college and university programs in oral interpretation have centered around the liberal arts approach to the oral study of literature--knowledge for aesthetic enjoyment and cultural development. In response to declining student enrollment in recent years, however, American colleges and universities have begun to shift from liberal arts education to emphasis on career-skills training. More and more students today enter higher education for the purpose of developing skills for future careers or to advance existing ones. According to Goyer and Eadie, students "have tended to align themselves away from traditional liberal arts curricula, and towards professional skill-oriented majors."<sup>1</sup>

In an effort to meet student demands, Speech Communication Departments have taken a hard look at their course offerings and have made a concerted effort to develop curricula to attract career-minded students, often jeopardizing the oral interpretation discipline. Keaveney reports that as speech departments changed their curricula to attract new students, the number of oral interpretation courses decreased.

"As justifications for programmatic needs have become increasingly mandatory, whole programs in oral interpretation have been modified, reduced, or even disbanded."<sup>2</sup>

Perhaps one of the reasons for this problem is best expressed by Hartman when she writes that "one of the problems for the field of oral interpretation has been establishing its practical value for students and colleagues."<sup>3</sup>

Elsa notes that her students, upon graduating into the real world, reported that they wished they had been offered "a more practical orientation so they could make more use of their interpretation skills and knowledge."<sup>4</sup>

Partially in response to this situation, a new movement in, or application of, oral interpretation has emerged to encompass what Lentz calls "interpretation as an endeavor in the real world."<sup>5</sup> He claims that "the discipline's salvation rests in large part on increasing . . . [the] visibility [of oral interpretation] in both the real world and ivy-lined quadrangles."<sup>6</sup> Elsa concurs that ". . . until we take it [oral interpretation] out of the womb of academia and give it birth in the 'real world,' interpretation programs will continue to wither away."<sup>7</sup>

This new emphasis in interpretation, sometimes called "Interpretation in Social Contexts," a phrase coined by Valentine, became the subject of a special program at the 1978 National Convention of the Speech Communication Association. Because of the interest it generated within

the interpretation division, along with the obvious need for a method of survival in higher education, interpretation scholars formed a task force which met in the summer of 1979. A group of thirty interpretation scholars met at Giant City State Park in Makanda, Illinois, from May 16-19, 1979, in an attempt to coordinate efforts of the innovative use of interpretation in social contexts. The task force meeting centered on curriculum developments, community-based projects, and possibilities for grants, and the setting up of a network of persons interested in exploring contexts in interpretation.<sup>8</sup>

The idea of using oral interpretation in social contexts is now new to the discipline. But many innovative applications of the communication art form have been utilized in recent years. In the past, performers, either solo or group, have entertained, informed and educated audiences. The focus of attention has been upon the reader and his or her study of literature. More recently, the utilization of oral interpretation has taken on new responsibilities to persuade public attitude, to illustrate the need for social reforms, to assist in raising self and group awareness, and to provide therapy and rehabilitation to special populations. The focus of attention has thus shifted slightly from the reader to the audience. Oral interpretation has been taken out of the classroom and the confines of academia into the real world to such special settings as prisons, juvenile corrections

facilities, churches, nursing homes, retirement centers, parks and recreational areas, public schools, and hospitals and medical schools. Oral interpretation performances have been utilized to reach such special audiences as public policy groups, legislative committees, municipal associations, senior citizens' groups, rehabilitation associations, historical societies, teachers' associations, and institutions for the handicapped, as well as general public television viewers. Valentine feels these activities "are part of a growing interpretation curricula which may better prepare students for life."<sup>9</sup> And Kleinau suggests that "the broader the selection of 'pathways of performance,' . . . the better we should be to attract students and to serve their uniquenesses."<sup>10</sup> And finally, Keaveney concludes, "The recently revived interest in oral interpretation in social context offers an innovative, academically sound approach to the performance and study of literature that has the potential of being able to address the dynamics of educational change."<sup>11</sup>

Many recent interpretation performances have been specifically designed to elicit audience participation beyond the traditional goals of entertainment, information and education. Valentine and Donovan report that Dr. Jack Leedy, psychiatrist and director of the Poetry Therapy Center in New York, utilizes poetry in treating the emotionally ill.<sup>12</sup> Valentine, Donovan, Steiner-Crane, McHughes, Williams, Roloff, and Brandes have utilized oral interpretation in correctional



settings and have demonstrated the value of interpretation as therapy for these special populations.<sup>13</sup> Salem, by introducing feminist literature to a small group of mother-homemakers, discovered that performance and subsequent discussion of the literature appeared to "bear substantial validity" to her hypothesis that such activity would produce increased self-esteem among members.<sup>14</sup> Mathis directed a Chicano performing group that resulted in cast and community consciousness-raising and public support for hiring a bilingual high school counselor.<sup>15</sup>

Spear brought together several branches of communication studies departments and produced a video-tape for public television. By using an original story, the plight of an Appalachian woman was dramatized.<sup>16</sup> Hartman, and others, interviewed the aged and handicapped, developed scripts from interview information, and then utilized the interviewees as performers. Numerous performances by these groups to special audiences produced public awareness about their human conditions, which resulted not only in an attitude shift concerning public policy, but also produced legislative changes.<sup>17</sup> More recently, Cancilla utilized interpretation students at North Texas State University for group performances to educate the community about the Denton County (Texas) Hospice. The awareness campaign resulted in local funding from numerous civic sources including a United Way grant.<sup>18</sup> By training students to utilize oral interpretation in the community,

oral interpretation in social contexts becomes, in Keaveney's words, "a viable means of addressing both career needs and humanistic concerns."<sup>19</sup>

The concept that oral interpretation possesses a rhetorical-persuasive dimension is not new. Hartman says that dramatic presentation has been used "to persuade audiences about public policy issues . . . from Aristophanes through Satre, Brecht and Shaw."<sup>20</sup> Colson points out that interpretation programs designed to be persuasive have been in existence for many years. He suggests that it is the interest in, not the act of, employing interpretation outside the classroom that is new. The use of oral interpretation in social contexts allows for an expanded discipline with varying degrees of applicable utility in the real world with a "re-emphasis of the rhetorical dimensions of the discipline."<sup>21</sup> He notes that the Interpretation Division of the Speech Communication Association defined interpretation some ten years earlier as "an art concerned with the education of the human being as an expressive agent for the performance of texts of many kinds, whether for persuasive or aesthetic ends."<sup>22</sup> Along these same lines, Hartman suggests that "oral interpretation in social contexts seeks to reestablish itself as a part of public discourse" which may be used to "inspire, entertain, persuade, or perform all of these functions."<sup>23</sup>

Spear refers to this new movement in interpretation as "applied interpretation" and suggests it parallels other

fields (applied communication, applied sociology, dance and music therapy, for example) in combining theory and practice.<sup>24</sup> Such application of the communication art suggests, as Kleinau points out, that "major focus may move beyond the performance itself."<sup>25</sup>

In any interpretative act, sufficient and necessary action must be focused equally on all elements of performance preparation: (a) the text, whether it be classical in nature or oral history, must be carefully analyzed; (b) the interpreter, whether participating in solo or group performance, requires sensitizing to and training in traditional performance techniques; (c) the audience, whether it be singular, small or large group, must be analyzed and understood; and (d) the author's original intent, whether it be to inform, entertain, persuade, or stimulate audience action, must be determined. So long as these essential elements of analysis are incorporated into the preparation for performance, then the uses of oral interpretation appear unlimited as an effective channel of communication in various social contexts.

One such context in which oral interpretation could be used is in promoting public awareness of and support for a community-based corrections program. Colson points out that for years interpretation has been recognized as a valuable means of public education and social awareness.<sup>26</sup>

And Mathis says,

In a society one of whose hallmarks is the efforts of many special constituencies to establish their identities and influence, the contemporary practitioners of our art find abundant contexts which provide theatres for--and even call for-- the kind of effective power which performed literature supplies."<sup>27</sup>

The Denton County Courts Services Adult Probation Department Probationer Education and Employment Program appears to be an excellent example of Mathis' "special constituencies" which could benefit from oral interpretation's "affective power" in establishing the Program's identity and influence in the community.

Community-based corrections provides special services to public offenders on probation and takes on basically two programmatic forms. The first is the residential treatment facility where public offenders serving probated criminal sentences reside and are offered educational and employment assistance and adjustment counseling services. The second form involves similar services but allows the probationer to remain in his home with his family. The program under consideration is of the latter form.

In 1978 the Denton County Courts Services Adult Probation Department, the Offender Preparation and Employment Network (OPEN), Inc., and the Denton Area Office of the Texas Employment Commission (TEC) began developing a community-based program as an interagency project to assist public offenders in obtaining employment. Summary arrest records in 1978 for

individuals in the fourteen county balance-of-state area of the North Central Texas Council of Governments (NCTCOG) indicated the largest number of adult arrests took place in Denton County, and the largest population under criminal justice supervision was adult probationers.<sup>28</sup>

A grant proposal to develop a vocational assistance program for adult probationers was submitted to NCTCOG to be funded as a Comprehensive Employment and Training Act (CETA) Title VI Special Project. The proposal was ranked second in a field of twenty-one applications by the Balance-of-State Manpower Planning Advisory Committee of the North Central Texas Region<sup>29</sup> and was funded through the local CETA Prime Sponsor, the North Texas Education and Training Co-op.

The program, called the Denton County Probationer Education and Employment Program (hereafter referred to as "The Program") began offering employment assistance in June 1979. Salaries for staff members were funded by CETA, with offices furnished by Adult Probation and TEC, planning and development by OPEN, and administration by Probation. In June 1980 the Texas Adult Probation Commission funded the community-based corrections program as a special service of the Denton County Adult Probation Department.

The Program is designed to provide vocational assistance to public offenders granted probation in Denton County. The underlying concept is that if a probationer can obtain and

maintain satisfactory employment, he is better equipped for community adaptation and less likely to commit further crime. The purpose is to reduce crime in Denton County by reducing the criminal recidivism of probationers. The method involves promoting probationer job placement and retention, enhancing their job satisfaction, and reducing community barriers to employment. The three sponsoring agencies believe this goal can be accomplished in a cost effective manner by coordinating existing community resources, instead of creating a new organization.

Adult probationers are offered assistance through employment counseling, vocational testing, placement in skills training schools, and job referrals. If a probationer encounters a problem on the job, an employment adjustment session may be conducted. Participants in the session include the probationer, a neutral employer in the community, The Program employment coordinator and/or the client's probation officer. The session is designed to help the probationer better understand his employment situation in order to make rational, intelligent decisions concerning his job. Through the participating neutral employer, the probationer can learn more about what employers in general expect of their workers.

Parolees or persons not involved in the criminal justice system referred to The Program by parole officers, human resource agencies and informed individuals are eligible

for assistance; however, the target group is adult probationers in Denton County.

An education workshop was added to Program services in December 1979. Designed by OPEN and developed by Probation, the education component is funded by the Cooke County Adult Education Co-op as an adult performance level life-coping skills program. Persons granted probation in Denton County are required by the courts to complete an eight-hour workshop administered by the Adult Probation Department. The purpose of the education program is to help probationers understand the Criminal Justice System, acquire and maintain stable employment and learn how to adapt to the community.

Adult probationers learn about the court system, Texas criminal laws and probation rules and regulations. The Probationer Education Handbook<sup>30</sup> and Texas Crimes and Punishment<sup>31</sup> are utilized as resources. In a small group setting, participants discuss how to deal with the social stigma of being a criminal and how to improve self-image and social status. They participate in decision-making and problem-solving exercises and develop short range goals by writing action plans. The idea that everyone has a freedom of choice and must accept responsibility for his actions is emphasized. Probationers are taught how to complete employment applications, how to honestly and positively communicate their conviction records in job interviews, and how to develop good work habits.

In order to better assist adult probationers in utilizing community resources, a special handbook called OPTIONS, Denton County<sup>32</sup> was published by OPEN for the Adult Probation Department in 1981. Over one hundred Denton County human resources were identified by Program staff with the assistance of the Denton County Community Council Information and Referral Office. A county criminal justice directory, rights of felons and ex-felons in Texas, a special problem solving section, a reading list of self development texts available in Texas public libraries, and a list of crisis and emergency telephone numbers are included in the publication. Funds were donated by individuals, business and foundations, as well as in-kind contributions from public institutions, to print five thousand copies of the handbook. With the assistance of the Retired Senior Volunteer Program and other volunteers, over one thousand copies have been assembled and distributed to probationers and the general public in Denton County.

In Spring 1980, G. Frank Lawlis, Department of Psychology, North Texas State University, directed a graduate class evaluation of The Program. The evaluation analyzed the first six months of Program operation and was conducted as a semester project.<sup>33</sup> The evaluation team compared a random sample of probationers who received assistance in The Program with a sample drawn a year before The Program began. The evaluators determined that the percentage of



repeat offenses, or recidivism, by Program participants was less than half the number committed by those not exposed to The Program in the previous year. Only 7 per cent of The Program group had their probations revoked for violating conditions of probation, compared to 19 per cent of the other group. The report concluded that The Program had been effective in reducing the likelihood that probationers would commit additional crimes.<sup>34</sup>

The acceptance by employers of clients placed through The Program was measured and approximately three-quarters of the probationers were rated by employers as average or above average in attendance and in promptness at arriving for work. Safety records showed 50 per cent of the probationers were doing better than non-probationers in preventing accidents, while none of the probationers did worse than average. Overall job ratings placed 70 per cent of Program placements in the top half of their job peers with 20 per cent being in the top quarter. All employers responding said they would probably employ other probationers recommended by The Program.<sup>35</sup> One employer reported to The Program administrator that a probationer placed in his company turned in a non-probationer employee for stealing from the company.<sup>36</sup>

More than half the employed probationers completing job questionnaires stated they liked their jobs very much, and 75 per cent said they looked forward to going to work most of the time. None of the study group reported their

co-workers disliked them or their supervisors did not respect them. Overall, more than half were very satisfied with their jobs.<sup>37</sup>

The Program expended approximately \$17,700 in CETA salaries and in-kind contributions from sponsors during the first six months. A random sample of 24 employed probationers showed they earned approximately \$49,400 as a primary benefit and began to establish independence from social service programs. Approximately \$76,000 could have been used to provide food stamps, unemployment compensation, and aid to families with dependent children if probationers had not found employment. Therefore, the evaluators concluded, when compared with spending for social service assistance, The Program provided an approximate \$4.30 saving for every \$1 spent on The Program. The cost benefits derived from The Program are ongoing, because many social programs foster dependency; while The Program provides opportunity for self-sufficiency at about one-quarter the cost.

A random sample of 31 probationers completing the education workshop revealed the following changes (some participants qualified for inclusion in more than one category): two clients went from part-time to full time employment, seventeen clients received a raise in pay and/or promotion, one obtained an additional part-time job, nine secured different or better jobs, seven went from unemployed to full or part-time employment, eight began some level of

new educational activity, seven began working on or completed a G.E.D., and twelve clients initiated outreach efforts into Denton County community resources.<sup>39</sup> An in-house records check on November 25, 1981, of 241 probationers who completed the education workshop during its first year of operation (December 1979 through November 1980) revealed that 91 per cent had been successful in remaining on or had been dismissed from probation.<sup>40</sup>

At the time The Program began, there were no regular employer development activities being conducted to reduce barriers to probationer employment in Denton County. During the first six months, 25 employers were contacted. Twenty-four were receptive to The Program, and numerous businesses initiated job orders. In April 1980 an organizational meeting was held at the Denton Chamber of Commerce to establish an Advisory Council to The Program. The initial group, composed of area business representatives, was asked to provide input and direction to The Program. By 1981 the Council had expanded to include representatives from production, service and merchandising industries; educational institutions; criminal justice; and the media. A Public Awareness Committee has been established by the Advisory Council to promote the success of The Program throughout the county.<sup>41</sup>

### Purpose

The purpose of this thesis has been to prepare a program which includes a solo interpretation script to be presented to various audiences in Denton County. The presentations are to be utilized to inform citizens of the existence and function of the Denton County Probationer Education and Employment Program, and to elicit support from the community.

### Procedure

A solo interpretation script of approximately fifteen minutes in length was prepared. A pilot presentation included in the following order: a brief questionnaire, the interpretation performance, a ten minute explanation of The Program, and a brief follow-up questionnaire. The presentation was made before an audience composed of individuals with diverse educational and professional backgrounds.

The brief questionnaires before and after the presentation were used to evaluate the effectiveness of the presentation and to determine audience members' levels of understanding of and support for adult probation and community corrections.

A subjective evaluation of the presentation was submitted by a senior probation officer, an authority in the corrections field, who attended the presentation.

A detailed description of the procedures, the responses to and evaluations of the presentation, a concluding discussion of the entire process and direction for future presentations are reported in this thesis.

## NOTES

<sup>1</sup>Robert S. Goyer and William F. Eadie, "Fitting the Speech Communication Curriculum to the Needs of Business," Bulletin of the Association of Departments and Administrators in Speech Communication, (October, 1976), p. 17, cited in Madeline M. Keaveney, "The Dynamics of Educational Change," Issues in Interpretation, IV, No. 3 (1981), 9.

<sup>2</sup>Keaveney, p. 9.

<sup>3</sup>Maryann Hartman and others, "Using Oral Interpretation To Affect Public Policy," unpublished paper, Oral Interpretation Division, Speech Communications Association Convention, Minneapolis, November, 1978, p. 1.

<sup>4</sup>Janet Elsea, "Conversation with Janet Elsea: Interpretation and Society," Journal of the Arizona Communication and Theatre Association, 9 (Spring, 1978), 31.

<sup>5</sup>Tony M. Lentz, "Beyond the Ivory Tower," Issues in Interpretation, IV, No. 3 (1981), 17.

<sup>6</sup>Lentz, p. 16.

<sup>7</sup>Elsea, p. 31.

<sup>8</sup>Lee Hudson, "Interpretation," Spectra: A Bimonthly Publication of the Speech Communication Association, XV (October, 1979), 8.

<sup>9</sup>K. B. Valentine, "The Issue: Social Contexts," Issues in Interpretation, IV, No. 3 (1981), 1.

<sup>10</sup>Marion Kleinau, "Contexts for the Future," Issues in Interpretation, IV, No. 3 (1981), 15.

<sup>11</sup>Keaveney, p. 9.

<sup>12</sup>K. B. Valentine and Maureen Donovan, "Rationale for Communication Arts in Correctional Institutions," Journal of the Arizona Communication and Theatre Association, IX (Spring, 1978), 3.

<sup>13</sup>Valentine and Donovan, p. 3.

- <sup>14</sup>Robin Salem, "Interpretation as a Method for Group Discussion of Feminist Literature," Journal of the Arizona Communication and Theatre Association, IX (Spring, 1978), 11.
- <sup>15</sup>Jerry W. Mathis, "Integration of the Elements," Issues in Interpretation, IV, No. 3 (1981), 3.
- <sup>16</sup>Jean Haskell Spear, "A Healthy Sign of Growth," Issues in Interpretation, IV, No. 3 (1981), 6.
- <sup>17</sup>Hartman and others, pp. 1-26.
- <sup>18</sup>Carlajo Cancilla, "Oral Interpretation as a Catalyst for Social Awareness: Ann's Haven: Hospice of Denton County," unpublished master's thesis, Department of Speech Communication and Drama, North Texas State University, Denton, Texas, 1981.
- <sup>19</sup>Keaveney, p. 10.
- <sup>20</sup>Hartman and others, p. 3.
- <sup>21</sup>Ted Colson, "A Re-Emphasis of the Rhetorical," Issues in Interpretation, IV, No. 3 (1981), 11.
- <sup>22</sup>Colson, p. 11.
- <sup>23</sup>Maryann Hartman, "Interpretation as Public Discourse," Issues in Interpretation, IV, No. 3 (1981), 8.
- <sup>24</sup>Spear, p. 5.
- <sup>25</sup>Kleinau, p. 14.
- <sup>26</sup>Colson, p. 11.
- <sup>27</sup>Mathis, p. 3.
- <sup>28</sup>Office of Manpower Planning, North Central Texas Balance-of-State Annual Master Plan: 1980 (Arlington: North Central Texas Council of Governments, 1979), p. 23.
- <sup>29</sup>The one-page list of CETA Title VI Special Projects ranked by the Advisory Committee was prepared by the Office of Manpower Planning, North Central Texas Council of Governments, 1979.
- <sup>30</sup>Gary Truitt, editor, Probationer Education Handbook (Denton: Denton County Courts Services, 1980).

<sup>31</sup>Carol Vance, Texas Crimes and Punishment (Austin: Texas District and County Attorneys Association, 1976).

<sup>32</sup>Karen L. Cook, editor, OPTIONS: Denton County, first ed., Vol. II of OPTIONS: Community Resource Handbook, 2 vols. (Denton, Texas: OPEN, Inc., 1981).

<sup>33</sup>G. Frank Lawlis, "Program Evaluation of the Denton County Public Offender Vocational Support Program," unpublished program evaluation, Department of Psychology, North Texas State University, Denton, Texas, 1980. In June 1980 the title of the Program was changed to "Denton County Probationer Education and Employment Program" to more clearly reflect the services provided and the special population served.

<sup>34</sup>Lawlis, pp. 10-11

<sup>35</sup>Lawlis, pp. 11-12.

<sup>36</sup>Statement by Charles Cole, Jr., Director, Denton County Courts Services, Denton, May 21, 1980.

<sup>37</sup>Lawlis, pp. 15-16.

<sup>38</sup>Lawlis, p. 9.

<sup>39</sup>Lawlis, p. 23.

<sup>40</sup>Truitt, "Denton County Probationer Education Program, First Year Review, 1979-1980" (Denton: Denton County Courts Services, 1981), p. 2.

<sup>41</sup>The majority of information on pages 8-15 is derived from reports, speeches and general information in the Program files of Gary Truitt, Community Development Coordinator and Education Director for the Denton County Courts Services.



## CHAPTER II

### CRIME, INCARCERATION AND PROBATION

One out of every three households in the United States was affected by crime in 1980, according to Attorney General William French Smith.<sup>1</sup> More than 800,000 crimes were reported in Texas during 1980.<sup>2</sup> Crime increased 11 per cent in Denton County during 1981<sup>3</sup> and 27 per cent in the City of Denton during the same time period.<sup>4</sup> More than ever before, Americans look toward the penal system to alleviate the crime problem. Amos Reed, President of the American Correctional Association, says people are demanding that more lawbreakers go to prison for longer periods of time.<sup>5</sup>

Incarceration rates, however, are higher in America than in any other country except the USSR and South Africa.<sup>6</sup> The United States presently operates over 6500 penal institutions<sup>7</sup> and locks up over 500,000 Americans on any given day.<sup>8</sup> This figure is higher than the population of the largest city in 34 of 50 states and enough to populate an entire congressional district.<sup>9</sup> The number of people incarcerated in state and federal prisons between 1968 and 1978 grew by two-thirds to over 300,000.<sup>10</sup> In Texas, state prison population increased over 8,000 between 1979 and early 1982.<sup>11</sup>

One might naturally assume that the high incarceration rate is due to a high crime rate. However, the American Institute of Criminal Justice (AICJ) suggests that there is "no close link between a state's crime rate and incarceration rate."<sup>12</sup> A 1976 study by the American Foundation's Institute of Corrections found that states with high crime rates had both low and high incarceration rates while states with low crime rates varied greatly in their use of incarceration.<sup>13</sup> President Milton Rector of the National Council on Crime and Delinquency says that "if space is readily available the rates of incarceration tend to go up even though serious crimes may be declining."<sup>14</sup> Abt Associates of Boston reported in a study of Congress in 1979 that "the most important single contributor to prison population was not crime" but "the availability of cells."<sup>15</sup>

Numerous reports suggest that incarceration does not deter crime. A *Time* essay on U. S. prisons points out that "the biggest part of the prison population consists of recidivists."<sup>16</sup> In Texas, for example, 65 per cent of the inmates in the Texas Department of Corrections have records of prior incarcerations.<sup>17</sup> According to *Time*, repeat offenders are not deterred by "fear of doing time," even if they had "personally suffered the fate before." The article concludes that crime in America has "never been provably influenced by incarceration policy."<sup>18</sup>

In addition to being ineffective in deterring crime, prisons also do not rehabilitate offenders. Time suggests that they may even add to the total criminality in society as prisons "harden inmates' antisocial tendencies and reinforce their motives to act on them."<sup>19</sup> AICJ contends that the "high numbers of ex-prisoners returned to prison testify to the failure of rehabilitation"<sup>20</sup> The President's Commission on Law Enforcement and Administration of Justice explains:

Life in many institutions is at best barren and futile, at worst unspeakably brutal and degrading. To be sure, the offenders in such institutions are incapacitated from committing further crimes while serving their sentences, but the conditions in which they live are the poorest possible preparation for their successful reentry into society, and often merely reinforce in them a pattern of manipulation or destructiveness.<sup>55</sup>

The National Advisory Commission on Criminal Justice Standards and Goals recommended in 1973 that "prisons should be repudiated as useless for any purpose other than locking away persons who are too dangerous to be allowed at large in a free society."<sup>22</sup> And in Texas, W. J. Estelle, Director of the Texas Department of Corrections, says that the Texas prison system "should serve as a rehabilitative treatment facility to prevent repeat offenses but at most it is a 'time-out' for those whom our judiciary system has found to be a threat to our community."<sup>23</sup>

The costs of building and maintaining American prisons are staggering. Five billion dollars was spent in 1978 to operate prisons in the United States.<sup>24</sup> In 1979 the estimated

costs for institutions proposed or under construction totaled \$5.7 billion.<sup>25</sup> The cost of incarcerating an offender in a new federal prison is over \$17 thousand a year;<sup>26</sup> in a state prison, between \$10 and \$26 thousand a year.<sup>27</sup> But that is not the total figure. AICJ reports that these figures do not reflect the hidden costs of welfare payments to prisoners' families or administration and support services for corrections departments. In addition the gross national product and tax base are decreased because those incarcerated are not employed.<sup>28</sup>

There is little disagreement that lawbreakers need to be punished. But when only between 10 and 20 per cent of the incarcerated are violent and need to be locked up<sup>29</sup> then a more effective, less costly and more humane form of punishment should be utilized. Probation, the oldest alternative to prison for non-violent offenders, costs only a fraction as much as incarceration. In 1978 the annual average cost in America for a first year probationer under maximum supervision was estimated at \$546; for a state prisoner, \$9,215.<sup>30</sup> In Texas, it costs 58¢ of state tax money per day,<sup>31</sup> or approximately \$211 per year, to supervise a person on probation. In comparison, it costs \$10.60 per day,<sup>32</sup> or \$3,873 per year, to maintain a person in the Texas Department of Corrections. Don Stiles, Executive Director of the Texas Adult Probation Commission, says that "probation is the most cost efficient punishment for the offender who does not pose a threat to the

safety of the community. Society will always require institutional arrangements for those violent and habitual criminals."<sup>33</sup>

Sheri Short, Issues and Study Committee, Texas Corrections Association, states that prisons produce crime and turn out "disillusioned and infuriated individuals." She believes that utilizing alternatives to prison is in the public interest and concludes that "rehabilitation and re-integration have come to be seen as belonging more properly and perhaps more effectively to the community."<sup>34</sup> Norman Cox, Jr., Director of Adult Detention in Bexar County, Texas, writes:

The problem of crime originates locally, manifests itself locally and ultimately must be resolved locally. The vast majority of offenders who are removed from the local community return upon expiration of sentence or parole. The community, therefore, must accept responsibility for the reintegration and rehabilitation of these offenders, since traditional custody approaches have not been significantly effective.<sup>35</sup>

In 1973 the National Advisory Commission on Criminal Justice Standards and Goals reported that it considered community-based corrections as "the most promising means of accomplishing the changes in offender behavior that the public expects--and, in fact, now demands--of corrections."<sup>36</sup> Time concludes that the remedy to overcrowded prisons is not to build more cells, but to send non-dangerous offenders into community-based programs.<sup>37</sup> George Beto, Director of the

Texas Department of Corrections from 1962 until 1972, believes "there is little lawmakers can do to decrease crime. The answers come through the home and community."<sup>38</sup>

State Senator Babe Schwartz in his address to the Texas Corrections Association in 1980 said: "Those of us who have resisted construction of a new prison just for the sake of new prisons know that we have got to build them unless our society is going to provide the alternatives." He said that community corrections would alleviate the problem of the overcrowded Texas Department of Corrections and would provide a less expensive solution.<sup>39</sup> Adult Probation is the current community-based alternative to incarceration.<sup>40</sup>

Criminal justice professionals appear to support a policy of selective incarceration. Short outlines this philosophy: "Only those offenders who, by study, pose a high risk to the community or who, after being given sanction for correcting themselves in the community have proven an inability to adjust, should be incarcerated."<sup>41</sup> The goal in Texas corrections should be to develop a rehabilitation system that both helps the community and reduces the overburdened prison system. Short contends that "it is time we use sentencing for the sake of rehabilitation rather than for the sake of punishment and expediency. To accomplish this the state of Texas must adequately support and fund community-based treatment programs."<sup>42</sup>

The Texas Corrections Association in 1980 published five recommendations for adult justice. The second recommendation called for state appropriations to implement the development of community-based alternatives to incarceration.<sup>43</sup> In turn, the 67th Session of the Texas Legislature provided funding for the Texas Adult Probation Commission to "provide alternatives to incarceration by financial aid to judicial districts for the establishment and improvement of probation services and community-based correctional programs and facilities other than jails or prisons."<sup>44</sup> The intent of the legislative mandate is to provide intensive supervision for persons on probation who are determined to be high risk in Texas counties with significant probation revocation and incarceration rates; the purpose, to divert at least one thousand persons from commitment to the Texas Department of Corrections during the 1982-83 biennium.<sup>45</sup>

Herb Childs, Chief Parole Officer for the 121st Judicial District in Texas, says that he is "immensely encouraged by the progress brought about by the Texas Adult Probation Commission" but equally concerned about "public misinformation and lack of understanding of the philosophy behind probation." He says:

In most public and some official circles, probation, like death and taxes, is thought to be a curse that is both inevitable and incurable. The inevitability is without doubt, but the curse is assumed, and a cure is indeed possible . . . Probation cannot remain a dirty word and do the job we are faced with. . . .

This lack of understanding in the public must be addressed before we can ever hope to be as successful as we need be.<sup>46</sup>

The concept of probation in the United States was introduced in the 1800's by John Augustus (1785-1859), a Massachusetts' bootmaker. Augustus was a member of the Washington Total Abstinence Society of Boston (1841), whose purpose was to reclaim drunkards and promote temperance. He worked in the courts on a voluntary basis supplying bail for offenders, providing them counseling and manipulating their environmental difficulties.<sup>47</sup> If an offender were too poor to pay the one cent plus court costs, he would advance a loan.<sup>48</sup>

He looked upon his work as treatment and provided services out of his home with the aid of his wife, while his son and apprentices ran his boot business. Augustus used not only his own meager financial resources but contributions from philanthropic individuals as well. A newspaper article in 1858 described him as one who "had a kind word and a charitable act for even the vilest offender, regardless of race, nationality or social position. He never refused the pleas of those who knocked at his door."<sup>49</sup> In eighteen years he bailed out almost two thousand persons.<sup>50</sup> He was the first to use the term "probation" applying to the court release and supervision of public offenders.<sup>51</sup>

One of the main reasons he was successful was that he was a good publicist who often invited the press to supper and discussed his work with them. He reached out into the



community and enlisted support from civic and welfare organizations and was instrumental in building a home for unfortunate women and destitute children.<sup>52</sup>

When he died in 1859, Augustus had demonstrated a new method of dealing with offenders and had started a new profession. Today he is honored as the first probation officer<sup>53</sup> and is known as the father of probation. His orientation and methods of work are the basic outline of current methods of treatment in probation.

In 1878 Massachusetts enacted the first probation law authorizing the City of Boston to appoint a salaried probation officer. The act required the mayor of Boston to appoint a suitable person to attend the courts of criminal jurisdiction and to investigate the cases of persons charged with or convicted of crimes and misdemeanors and to recommend to such courts the placing on probation of such persons as may reasonably be expected to reform without punishment.<sup>54</sup>

The second state to enact a probation law was Missouri in 1897, then Vermont in 1898 and Rhode Island in 1899. Vermont was the first to adopt a county plan. County courts appointed officers to investigate all persons charged with a crime and then to recommend such persons, if convicted of certain crimes, to be placed on probation.<sup>55</sup>

It was not until 1967 that all of the fifty states passed laws authorizing probation.<sup>56</sup> Texas Adult Probation had its roots in the Suspended Sentence Act of 1913, which

provided a limited alternative to incarceration. In 1947 the State Legislature of Texas enacted the Adult Probation and Parole Law which designated the State Board of Pardons and Paroles as the Board of Probation. In 1957 the State Legislature enacted a second adult probation and parole law, which separated the administration of the two functions and made probation a responsibility of county government. And in 1977 the Texas Adult Probation Commission was created as an independent state agency funded to support a statewide network of adult probation departments.<sup>57</sup>

During 1980, 107 locally autonomous adult probation departments, directed by state district court judges, incorporated over one thousand professional probation officers who supervised over 135 thousand adults on probation in 254 Texas counties.<sup>58</sup>

The Texas Adult Probation Commission (TAPC) defines probation under Texas law as "the release of a convicted defendant by a court under conditions imposed by the court for a specified period during which the imposition of sentence is suspended."<sup>59</sup> Not all public offenders, however, are eligible for probated sentences. According to TAPC:

Persons adjudged guilty of capital murder, aggravated kidnapping, aggravated rape, aggravated sexual abuse, aggravated robbery, or the use or exhibit of a deadly weapon during the commission of a felony offense are not eligible for probation, unless a jury finds they have never before been convicted of a felony, and the jury recommends probation.<sup>60</sup>

Conditions of probation are at the discretion of the court having jurisdiction over the case. However, Texas law suggests certain stipulations for probationers. Some of those conditions require that a probationer maintain suitable employment; not drink to excess; pay fines, court costs, restitution to any victim, and attorney and probation fees; participate in community-based programs as directed; and not commit a criminal offense.<sup>61</sup> If a person violates any of the conditions of probation, the court may issue a warrant for his arrest. Subsequent to the arrest, a hearing is held to determine whether to continue, modify, or revoke probation. Imprisonment is a likely result if probation is revoked.<sup>62</sup>

During 1980 probationers in Texas paid over \$16.5 million in restitution, court costs and fines.<sup>63</sup> In Denton County during the 1980-81 fiscal year, probationers paid over a half million dollars for these costs.<sup>64</sup> In addition adult probationers in Texas paid \$46.3 million in social security taxes, \$62.5 million in federal income taxes, and \$92.7 million in state and local taxes. Nearly 90 per cent of the over 135 thousand adults supervised in 1980 in Texas successfully completed their terms of probation,<sup>65</sup> and approximately 95 per cent of the two thousand adults on probation in Denton County were successful in completing probation.<sup>66</sup>

Probation is a form of punishment in which restricted freedoms and financial obligations are imposed by the courts on offenders. In Denton County a probationer is ordered to

"stay away from persons and places of disreputable and harmful character," to not drink to excess in public or private, to remain within a specified place and to not leave the state unless given written permission by the court.<sup>67</sup>

In order to meet his financial obligations, the probationer must be employed unless he has substantial resources at his disposal. Twenty-five to 30 percent of the probationers in Denton County are either under- or un-employed.<sup>68</sup> Of those who are employed, some lose their jobs when their employers discover they have become involved in the Criminal Justice System.

Probationers often have difficulty securing employment because employers are hesitant to hire persons with criminal records. In addition, if the probationer has a poor employment history, then his chances of obtaining gainful employment are further decreased. Therefore, the Denton County Courts Services initiated an education and employment program to assist adult probationers in gaining and maintaining employment and in learning how to adapt to the community in a legal, ethical manner. The program is called the Denton County Probationer Education and Employment Program (hereafter referred to as The Program).

The AICJ points out that "historically, every one per cent increase in the unemployment level has been followed by a four per cent rise in prison population figures."<sup>69</sup> The Denton County Courts Services believes that if a person on probation

can obtain meaningful employment, then the likelihood of his committing another crime is decreased.

In order for The Program to be effective, however, employers must understand probation and community corrections and become more receptive to hiring persons on probation. Realizing the need for community education about probation and community corrections, a community development coordinator was hired to promote The Program throughout Denton County.

Childs urges probation professionals to educate the public and "advertise" their successes. He says: "We can be sure someone else is advertising our failures. We have many things the public would love indeed needs to hear [about community corrections]." He suggests making presentations to PTA's, Rotary and Lions clubs, and other community groups. He adds that "like it or not" probation is "in the public eye" and "we must try to influence the light we are seen in."<sup>70</sup> The Community Development Coordinator makes presentations about The Program and its successes and coordinates public awareness activities in order for probation and community corrections to be "seen in" the proper "light."

Jack Jackson, addressing the Texas Corrections Association in 1980, encouraged corrections professionals to keep the public informed of their activities. He said:

For a good image, tell the public what you are doing. Let them know what is going on up front. . . . If they know they are part of the action and they can watch and they can become a part of it, you communicate well. If they know what you are doing, then you are in better shape.<sup>71</sup>

In order to increase public support for and involvement in probation and community corrections, an Advisory Council for The Program was formed. The Council, composed of area business, academic and media representatives, realized the need for community education and created a Public Awareness Committee composed of council members.

Reed contends that "corrections cannot do an adequate job in isolation, with nonsupport from the general public."<sup>72</sup> The Advisory Council and community developer conduct numerous awareness activities throughout the year to gain community support. The presentation about which this thesis is concerned is one of those public awareness activities.

NOTES

<sup>1</sup>Ed Magnuson, "The Curse of Violent Crime," Time, CXVII (March 23, 1981), 16.

<sup>2</sup>The Denton Record-Chronicle, February 18, 1982, Sec. A, p. 3; hereafter cited as DRC.

<sup>3</sup>DRC, January 31, 1982, Sec. J., p. 8.

<sup>4</sup>DRC, January 31, 1982, Sec. J., p. 11.

<sup>5</sup>Amos Reed, "The New Criminal Justice System Caught in a Crunch--Are You a Part of It?" Texas Corrections Association Convention, Brownsville, June 15, 1981, cited in Texas Journal of Corrections, VII (August, 1981), 11; hereafter cited as TJC.

<sup>6</sup>American Institute of Criminal Justice, Just the Facts (Philadelphia: American Foundation, Inc., 1980), p. 3; hereafter cited as AICJ; citing Peter H. Guviler, Revolutionary Law and Order: Politics and Social Change in the USSR (New York: The Free Press, 1976), p. 274, and James Midgley, "Two Studies of the Politics of Penal Change in South Africa," Howard Journal of Penology and Crime Prevention, XVI, No. 1 (1977), 32-42.

<sup>7</sup>AICJ, p. 1.

<sup>8</sup>AICJ, p. 1.

<sup>9</sup>AICJ, p. 1.

<sup>10</sup>Frank Trippett, "U.S. Prisons: Myth vs. Mayhem," Time, CXV (May 5, 1980), 64.

<sup>11</sup>In 1979 there were 25,164 inmates in the Texas Department of Corrections according to the Texas Department of Corrections 1979 Fact Sheet (Huntsville: Texas Department of Corrections, 1979), p. 1; in April 1982 there were 33,291 inmates in TDC according to Rick Hartley, "The Texas Criminal Justice System: Where Do We Go From Here?" Criminal Justice Symposium, School of Community Service, North Texas State University, Denton, April 6, 1982.

<sup>12</sup>AICJ, p. 3.

<sup>13</sup>AICJ, p. 3.

<sup>14</sup>Trippett, p. 65.

<sup>15</sup>William G. Nagel, "Alternatives to New Prison Construction," seminar for legislators, Washington, September, 1979, cited in Psychology Today, XIV (August, 1980), 20.

<sup>16</sup>Trippett, p. 64.

<sup>17</sup>George G. Killinger, "The Texas Criminal Justice System: Where Do We Go From Here?" Criminal Justice Symposium, School of Community Service, North Texas State University, Denton, April 6, 1982.

<sup>18</sup>Trippett, p. 64.

<sup>19</sup>Trippett, p. 64.

<sup>20</sup>AICJ, p. 7.

<sup>21</sup>The President's Commission on Law Enforcement and Administration of Justice, The Challenge of Crime in a Free Society (Washington: Government Printing Office, 1967), p. 159.

<sup>22</sup>Trippett, p. 65.

<sup>23</sup>Sheri Short, "Community-Based Corrections: An Alternative to Incarceration," TJC, VII (June, 1981), 17.

<sup>24</sup>AICJ, p. 1.

<sup>25</sup>AICJ, p. 5.

<sup>26</sup>AICJ, p. 5, citing Brian Willson, "More and More Prisons," The Progressive, XLIII (December, 1979), 17.

<sup>27</sup>AICJ, p. 5, citing Karen Feld, "Helping Criminals Help the Rest of Us," Parade (May 6, 1979), p. 4.

<sup>28</sup>AICJ, p. 5.

<sup>29</sup>AICJ, p. 8.

<sup>30</sup>AICJ, p. 11.

<sup>31</sup>Telephone conversation with Dick Lewis, Communications Coordinator, Texas Adult Probation Commission, Austin, April 26, 1982.



<sup>32</sup>Hartley, April 6, 1982.

<sup>33</sup>Don Stiles, "Executive Director's Notes," Texas Adult Probation Commission Newsletter, II (October, 1980), 2.

<sup>34</sup>Short, p. 17.

<sup>35</sup>Norman R. Cox, Jr., "Community-Based Corrections: Bexar County's Response to the Challenge," TJC, VI (October, 1980), 20.

<sup>36</sup>Cox, p. 20.

<sup>37</sup>Trippett, p. 65.

<sup>38</sup>DRC, February 18, 1982, p. 3.

<sup>39</sup>A. R. "Babe" Schwartz, "Working With and Within the System," Texas Corrections Association Convention, Galveston, June 11, 1980, cited in TJC, VI (August, 1980), 10.

<sup>40</sup>Texas Code of Criminal Procedure, art. 42.121, sec. 1.01 (1981); hereafter cited as TCCP.

<sup>41</sup>Short, p. 24.

<sup>42</sup>Short, p. 24.

<sup>43</sup>Special Committee on Delivery of Human Services, "Recommendations for Adult Justice," TJC, VI (June, 1980), 21.

<sup>44</sup>Texas Adult Probation Commission, "Intensive Supervision Program Description," unpublished report, Austin, Texas Adult Probation Commission, 1981, n. pag.; hereafter cited as TAPC, citing TCCP.

<sup>45</sup>TAPC, "Intensive Supervision," citing TCCP.

<sup>46</sup>Herb Childs, "Death, Taxes and Probation," TJC, VII (March, 1981), 8.

<sup>47</sup>Alexander B. Smith and Louis Berlin, Introduction to Probation and Parole, Criminal Justice Series (St. Paul: West Publishing Company, 1976), p. 77.

<sup>48</sup>Smith and Berlin, p. 77, citing Charles Lionel Chute and Marjorie Bell, Crime, Courts and Probation (New York: Macmillan Publishing Co., Inc., 1956), p. 38.

- <sup>49</sup>Smith and Berlin, p. 77, citing Chute and Bell, p. 41.
- <sup>50</sup>Smith and Berlin, p. 77.
- <sup>51</sup>Smith and Berlin, p. 77.
- <sup>52</sup>Smith and Berlin, p. 78.
- <sup>53</sup>Smith and Berlin, p. 78, citing Chute and Bell, p. 50.
- <sup>54</sup>Smith and Berlin, p. 80.
- <sup>55</sup>Smith and Berlin, p. 80.
- <sup>56</sup>Smith and Berlin, p. 81, citing David Dressler, Practice and Theory of Probation and Parole, second ed. (New York: Columbia University Press, 1969), p. 30.
- <sup>57</sup>TAPC, Texas Adult Probation: An Effective Alternative to Incarceration (Austin: TAPC, 1981), n. pag.
- <sup>58</sup>TAPC, Probation.
- <sup>59</sup>TAPC, Probation.
- <sup>60</sup>TAPC, Probation.
- <sup>61</sup>Gary Truitt, editor, Probationer Education Handbook (Denton: Denton County Courts Services, 1980), pp. 8-9.
- <sup>62</sup>TAPC, Probation.
- <sup>63</sup>TAPC, Probation.
- <sup>64</sup>Denton County Courts Services, "Adult Probation Department Annual Report, 1980-81," unpublished report, Denton, Denton County Courts Services, 1981, p. 3.
- <sup>65</sup>TAPC, Probation.
- <sup>66</sup>Statement by Charles Cole, Jr., Director, Denton County Courts Services, Denton, November 10, 1981.
- <sup>67</sup>Truitt, p. 9.
- <sup>68</sup>Statement by Charles Cole, Jr., Advisory Council Meeting, Denton County Probationer Education and Employment Program, Chamber of Commerce, Denton, April 29, 1980.

<sup>69</sup>AICJ, p. 4, citing Harvey Brenner, Estimating the Social Cost of National Economic Policy: Implications for Mental and Physical Health, and Criminal Aggression (Washington: Government Printing Office, 1976), n. pag.

<sup>70</sup>Childs, p. 8.

<sup>71</sup>Jack Jackson, Texas Corrections Association Convention, Galveston, June 9, 1980, cited in TJC, VI (August, 1980), 15.

<sup>72</sup>Reed, p. 13.

## CHAPTER III

### SELECTION, ADAPTATION AND REHEARSAL

#### Introduction

One of the main responsibilities of the Community Development Coordinator for The Program is to make presentations to community groups about probation and community corrections. The concepts underlying The Program and its successful operation lend themselves readily to presentations in a public speaking format. However, presentations comprised of theories and statistics alone tend to be clinical and sterile in nature. Any presentation about a program that works with people needs to incorporate the human element. The use of a literary selection which characterizes a person similar to someone on probation could add the desired human element. According to Post, "One of literature's alleged functions is to expand the reader's perception of life, the experiences of the human condition."<sup>1</sup> Through the oral interpretation medium, the human condition of the probationer can be so suggested that the audience could gain a better understanding of The Program.

Since this writer is employed as the community developer of The Program and is interested in and has been trained in the oral interpretation of literature, a unique opportunity exists for utilizing oral interpretation in a public

awareness presentation. It is felt that by introducing the audience to an appropriate literary character who symbolizes the probationer, one can more quickly gain the audience's attention, increase the interest level of the subject matter and provide a certain amount of entertainment. Coger and White suggest that the literature should be carefully selected for a particular audience so that it will "prove entertaining as well as stimulating."<sup>2</sup>

Numerous scholars in interpretation have successfully utilized the communication art form in various social settings, including the promotion of public causes and social services (see Chapter I). Unlike previous uses, however, this thesis incorporates oral interpretation into an existing, on-going public awareness campaign which originates from within the organization. Instead of group performance, a solo performance was utilized with the performer being an employee of the organization being promoted.

#### Selection of the Literature

"The Loneliness of the Long-Distance Runner," a short story by Alan Sillitoe,<sup>3</sup> was chosen for the literary text because the protagonist, Smith, characterizes many probationers for whom The Program operates. Smith is a seventeen year old man involved in the criminal justice system. He is incarcerated in a Borstal, a correctional institution in England, for committing a non-violent offense, burglary of a commercial building.<sup>4</sup> Along with a friend, he broke

into a bakery at night and stole a cash box. Being unemployed, he was "restless after six weeks away from any sort of work,"<sup>5</sup> and he was out of money.

Smith represents an individual alienated in society who distrusts and resents authority and the establishment. He illustrates the "them against us," "outlaw vs. inlaw" attitude. "If only 'them' and 'us' had the same ideas," he says, "we'd get on like a house on fire, but they don't see eye to eye with us and we don't see eye to eye with them, so that's how it stands and how it will always stand."<sup>6</sup> He attributes his misfortune, "getting caught by the cops," to circumstance: "My luck had no right to scam just when I was on my way to making the coppers think I hadn't done the job after all."<sup>7</sup>

A person of limited formal education, Smith was raised in a lower class home in inner-city industrial Nottingham. His mother frequently slept with men other than his father, which caused numerous marital quarrels. Often stepping between them during their fights, Smith recalls, "What a life for all of us."<sup>8</sup> His father died prior to his relating his story.

At Borstal he is chosen to train as a long-distance runner. The establishment bets on him to win the Borstal Blue Ribbon Prize Cup in annual national competition. In preparing for the race, Smith decides to play "their" game and go along with "them" on the pretense that he is training to win. In reality, however, he has already decided

not to "give in to the coppers and Borstal-bosses and the rest of them bastard-faced In-laws,"<sup>9</sup> and plans to throw the race in order to get back at "them." Smith says, "I'm not going to win because the only way I'd see I came in first would be if winning meant that I was going to escape the coppers after doing the biggest bank job of my life. . . ." <sup>10</sup>

His feelings of isolation and loneliness are accentuated by Sillitoe's recurring images of "frozen fields and ponds." Smith says he feels that

it's going to get colder and colder until everything I can see, meaning my red arms as well, is going to be covered with a thousand miles of ice, all the earth, right up to the sky and over every bit of land and sea.<sup>11</sup>

Sillitoe's story was selected also because of its literary qualities. Coger and White suggest the interpreter use "evocative" literature that

. . . contains stimulating ideas and insights that leave the audience with a memorable, meaningful experience. It is significant if it deals with characters who compel interest not only in their mental and emotional conflicts, but also in their uniqueness. . . . The text should contain definite action, usually psychological and emotional rather than physical action. . . . It should have aesthetic value in the sense that its language is enriched with strong image-making wording. . . .<sup>12</sup>

Smith is always running--running away from the police, running away from "the three-hundred sleepers behind him," running away from himself. His physical action parallels

his emotional conflict, as he tells his reader that he thinks more clearly while he is running:

It's a treat, being a long-distance runner, out in the world by yourself with not a soul to make you bad-tempered or tell you what to do or that there's a shop to break and enter a bit back from the next street.<sup>13</sup>

Lee and Gura suggest the interpreter select literature which contains elements of variety and contrast, because "a piece of literature that lacks variety and contrast is not likely to hold a reader's attention for long."<sup>14</sup> Variety in Smith's personality includes his condemnation of "them" for being an establishment "set in their ways," while he is unwilling to change himself. Contrast is illustrated in numerous passages when Smith sets himself apart from the governor. The governor is "dead" while Smith is "alive"; the governor is trusting while Smith is suspicious; the governor is obese, Smith is thin; the governor is aligned with "them," Smith is inseparable from "us."

Another reason for selecting Sillitoe's story is because of its style of narration. The story is related through Smith's point of view, representing a first person, dramatized narrator. According to Booth, "even the most reticent narrator has been dramatized as soon as he refers to himself as 'I.'"<sup>15</sup> Such a point of view facilitates the solo performance, allowing the interpreter more freedom to develop the main character. Booth says that "every speech, every gesture, narrates; most works contain disguised



narrators who are used to tell the audience what it needs to know, while seeming merely to act out their roles."<sup>16</sup>

The setting of the story also facilitates the solo performance. The interpreter does not have to suggest the passing of years in Smith's life, for the time element covers a brief period. Since the story takes place in a Borstal, technical suggestion of travel and change in physical environment is unnecessary. The setting, then, also allows for attention to be placed on character development.

#### Adaptation of the Literature

In adapting the literature for oral performance, it was necessary to consider certain time restraints. With every effort made to maintain the author's original intent and point of view, a cutting of the story was judiciously prepared for a fifteen minute interpretative performance. According to Coger and White: "Just as a movie-maker selects and 'orders' from the totality of the book, the Interpreters Theatre adapter decides on the portions of narration necessary to preserve the story line. . . ."<sup>17</sup>

The adapted script, like the original story, opens with Smith in a Borstal. His detailed description of committing the crime for which he is now incarcerated and the events surrounding his arrest appear some twenty-one pages into the original text. Therefore, his criminal behavior and subsequent arrest are briefly summarized in the introduction

to the literary performance. The introduction also includes information about his socio-economic and family background and age in order to give the audience greater insight into Smith's character. It was necessary to adapt some of Smith's comments about the governor and himself into the script out of original textual order. Coger and White agree that "sometimes it is even necessary to rearrange the order of events."<sup>18</sup> The rearrangement was accomplished in keeping with Sillitoe's "them against us" theme and was necessary to emphasize Smith's rebellion against authority. One of the key examples of his understanding of authority is contained in the passage, "At the moment it's dead blokes like him [the governor] as have the whip-hand over blokes like me, and I'm almost dead sure it'll always be like that . . ."<sup>19</sup>

Emphasis was placed on character development in adapting the script in an attempt to clearly and accurately illustrate Smith's attitudes and emotions. The author's original language was incorporated into the script without alteration. Even though Smith's vocabulary is often startling and abusive as he describes the "inlaws," such language is an essential element of his character. Sillitoe's extensive use of words which elicit strong sensory images create a mood of isolation and loneliness, accentuating his protagonist's human dilemma. The adapted script includes thirteen references to death, twelve allusions to the cold, frozen earth, and some twenty-three references to "them" and "us."

### Rehearsal of the Script

The literary portion of the presentation was rehearsed daily for approximately two weeks, including a "dress rehearsal" in the space where the performance took place. Sillitoe's style, the use of long, complicated sentences composing lengthy paragraphs, some continuing beyond a single page, combined with Smith's British inner-city dialect, did not lend itself to a simple transformation into oral performance. Smith, the self-conscious narrator of the story,<sup>20</sup> admits that he is not an accomplished writer: "I know hardly how to write. . . ." <sup>21</sup> At times one might get the impression that Smith's stream-of-consciousness writing style is composed of unending run-on sentences, but analysis proves otherwise. Sillitoe's style for Smith creates a runner's pace. Indeed, Smith says the majority of his thinking occurs while immersed in long-distance running: "I wonder if I'm the only one in the running business with this system of forgetting that I'm running because I'm too busy thinking. . . ." <sup>22</sup> According to Lee and Gura, "The length and complexity of the unit, and of the sentences that compose it, reflect both the author's approach to the thought and also the pace at which the idea is developed." <sup>23</sup>

It was necessary, then, to break down the author's long, complex sentences into shorter speech phrases for oral performance. Lee points out that the interpreter must give

"practical consideration" to "the number of words that can be satisfactorily uttered on one breath."<sup>24</sup> As thoughts were grouped on the written page, along with their modifiers and connectors, they were broken down into shorter speech phrases for performance. As Lee and Gura advise, careful attention in rehearsal was given to phrasing in an effort not to shatter thoughts into fragmentary units that would destroy the relationship between the parts and the whole.<sup>25</sup>

In order to more clearly suggest Smith's character, and likewise, the governor's, certain vocal qualities and physical postures and movements were employed in response to textual clues. Unlike an actor upon the stage, the interpreter's focus should be on the text in an effort to suggest a character, not represent him. A suggestion of inner-city British dialect was incorporated into performance in an effort to suggest Smith's background and the literature's setting. Every effort was made to suggest the physical characteristics of the seventeen year old rebel. Movement, such as the occasional shifting of weight from one leg to another, accompanied by corresponding dislocations of the hip, was incorporated to suggest Smith's youth and his "cockiness" of attitude, along with suggesting his runner's stance. Brief, somewhat quick movements of limited distance to the left and right of center stage were utilized to suggest nervous energy and pacing. According to Lee and Gura, the interpreter "should use whatever bodily action

is necessary to make the meaning clear" to his audience and "to convey the emotional quality effectively."<sup>26</sup> Movement was stilled whenever Smith began analysing his own thoughts and reflected inwardly.

The governor's character, when in dialog with Smith, was suggested by straightening the back, raising the shoulders, protruding the chest and stomach and lifting the chin. The governor's speaking voice was more resonant and deliberate than Smith's, and his suggested dialect was standard, formal British. Such physical and vocal techniques were used to suggest the governor's age, authority, and, according to the narrator's description, the governor's "pot-belly."

Careful attention was paid to textual clues in determining the types of focus needed to elicit meaning. Much of the literature is written with Smith talking directly to his audience. Direct audience focus was utilized in such passages. However, as Smith thinks out loud to himself, allowing the audience to overhear him, visual focus was directed elsewhere. Bowen, Aggertt and Rickert suggest such passages should be interpreted with "unfocused eyes" and eye contact should be directed "somewhere in the realm of the audience but not to any individual listener."<sup>27</sup> Reflective mirror focus was utilized when Smith describes concrete images, such as when he reflects on "trotting up the path out of the gates turning by that bare-faced, big-bellied oak tree at the lane end."<sup>28</sup> Finally, when Smith is engaged

in dialog with the governor, off-stage, cross focus was used to suggest two characters engaged in conversation. By utilizing various focal techniques, as suggested through the literature, the audience participates as active listeners using their imaginations. Aggertt and Bowen contend that "the locus of the imaginary world created by the reader is in the minds of the listeners. . . ." <sup>29</sup> By utilizing techniques of suggestion, rather than representation, the interpretative performance becomes, in Coger and White's words, "theatre of the mind, theatre of the imagination." <sup>30</sup>

Costuming was limited to a dark blue knit cap used to suggest the cold climate. (The performer removed his sports jacket and loosened his tie prior to the interpretative performance.) Physical arrangements for staging the performance were simple and concrete: one small, rectangular table-bench, and a speaker's podium. The table-bench was upstage center; the podium, located on the same plane with the table-bench, was upstage right. A majority of the literary performance was interpreted standing, center stage. However, it seemed appropriate for the interpreter to sit on the downstage edge of the table-bench, legs stretched out in front of him and crossed at his ankles in a semi-relaxed position, when Smith nonchalantly speaks of his having "a good life" at Borstal. The podium was used for the second half of the presentation, when information about probation and The Program was presented utilizing a public speaking format.

## NOTES

<sup>1</sup>Robert M. Post, "Perception Through Performance of Literature," The Speech Teacher, XIX (September, 1970), 168-172, cited in Richard Haas and David A. Williams, eds., The Study of Oral Interpretation: Theory and Comment, first ed. (Indianapolis: The Bobbs-Merrill Company, Inc., 1975), p. 197.

<sup>2</sup>Leslie Irene Coger and Melvin R. White, Readers Theatre Handbook: A Dramatic Approach to Literature, third ed. (Glenview: Scott, Foresman and Company, 1982), p. 34.

<sup>3</sup>Alan Sillitoe, "The Loneliness of the Long-Distance Runner," in The Loneliness of the Long-Distance Runner (London: W. H. Allen, 1959), pp. 7-54.

<sup>4</sup>Although the term "robbery" is used to describe Smith's criminal misconduct in literary reviews, the correct legal term is "burglary." Smith stole a cash box from a bakery at night when no one associated with the business was in the building. Robbery is theft from a person by force or threats; whereas, burglary is entering a building with the intent to commit a felony or theft.

<sup>5</sup>Sillitoe, p. 20.

<sup>6</sup>Sillitoe, pp. 7-8.

<sup>7</sup>Sillitoe, p. 20.

<sup>8</sup>Sillitoe, p. 49.

<sup>9</sup>Sillitoe, pp. 11-12.

<sup>10</sup>Sillitoe, p. 45.

<sup>11</sup>Sillitoe, p. 9.

<sup>12</sup>Coger and White, p. 33.

<sup>13</sup>Sillitoe, p. 11.

<sup>14</sup>Charlotte I. Lee and Timothy Gura, Oral Interpretation, sixth ed. (Boston: Houghton Mifflin Company, 1982), p. 28.

<sup>15</sup>Wayne C. Booth, The Rhetoric of Fiction (Chicago: The University of Chicago Press, 1961), p. 152.

<sup>16</sup>Booth, p. 152.

<sup>17</sup>Coger and White, p. 75.

<sup>18</sup>Coger and White, p. 75.

<sup>19</sup>Sillitoe, p. 14.

<sup>20</sup>Booth, p. 155, explains that self-conscious narrators are aware of themselves as writers.

<sup>21</sup>Sillitoe, p. 13.

<sup>22</sup>Sillitoe, p. 42.

<sup>23</sup>Lee and Gura, pp. 138-139.

<sup>24</sup>Lee, Oral Interpretation, third ed. (Boston: Houghton Mifflin Company, 1965), p. 131.

<sup>25</sup>Lee and Gura, p. 144.

<sup>26</sup>Lee and Gura, p. 66.

<sup>27</sup>Elbert R. Bowen, Otis J. Aggertt, and William E. Rickert, Communicative Reading, fourth ed. (New York: Macmillan Publishing Co., Inc., 1978), p. 32.

<sup>28</sup>Sillitoe, p. 11.

<sup>29</sup>Otis J. Aggertt and Elbert R. Bowen, Communicative Reading, third ed. (New York: Macmillan Publishing Co., Inc., 1972), pp. 28-29.

<sup>30</sup>Coger and White, p. 12.



## CHAPTER IV

### THE SCRIPT AND ITS PRESENTATION

#### Introduction

The Denton County Courts Services Adult Probation Department initiated a special community corrections program to provide adult probationers with education and employment assistance in June of 1979. Entitled the Probationer Education and Employment Program, both the administrator and the planner for the new Program realized that it could not effectively succeed in isolation without community support. Consequently, in September of 1979 a Community Development Coordinator was employed to promote the new Program in the community. This writer was assigned the responsibility of coordinating efforts to inform and educate the public about probation and community corrections in Denton County in an effort to gain community support for DCCS's new corrections efforts.

In October of 1981, a discussion was held with Charles Cole, Jr., Director of DCCS and Administrator of the Program, proposing the idea of incorporating an oral interpretation script into a public presentation about The Program. The proposal was to increase public understanding of and empathy for adult probationers by interpreting a story about a young man whose character was, in many respects, typical of many

young adults on probation. The interpretation script would be followed by a presentation about probation, community corrections and The Program delivered in a public speaking format. The information contained in the speech portion of the presentation would come from reports, speeches and general information in The Program files.

It was decided that a pilot presentation be conducted with brief questionnaires administered to the audience. The purpose of the questionnaires would be to determine audience members' levels of understanding of and support for probation and community corrections and to evaluate the effectiveness of the presentation. In order for the questionnaires to be effective, the audience needed to represent a cross-section of the community. Therefore, it was determined that individuals with diverse educational and professional backgrounds should be invited to attend the pilot presentation.

Reverend Ted Karpf, Director of the North Texas State University Ministry Center made those facilities available and the pilot presentation took place at the Center on Tuesday, April 13, 1982, at 4:00 P.M., in Martin Chapel. Fliers announcing the presentation were distributed to professors, students and various community members in an effort to gain a diverse audience (see Appendix A). A newspaper article, based upon a personal interview, was written by Becky Landis, a news reporter with the Denton Record-Chronicle,

and appeared in that newspaper prior to the day of the presentation (see Appendix A). A program was distributed to the audience as they entered the Chapel (see Appendix A). Graphic art posters produced by the Texas Adult Probation Commission concerning probation and community corrections were on display at the Center (see Appendix B), and a social reception was held in conjunction with the presentation.

The agenda for the presentation consisted of the following sequence of events:

1. Distribution and explanation of the Pre-presentation Questionnaire.
2. Introduction to the presentation.
3. The presentation.
4. Distribution of the Post-presentation Questionnaire.
5. Introduction of corrections professionals in attendance.
6. Adjournment.

#### The Script

"THEM AGAINST US: CRIMINAL ATTITUDES AND TRADITIONAL CORRECTIONS: A DICHOTOMY, A Performance of Alan Sillitoe's 'The Loneliness of the Long-Distance Runner' and A Proposal for Community Corrections"

Adapted and Presented by Gary Truitt

Alan Sillitoe, in his short story "The Loneliness of the Long-Distance Runner" relates a story about a young man alienated in society. Smith is a seventeen year old man from

a poor, fatherless family in England. Along with another youth, he burglarizes a bakery in his neighborhood. He almost gets away with it, until it starts raining one day and the money he has hidden in a drain pipe comes floating out into full view of an investigating officer.

Smith is now confined in a correctional institution, called a Borstal, in England. And this is where my story begins. "The Loneliness of the Long-Distance Runner," by Alan Sillitoe, taken from his book of short stories by the same name.

As soon as I got to Borstal they made me a long-distance cross-country runner. I didn't mind it much to tell the truth, because running had always been made much of in our family, especially running away from the police. I've always been a good runner, quick and with a big stride as well, the only trouble being that no matter how fast I run, and I did a very fair lick even though I do say so myself, it didn't stop me getting caught by the cops after that bakery job.

You might think it a bit rare, having long-distance cross-country runners in Borstal, thinking that the first thing a long-distance runner would do when they set him loose at them fields and woods would be to run as far away from the place as he could get on a bellyful of Borstall slumgullion-- but you're wrong, and I'll tell you why. The first thing

is that them bastards over us aren't as daft as they look, and for another thing I am not so daft as I would look if I tried to make a break for it on my long-distance running, because to abscond and then get caught is nothing but a mug's game, and I'm not falling for it. Cunning is what counts in this life, and even that you've got to use in the slyest way you can; I'm telling you straight: they're cunning, and I'm cunning. If only 'them' and 'us' had the same ideas we'd get on like a house on fire, but they don't see eye to eye with us and we don't see eye to eye with them, so that's how it stands and how it will always stand.

When on a raw and frosty morning I get up at five o'clock and stand shivering me belly off on the stone floor and all the rest still have another hour to snooze before the bells go, and I slink downstairs through all the corridors to the big outside door with a permit running-card in my fist, I feel like the first and last man on the world, both at once, if you can believe what I'm trying to say. I feel like the first man because I've hardly got a stitch on and am sent against the frozen fields in a shimmy and shorts. But there I am, frozen stiff, with nothing to get me warm except a couple of hours' long-distance running before breakfast. They're training me up fine for the big sports day when all the pig-faced snotty-nosed dukes and ladies--who can't add two and two together and would mess themselves like loonies

if they didn't have slavies to beck-and-call--come and make speeches to us about sports being just the thing to get us leading an honest life and keep our itching finger ends off them shop locks and safe handles. They give us a bit of blue ribbon and a cup for a prize after we've shagged ourselves out running and jumping, like race horses, only we don't get so well looked after as race horses, that's the only thing.

So there I am, standing in the doorway in shimmy and shorts, not even a dry crust in me guts, looking out at the frosty flowers on the ground. I suppose you think this is enough to make me cry? Not likely. Just because I feel like the first bloke in the world wouldn't make me bawl. It makes me feel fifty times better than when I'm cooped up in that dormitory with three hundred others. No, it's sometimes when I stand there feeling like the last man in the world that I don't feel so good. I feel like the last man in the world because I think that all those three hundred sleepers behind me are dead. They sleep so well I think that every scuffy head's kicked the bucket in the night and I'm the only one left, and when I look out into the bushes and frozen ponds I have the feeling that it's going to get colder and colder until everything I can see, meaning my red arms as well, is going to be covered with a thousand miles of ice, all the earth, right up to the sky and over every bit of land and sea. So I try to kick this feeling out and act like

I'm the first man on earth. And that makes me feel good, so as soon as I'm steamed up enough to get this feeling in me, I take a flying leap out of the doorway, and off I trot.

I'm in Essex. It's supposed to be a good Borstal, at least that's what the governor said to me when I got here from Nottingham.

"We want to trust you while you are in this establishment," he said, smoothing out his newspaper with lilly-white workless hands. "If you play ball with us, we'll play ball with you." (Honest to God you'd have thought it was going to be one long tennis match.) "We want hard honest work and we want good athletics, and if you give us both these things you can be sure we'll do right by you and send you back into the world an honest man."

Well, I could have died laughing. And when the governor kept saying how 'we' want you to do this, and 'we' wanted you to do that, I kept looking round for the other blokes, wondering how many of them there was. Of course, I knew there were thousands of them, but as far as I knew only one was in the room. And there are thousands of them, all over the poxeaten country, in shops, offices, railway stations, cars, houses, pubs--In-law blokes like you and them, all on the watch for Out-law blokes like me and us--and waiting to 'phone for the coppers as soon as we make a false move. And it'll always be that way, I'll tell you that now, because I haven't finished

making all my false moves yet, and I dare say I won't till I kick the bucket.

So as soon as I tell myself I'm the first man ever to be dropped into the world, I take that first flying leap out into the frosty grass of an early morning when even birds haven't the heart to whistle.

It's a treat, being a long-distance runner, out in the world by yourself with not a soul to make you bad-tempered or tell you what to do or that there's a shop to break and enter a bit back from the next street. Sometimes...sometimes...I think that I've never been so free as during that couple of hours when I'm trotting up the path out of the trees and turning by that bare-faced, big-bellied oak tree at the lane end. Everything's dead, but good, because it's dead before coming alive, not dead after being alive. That's how I look at it.

It's a good life, I'm saying to myself, if you don't give in to coppers and Borstal-bosses and the rest of them bastard-faced In-laws. Borstal's Borstal no matter what they do; but anyway, I moaned about it being a bit thick sending me out so early to run five miles on an empty stomach, until they talked me round to thinking it wasn't so bad--which I knew all the time--until they called me a good sport and patted me on the back when I said I'd do it, and that I'd try to win them the Borstal Blue Ribbon Prize Cup for



Long-Distance Cross-Country Running (All England). And now the governor talks to me when he comes on his rounds, almost as he'd talk to his prize race horse, if he had one.

"All right, Smith?" he asks.

"Yes, sir."

He flicks his grey moustache: "How's the running coming along?"

"I've set myself to trot round the grounds after dinner just to keep me hand in, sir."

The pot-bellied pop-eyed bastard gets pleased at this: "Good show! I know you'll get us that cup."

And I swear under my breath: "Like boggery, I will." No, I won't get them that cup, even though the stupid tash-twitching bastard has all his hopes in me. Because what does his barmy hope mean? I ask myself.

It don't mean a bloody thing to me, only to him, and it means as much to him as it would to me if I picked up the racing paper and bet on a horse I didn't know, had never seen, and didn't care a sod if I ever did see. . . . I'm a human being. . . .

I know when he talks to me and I look into his army mug that I'm alive and he's dead. He's as dead as a doornail. If he ran ten yards he'd drop dead. If he got ten yards into what goes on in my guts he'd drop dead as well--with surprise. At the moment, it's dead blokes like him as have

the whip-hand over blokes like me, and I'm almost dead sure it'll always be like that, but even so--by Christ--I'd rather be like I am--always on the run and breaking into shops-- than have the whip-hand over somebody else and be dead from the toenails up. Maybe....maybe as soon as you get the whip-hand over somebody you do go dead. Anyway, if they think I'm going to win that goddamn race for them, they're a bunch of bloody bastard fools.

I'll win in the end even if I die in gaol (jail) at 82, because I'll have more fun and fire out of my life than he'll ever get out of his.

How do you reach people like Smith? What can be done to help offenders with attitudes like his? Traditional corrections, with its mass institutionalization, leaves little or no room for personal and social upgrading--much less rehabilitation. How can the offender be "corrected" when the system exploits the individual for a Blue Ribbon Prize Cup? How can the offender successfully reintegrate into the community when the only vocational training he receives while incarcerated is long-distance running, or making car license plates, or growing and picking cotton?

Of course, violent offenders must be locked up in order to protect the community. But what about non-violent offenders--like Smith? Locking up non-violent offenders with

hardened criminals can only result in a good criminal education. Sixty-five per cent of the inmates in the Texas Department of Corrections have been incarcerated at least once before.<sup>1</sup>

How, then, can non-violent offenders with attitudes like Smith's be corrected? I propose to you today, ladies and gentlemen, that community corrections offers an effectual, cost-effective alternative.

Over half the adults on probation in Denton County are between the ages of seventeen and twenty-five.<sup>2</sup> Through personal and social adjustment sessions, we are able to reach many offenders like Smith and help them to help themselves. By providing adult probationers with information and education, by assisting them in obtaining jobs, and by teaching them that through probation they can upgrade their life situations, we have been successful in reducing crime in Denton County. Criminal recidivism, or repeat offenses, has decreased since the Denton County Probationer Education and Employment Program was established in June of 1979.<sup>3</sup>

Most people confuse probation with parole. Both forms of corrections are rehabilitative in nature. Parole, however, is a function of the executive branch of state government, controlled by the Governor; whereas, probation is a function of the judicial branch, controlled by judges in Texas.

Parole is the conditional release of a felony prisoner before he has served his entire sentence. The vast majority

of persons on probation, however, have never been to prison. Under most circumstances, probation is granted only to non-violent offenders. The intent of probation--not just punishment, but assistance to help the public offender get his life back in order.

Probation is preventive corrections. The court releases a non-violent offender, under certain restrictions, for a specified period. During that time the imposition of sentence (jail or prison time) is suspended. While on probation, the offender must live up to a number of conditions or rules of probation: he must maintain suitable employment; not drink to excess in public or private; pay fines, court costs, restitution to any victim, along with attorney and probation fees; he must participate in community corrections programs as directed; and, obviously, not commit another crime. If a person violates any of these conditions of probation, he may be arrested and jailed. A court hearing would then be held to determine whether to continue, modify, or revoke probation. Incarceration, or lock-up, is the likely result if probation is revoked.

If Smith were in Texas, he might be imprisoned in the Texas Department of Corrections. It would cost over ten dollars a day to keep him locked up.<sup>4</sup> In a federal prison, over thirty dollars a day.<sup>5</sup> On the other hand, if he were granted probation for his non-violent offense, it would cost

only fifty-eight cents a day in tax money to supervise him.<sup>6</sup> And he would be required to reimburse his victim and pay fees to defray the cost of his supervision. Persons in prison seldom have this financial obligation.<sup>7</sup>

In 1980 adult probationers in Texas paid over \$16.5 million in restitution, court costs and fines.<sup>8</sup> Approximately ninety per cent were successful in completing probation.<sup>9</sup> Closer to home, in Denton County, adults on probation in fiscal year 1980-81 paid over half a million dollars in fees, fines, court costs and restitution to victims.<sup>10</sup> And approximately ninety-five per cent were successful in completing probation and getting their lives back together.<sup>11</sup> The Probationer Education and Employment Program has had a significant impact on this community. Now, how does the Program work?

All adults granted probation in Denton County or transferred into Denton County from other jurisdictions, are required to complete eight hours of classroom training. (DWI, or Driving-while-Intoxicated, offenders, however, attend another program designed specifically for that offense.) The purpose of our education program is to provide information and skills to help the offender successfully complete probation and become a contributing community member. It is designed to help the probationer better understand the Criminal Justice System and probation; improve job acquisition and retention skills; utilize community resources; and explore

and improve his social status while enhancing his self-image. The fact that a person has a freedom of choice and must accept full responsibility for his actions is emphasized. The probationer is taught problem-solving and goal-setting techniques, and completes a personal action plan. He later works with his supervising officer in order to accomplish his planned goals.

Upon completion of the education program, probationers are offered employment counseling, help in obtaining vocational skills training, and employment placement assistance. Without a job, of course, most probationers could not meet their financial obligations to the System. Last year, nearly 200 adult probationers were placed on the job through our Program.<sup>12</sup> That's two hundred more tax payers, or 200 fewer tax burdens, for Denton County. And just last quarter, ninety-nine persons became employed through the Program. Those ninety-nine probationers should generate at least \$925,000 in new Denton area income annually.<sup>13</sup>

But our assistance doesn't end with job placement. If a client encounters a problem on the job, an employment adjustment session may be conducted. A neutral employer and our employment coordinator meet with the client to discuss his employment situation. The intent--to help the client make intelligent, rational decisions about his job.

And finally, but very important, we rely on an Advisory Council, composed of area educators, employers and community leaders, to provide us with input and direction.

The Denton County Probationer Education and Employment Program is a national model in community corrections. Administered by the Adult Probation Department, it represents the cooperative efforts of several other public institutions, including the Offender Preparation and Employment Network, Inc. of Dallas; the Denton Area Office of the Texas Employment Commission; and the Cooke County Adult Education Co-op.

The Texas Adult Probation Commission, in addition to funding the Program, encourages other probation departments to replicate our efforts. And several are in the process of doing so.

But how much does a program like ours cost? Well, according to a program evaluation conducted by Dr. Frank Lawlis of the North Texas State University Psychology Department, every dollar spent on the Program represents a \$4.30 savings in tax dollars otherwise spent for social service assistance.<sup>14</sup> This savings to the community, however, cannot be measured in dollars and cents alone. We must also consider the productivity of corrected and re-directed human lives.

Charles Cole, Jr., Director of the Denton County Courts Services and Administrator of The Program, believes that most people become involved in the criminal justice system

not because they are criminals, but because they are ignorant in knowing how to solve their personal problems and are unaware of community resources available for self-help.<sup>15</sup>

Through this Program, offenders learn life-coping skills that enable them to discover ethical, legal solutions to their problems.

Why has our Program been successful, when similar programs elsewhere have failed? Perhaps it's because our corrections program started at home--it didn't begin on a federal or state level and "trickle down." Perhaps it's because we're not a bureaucracy--it doesn't take ten memoranda to accomplish one task. Or, perhaps it's because several organizations worked hard together to make this Program a reality. But a program like ours, no matter how important, could never succeed in isolation. We believe our Program has been successful because academic, business and community leaders, and students involved in the community, like you, believe in our work and support our efforts. Only through your support and participation can this Program succeed in reducing crime in Denton County. It takes a concerted community effort for "Corrections at Home" to be effective.



## NOTES

<sup>1</sup>George G. Killinger, "The Texas Criminal Justice System: Where Do We Go From Here?" Criminal Justice Symposium, School of Community Service, North Texas State University, Denton, April 6, 1982.

<sup>2</sup>Denton County Courts Services, "Adult Probation Department Annual Report, 1980-81," unpublished report, Denton, Denton County Courts Services, 1981, p. 4; hereafter cited as DCCS.

<sup>3</sup>G. Frank Lawlis, "Program Evaluation of the Denton County Public Offender Vocational Support Program," unpublished program evaluation, Department of Psychology, North Texas State University, Denton, 1980, p. 11.

<sup>4</sup>Rick Hartley, "The Texas Criminal Justice System: Where Do We Go From Here?" Criminal Justice Symposium, School of Community Service, North Texas State University, Denton, April 6, 1982.

<sup>5</sup>Hartley, April 6, 1982.

<sup>6</sup>Telephone conversation with Dick Lewis, Communications Coordinator, Texas Adult Probation Commission, Austin, April 26, 1982; hereafter cited as TAPC.

<sup>7</sup>Don Stiles, "Executive Director's Notes," TAPC Newsletter, II (October, 1981), 2.

<sup>8</sup>TAPC, Texas Adult Probation: An Effective Alternative to Incarceration (Austin: TAPC, 1981), n. pag.

<sup>9</sup>TAPC, Probation.

<sup>10</sup>DCCS, "Adult Probation Report," p. 3.

<sup>11</sup>Statement by Charles Cole, Jr., Director, DCCS, Denton, November 10, 1981.

<sup>12</sup>Gary Truitt, "Denton County Probationer Education and Employment Program Annual Report, 1980-81," unpublished report, Denton, DCCS, 1981, p. 1; hereafter cited as DCPEEP.

<sup>13</sup>Truitt, "DCPEEP Quarterly Report, December 1981-February 1982," unpublished report, Denton DCCS, 1982, pp. 1-2.

<sup>14</sup>Lawlis, p. 9.

<sup>15</sup>Cole, DCCS Second Anniversary Ice Cream Social, Criminal Justice Program and Alpha Phi Sigma, Texas Woman's University, Denton, September 24, 1981.

## CHAPTER V

### AUDIENCE RESPONSES AND EVALUATIONS

#### Introduction

Having conducted a number of awareness activities over a two-year period about probation and community corrections, including numerous public speeches, it became apparent that most audiences, upon discovering that probation is not parole, tend to respond favorably to the idea of community corrections and services to probationers. However, this conclusion is based upon observation and conjecture and not upon objective fact. It was decided that brief questionnaires could be an effective tool to determine audience members' knowledge of and support for community corrections, and to evaluate the effectiveness of a presentation promoting probation.

With the assistance of Charles Cole, Jr., Director of the Denton County Courts Services (DCCS) and Administrator of The Program, a series of questions was developed that could be utilized to discern a person's knowledge about and attitude toward probation and community corrections. A list of questions was circulated among adult probation officers at DCCS in order to determine which questions were most

appropriate. Eleven questions from the list were selected to be included in the questionnaire.

It seemed appropriate to utilize the audience questionnaires both before and after the presentation in order to evaluate the effectiveness of the presentation and to determine if audience members' knowledge about probation had been enhanced and if their attitudes had changed in any way as a result of the presentation. Additional questions concerning the overall presentation and the use of oral interpretation in the presentation were included in the Post-presentation Questionnaire in order to determine audience response to the mode and quality of presentation.

The test audience was composed of twenty-four individuals representing various educational and professional backgrounds, including: a professor of speech communication and drama; a minister; a senior probation officer; undergraduate and graduate students in speech communication and drama, sociology, political science and business; a manager of a trucking firm; a pharmacist; a restaurant manager; a waitress; a professor of occupational therapy; a dietician; a legal tax specialist; a secretary; an administrative assistant; a retired person; and a housewife (see Appendix C). Twenty-four Pre- and Post-presentation Questionnaires each were completed.

The Pre-presentation Questionnaire (see Appendix D) included four questions designed to determine audience members'

knowledge about probation and community corrections prior to the presentation. Audience members were asked to respond to these four questions by writing "True," "False," or "Unknown." In order to determine audience members' attitudes about probation and community corrections, seven additional questions were included in the Pre-presentation Questionnaire. A seven-point Likert-type attitude scale was utilized. Audience members were asked to indicate their degrees of agreement or disagreement with these seven questions by circling the appropriate number on a continuum ranging from 1, strongly agree, to 7, strongly disagree. Three questions were worded such that a low number would indicate a favorable attitude toward probation and community corrections. A score of 1, 2 or 3 may be regarded as reflecting a favorable response to these questions. Four questions were worded such that a high number would indicate a favorable attitude. A score of 5, 6 or 7 may be regarded as reflecting a favorable response to these questions. The questions were worded differently in order to prevent blanket responses.

The Post-presentation Questionnaire (see Appendix D) contained identical questions except Question 1, "I have never before heard of community corrections," was deleted. The range of responses for Questions 2-4 was limited to either "True" or "False" on the Post-presentation Questionnaire, deleting "Unknown" as a possible response. Questions 12-15,

concerning the mode and quality of the overall presentation, were added to the Post-presentation Questionnaire.

A separate questionnaire was designed and utilized to obtain subjective evaluative feedback from a senior probation officer. Questions concerning the speaker, the audience and the effectiveness of the mode of presentation in relation to the topic were included in the Supervisor's Evaluation (see Appendix D).

#### Audience Responses

The responses to the two audience questionnaires are shown below on five separate tables. The questionnaire items are grouped on each table according to (1) the information the questions are designed to elicit, and (2) whether favorable responses occur on the low or high end of the Likert-type scale.

Responses to Questions 1-4 indicate audience members' knowledge about probation and community corrections prior to and following the presentation. Table I shows the total of responses with twenty-four audience members responding.

Question 1, "I have never before heard of 'community corrections,'" was included in the Pre-presentation Questionnaire only and responses indicate how many members of the audience were familiar with this term prior to the presentation. Approximately 46 per cent of the respondents had never before heard of community corrections.

Question 2, "Probation is granted to offenders upon early release from prison for good behavior," was utilized to determine the level of audience understanding of the difference between probation and parole. The correct answer is "False." A person released early from prison for good behavior is most frequently placed on parole, not probation, under criminal justice supervision. Seventy-five per cent of the respondents on the Pre-presentation Questionnaire answered "False," indicating that a majority of the audience realized that particular difference between probation and parole prior to the presentation. Only 25 per cent of the respondents answered "True" before the presentation. Following the presentation, however, 87.5 per cent of the respondents answered "False," indicating that three audience members formerly unfamiliar with the difference between the two functions in corrections had gained a better understanding.

Responses to Question 3, "Probation is a function of the executive branch of government," represented the largest number of "Unknown" responses on the Pre-presentation Questionnaire. Parole is a function of the executive branch. Probation is a function of the judicial branch of government; therefore, the appropriate response would be "False." Post-presentation Questionnaire responses indicated that 91.6 per cent of the audience had gained knowledge of another difference between probation and parole.

Approximately 96 per cent of the respondents answered "True" to Question 4, "Probation may be granted to non-violent offenders in lieu of imprisonment," on the Pre-presentation Questionnaire, indicating that most audience members were aware prior to the presentation that probation may be granted in lieu of imprisonment to non-violent offenders. Post-presentation Questionnaire responses show that all audience members were familiar with probation as an alternative to incarceration for non-violent offenders.

TABLE I  
AUDIENCE RESPONSE: KNOWLEDGE ABOUT PROBATION  
AND COMMUNITY CORRECTIONS

Questionnaire Items	Pre-presentation Responses			Post-presentation Responses	
	True	False	Unknown	True	False
1. I have never before heard of "community corrections."	11	13	0	--	--
2. Probation is granted to offenders upon early release from prison for good behavior.	6	18	0	3	21
3. Probation is a function of the executive branch of government.	3	11	10	2	22
4. Probation may be granted to non-violent offenders in lieu of imprisonment.	23	0	1	24	0



One can conclude from comparing Pre-presentation responses with Post-presentation responses in Table I that audience members were more familiar with probation in relation to Questions 2 and 4 than Question 3. Respondents were able to differentiate probation from parole in regard to parole being the form of supervision under which an offender is placed upon early release from prison for good behavior. Respondents also exhibited high levels of understanding for probation as an alternative to incarceration for non-violent offenders. Fewer than half the respondents, however, understood which branch of government under which probation functioned, and slightly less than half of the audience members had ever heard of community corrections prior to the presentation.

Responses to Questions 5-11 indicate audience members' attitudes toward probation and community corrections prior to and following the presentation. Tables II and III show the averages of total responses with twenty-four audience members responding. For easier comprehension, the questions have been separated according to whether a low average score or a high average score indicates a favorable response.

Table II shows audience responses to Questions 5, 8 and 10. The scores for each question shown in Table II were summed and averaged with a low average score indicating a favorable response to probation and community corrections. Since before the presentation all questions in Table II show an average score of three or less, the Pre-presentation responses are regarded as favorable. Average scores for

Post-presentation responses for all items decreased, indicating a more favorable attitude toward probation and community corrections following the presentation.

TABLE II

AUDIENCE RESPONSE: ATTITUDE TOWARD PROBATION AND  
COMMUNITY CORRECTIONS, WITH LOW AVERAGE SCORES  
INDICATING FAVORABLE RESPONSES

Questionnaire Items	Pre-presentation Responses	Post-presentation Responses
5. Probation is an effective alternative to imprisonment.	2.29	1.66
8. Probation is an effective method of reintegrating the public offender back into the community.	2.66	1.92
10. Persons who commit non-violent offenses should be granted probation.	2.88	2.17

Table III shows audience responses to Question 6, 7, 9, and 11. The scores for each questions were summed and averaged with a high average score indicating a favorable response to probation and community corrections. Average scores of Pre-presentation responses to Questions 7 and 9 are slightly less than 5, indicating that audience responses tended to be slightly undecided prior to the presentation; however, the average scores of Post-presentation responses to these

questions are 5 or greater, indicating favorable responses following the presentation. Since before the presentation Questions 6 and 11 show an average score of more than 5, the Pre-presentation responses are regarded as favorable. Average scores for Post-presentation responses for these questions increased, indicating a more favorable attitude toward probation and community corrections following the presentation.

TABLE III

AUDIENCE RESPONSE: ATTITUDE TOWARD PROBATION AND  
COMMUNITY CORRECTIONS, WITH HIGH AVERAGE SCORES  
INDICATING FAVORABLE RESPONSES

Questionnaire Items	Pre-presentation Responses	Post-presentation Responses
6. A person who is granted probation has effectively beaten the System.	5.58	5.79
7. A person on probation is a liability to the community.	4.96	5.58
9. Probation is not an effective tool in preventing crime.	4.75	5.38
11. Probation is not a community function.	5.17	5.79

None of the average scores for Attitude Questions 5-11 on Tables II and III show audience attitudes to be unfavorable toward probation and community corrections prior to the

presentation. Audience members tended to be slightly undecided in their Pre-presentation responses to Questions 7 and 9. However, responses to these questions indicate a favorable attitude following the presentation. Overall a more favorable attitude is shown following the presentation.

Questions 12-14 were included on the Post-presentation Questionnaire only and responses indicate the effectiveness of the mode and quality of presentation. Questions 12 and 14 are worded such that a low average score indicates a favorable response. Table IV shows average scores for these questions are less than two, indicating a favorable audience response.

TABLE IV

AUDIENCE RESPONSE: EFFECTIVENESS OF MODE AND QUALITY  
OF PRESENTATION, WITH LOW AVERAGE SCORES  
INDICATING FAVORABLE RESPONSES

Questionnaire Items	Post-presentation Responses
12. I prefer this type of presentation to a straight speech.	1.33
14. The presentation was stimulating and interesting.	1.54

Questions 13 and 15 are worded such that a high average score indicates a favorable response. Table V shows average scores are greater than 6, indicating a favorable audience response.

TABLE V

AUDIENCE RESPONSE: EFFECTIVENESS OF MODE AND QUALITY  
OF PRESENTATION, WITH HIGH AVERAGE SCORES  
INDICATING FAVORABLE RESPONSES

Questionnaire Items	Post-presentation Responses
13. I did not enjoy the <u>story</u> part of the presentation.	6.46
15. Overall, I thought the quality of the performance was not very good.	6.48

Average scores for Questions 12-15 on the Post-presentation Questionnaire indicate that all audience responses to the effectiveness of the mode and quality of presentation are highly favorable.

#### Supervisor's Evaluation

A subjective questionnaire was utilized to obtain feedback from a professional in corrections. Five open-ended questions and a request for additional comments were included in the evaluation form. Mark Jones, Chief Adult Probation Officer for the Denton County Courts Services, who witnessed the presentation, completed the evaluation following the presentation. (For verbatim responses, see Appendix D).

Jones responded favorably to the "professional manner" of the speaker's presentation, writing that the performer

was "well prepared," and that his use of statistics in the presentation was interesting. He wrote that the presentation was "communicative" and noted that various terms, and professional jargon used in corrections, were made "understandable" for audience members who might not be familiar with them. He felt the audience was attentive and responded well to the presentation, and he believed the interpretative performance enhanced the presentation and "conveyed in a real sense the 'They vs. We' attitude held by many offenders." He added, "It's effective to hear and see the attitudes acted out." Jones thought the use of the literary script was "very effective" in relation to the subject of the presentation as it demonstrated Smith's "lack of education" and "his feelings of helplessness in directing his life within society." In a final "comment" he noted that the acoustics occasionally interfered with understanding the speaker and the British dialect used to suggest Smith's character.

Jones' evaluation indicates a highly favorable response to the presentation. Having been unfamiliar with the art of interpretation prior to the performance, his personal remarks following the presentation were complimentary in regard to combining the two speech communication art forms: oral interpretation and public speaking.

### Conclusions

Incorporating oral interpretation into the presentation appeared to accomplish the speaker's goals as outlined in Chapter III. Judging from audience responses, the use of the literary script gained audience attention, increased the interest level of the subject matter and provided entertainment for the audience. In combining the two communication art forms, the presenter was able to humanize his presentation, while at the same time, including information, theories and statistics necessary to explain his subject. Personal comments to the speaker following the presentation indicated that the audience empathized with Smith, the protagonist of the story, whose suggested attitude was, according to the supervisor's evaluation, characteristic of many offenders. The literary selection, therefore, appears to be an appropriate one for use in this social context. The desired effect, to have the audience empathize with the "human" element in the offender, was accomplished.

In addition to the strong emotions used to characterize the protagonist, which resulted in audience empathy for Smith, Sillitoe incorporates a universal literary theme in his short story, man's alienation in society. Lee and Gura suggest the interpreter select literature that expresses an idea that is "potentially interesting to all people because it touches on a common experience."<sup>1</sup> Audiences can easily identify and appreciate the alienation and isolation Smith feels.

Sillitoe uses strong sensory images, too, which allow for greater audience appreciation. Coger and White suggest that in selecting literature for interpretation that its language be "enriched with strong image-making wording."<sup>2</sup> One audience member said that during the performance she began to feel physically cold as Smith described his feelings of getting colder and colder until everything he could see was "going to be covered with a thousand miles of ice." Another audience member said she could envision the interpreter's breath steaming as he continued to suggest the literary images of cold weather and frozen ponds and bushes.

The incorporation of British dialect into performance to suggest Smith's character, however, was not as effective as intended by the interpreter. When combined with the acoustical limitations of the room in which the performance took place, it presented a barrier to the audience easily understanding the words of the script. One audience member suggested that the use of standard American dialect would allow the audience to more easily identify with Smith as a person and would further enhance empathic response. The suggested British dialect, therefore, will be deleted from future performances.

The informational portion of the presentation which followed the literary performance might benefit from further references to Smith. Although Smith is mentioned in the



first one-third of the informational text, no reference is made to him in the remaining portion of the public speech. In an effort to include explanatory information about the subject of the presentation, the speaker might better utilize Smith as a unifying element to the overall presentation. To improve the pilot presentation for future use, further reference to the "typical probationer" will be included in the informational text. Smith can and should be incorporated into the speech to further illustrate the need for a human approach to corrections, in order to address the "them against us" attitude of the alienated offender. The inclusion of references to Smith, and incorporating brief literary passages, would increase the interest level of the informational text, as well as assist in maintaining high levels of audience attention in that portion of the presentation.

The use of audience questionnaires was effective in discovering the level of understanding about and attitude toward probation and community corrections before and after the presentation. This study showed that audience members were more knowledgeable about and favorable toward the subject than was anticipated. The study also revealed that knowledge about the subject was enhanced and attitudes toward it became even more favorable following the presentation. Even though scientific methods of prediction were not applied to the

analysis of the questionnaires to test the significance of attitude changes, it was determined that the inclusion of the response forms did reveal the positive effects of an interpretative script in a public presentation.

The questionnaires themselves might be revised, developing questions that are more easily quantified. Empirically designed studies to test significance and determine correlations might reveal additional information about audience responses that could be helpful to the speaker in preparing public presentations. The interpreter should not rely solely on scientific methods, however, because, as Bacon points out, "they are not the way of the arts and they will not ultimately prove a substitute for humanistic study."<sup>3</sup>

Overall, the presentation was successful. All audience responses to the presentation were favorable and the literature worked appropriately to increase the effectiveness of the presentation. By utilizing a pilot audience, valuable feedback was obtained which will assist in preparation for future presentations.

#### Recommendations for Future Research

The use of oral interpretation in social contexts appears unlimited, and its utility as a persuasive tool has been substantially documented by scholars in the field (see Chapter I). Integrating literary material into informational presentations to promote an idea, a cause or a program is

an effective method of employing oral interpretation outside the classroom and expanding its rhetorical dimensions. Its utilization is mutually beneficial as the idea, cause or program gains public exposure and credibility, and the communicative art form gains prominence as a part of public discourse. Further uses of oral interpretation should be employed to reintegrate it into the public speaking forum.

Audiences appreciate the combination of the two communication art forms. The instructionally entertaining aspect of a carefully selected, adapted and rehearsed script should be expanded. The speaker has the ability not only to prepare his audience for a timely subject, but he is able to precede that information with literature that sets an appropriate mood in which the audience may view or digest the information.

Further development of instruments to measure audience responses and their subsequent implementation would lend empirical credibility to the art of oral interpretation as a rhetorical, persuasive tool in public speaking.

NOTES

<sup>1</sup>Lee and Gura, Oral Interpretation, sixth ed. (Boston: Houghton Mifflin, 1972), p. 9.

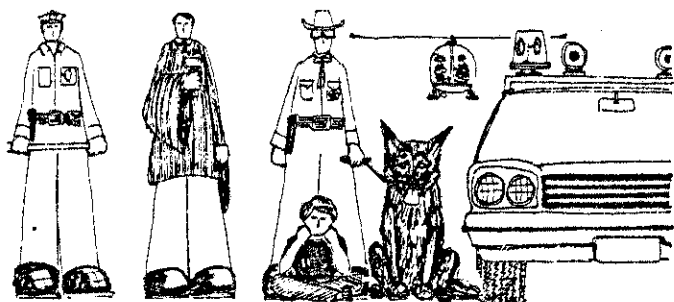
<sup>2</sup>Coger and White, Readers Theatre Handbook: A Dramatic Approach to Literature, third ed. (Glenview: Scott, Foresman and Company), p. 33.

<sup>3</sup>Wallace A. Bacon, "A Sense of Being: Interpretation and the Humanities," The Southern Speech Communication Journal, XLI (Winter, 1976), 135.

APPENDIX A

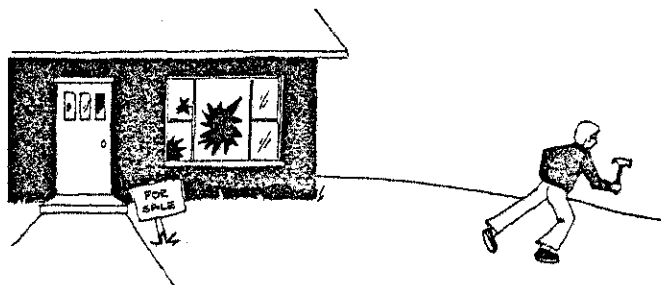
PUBLICITY AND PROGRAM MATERIAL

Flier Announcing the Presentation



them...

against  
us....



CRIMINAL ATTITUDES and TRADITIONAL CORRECTIONS:  
A DICHOTOMY

A PERFORMANCE OF ALAN SILLITOE'S  
"THE LONELINESS OF THE LONG-DISTANCE RUNNER"

AND

A PROPOSAL FOR COMMUNITY CORRECTIONS

Adapted and Performed by Gary Truitt, M.A. Candidate  
Under the Direction of Dr. Ted Colson, Speech and Drama Dept.

DENTON COUNTY COURTS SERVICES  
PROBATIONER EDUCATION & EMPLOYMENT PROGRAM  
"Corrections at Home"  
A Denton County Model Program

<p>TUESDAY, APRIL 13</p> <p>3:30 P.M.</p> <p>MARTIN CHAPEL</p> <p>~ UNIVERSITY MINISTRIES CENTER ~</p> <p>1501 MAPLE</p>	
--	--

\* WINE & CHEESE RECEPTION PRECEDING & FOLLOWING PERFORMANCE \*

YOU & YOUR STUDENTS ARE INVITED

## Newspaper Article

Sunday, April 11, 1982 DENTON RECORD-CHRONICLE Page 7A

## Program scheduled at NT on attitudes of criminals

The art of oral interpretation and the art of persuasion will come together Tuesday at NTSU in a program titled "Them Against Us — Criminal Attitudes and Traditional Corrections: A Dichotomy."

Gary Truitt, a master's candidate in speech at NTSU who will present the program as a thesis project, is also community development coordinator and education director for Denton County's probationer education and employment program.

Truitt will interpret an adapted version of Alan Sillitoe's "The Loneliness of the Long Distance Runner," discuss the model probationer program he promotes in the county's adult probation department and answer audience questions.

Tackling social issues in the context of reader's theater is a recent innovation that takes oral interpretation "out of academia and into the real world" and puts it

to use in a public awareness campaign, Truitt said.

The story of Jones, a teen-age offender in a British juvenile corrections facility that is the scene of Sillitoe's short story, will be used to support Truitt's contention that the "them-against-us" attitude of many offenders cannot be treated by traditional corrections.

Truitt said much of the public is unaware that most probationers committed only property crimes, never have been to prison and make restitution to their victims.

A study by NTSU psychologist Dr. Frank Lawlis showed taxpayers were saved \$4.31 in social service tax for every dollar spent on the education and employment program.

Tuesday's presentation will begin at 4 p.m. in the United Ministry Center's Martin Chapel, 1501 Maple. Refreshments will be served beginning at 3:30 p.m. and after the program.

## Program

THEM AGAINST US. . .  
 CRIMINAL ATTITUDES AND TRADITIONAL CORRECTIONS:  
 A DICHOTOMY

A Performance of Alan Sillitoe's "The Loneliness of the Long-Distance Runner"  
 and

A Proposal for Community Corrections

Adapted and Performed by Gary Truitt -- As Part of an M.A. Thesis:

*Oral Interpretation in a Public Awareness Campaign:  
 The Denton County Probationer Education and Employment Program*  
 -----

Thesis Committee:

Dr. Ted Colson, Speech Communication and Drama Department, Major Professor  
 Dr. Floyd Jenkins, Management Department, Minor Professor  
 Dr. John Gossett, Speech Communication and Drama Department, Committee Member

Special Thanks To

Reverend Ted Karpf, Director  
 University Ministries Center

THE DENTON COUNTY PROBATIONER EDUCATION AND EMPLOYMENT PROGRAM

The community corrections program was established in June 1979 to provide persons on probation with life-coping skills training, vocational education, employment counseling and job placement assistance, and to provide area employers with qualified manpower to help meet their employment needs.

Administered by Denton County Courts Services, and funded by the Texas Adult Probation Commission, the Program represents the cooperative efforts of several agencies: the Denton County Adult Probation Department, the Offender Preparation and Employment Network, Inc., the Denton Area Office of the Texas Employment Commission, and the Cooke County Adult Education Co-op.

Our objective is to enhance public safety by reducing crime; our methodology, to offer the person on probation support services to become a productive, tax-paying citizen in the community.

The success of our Program is directly linked to community support. Thanks to Denton County citizens, a dedicated Advisory Council, and hard work, we have been serving the community now for over two and a half years. We look forward to the years ahead.

-- Charlie Cole, Jr., Director  
 Denton County Courts Services



APPENDIX B

GRAPHIC ART POSTERS DISPLAYED  
AT THE RECEPTION



# CORRECTIONS

## A COMMUNITY EFFORT

Often, the most effective thing for the non-violent criminal offender is that which keeps him closest to his family, friends, and community.

A relatively new idea in rehabilitation techniques is the Community Residential Center, designed for offenders requiring closer supervision than normal probation provides. Residents who are employed are required to repay a portion of the cost of their 30- to 180-day stay in the center, during which they participate in counseling programs for their specific problems, such as alcohol or drug dependency, personal motivation, goal setting, and educational opportunities. The cost per resident in the center is substantially lower than the cost of imprisonment—and many of the center's services are made available on an out-patient basis to those on conventional probation.

### COMMUNITY-BASED CORRECTIONS.

TEXAS ADULT PROBATION COMMISSION  
P.O. BOX 12427  
AUSTIN, TEXAS 78711  
1-800-252-9336





# PROBATION

## A STEP IN THE RIGHT DIRECTION

All over Texas, locally-operated adult probation departments are engaged in the counseling and rehabilitation of non-violent offenders. Their work is helping to keep families together, make restitution to the victims of crime, and re-establish probationers as contributing members of their communities.

You can help—by volunteering your time and talent in any of several areas, including clerical assistance, transportation, educational programs, and one-to-one counseling with probationers.

**HELP SOMEONE TAKE THAT FIRST STEP—  
SUPPORT YOUR PROBATION DEPARTMENT.**

TEXAS ADULT PROBATION COMMISSION  
P.O. BOX 12427  
AUSTIN, TEXAS 78711  
1-800-252-9336





# RESTITUTION

## RIGHTING A WRONG

Your courts are sensitive to the value of restitution, and they balance the scale of justice to provide compensation to the victims of crime.


Under Texas law, an offender sentenced to probation may be required to make restitution to his victim in any sum the court determines to be fair. Adult probation departments in Texas collect millions of dollars annually in restitution from probationers.

**RIGHTING A WRONG.**

TEXAS ADULT PROBATION COMMISSION  
P.O. BOX 12427  
AUSTIN, TEXAS 78711  
1-800-252-9336








# ALTERNATIVES PROBATION...INCARCERATION

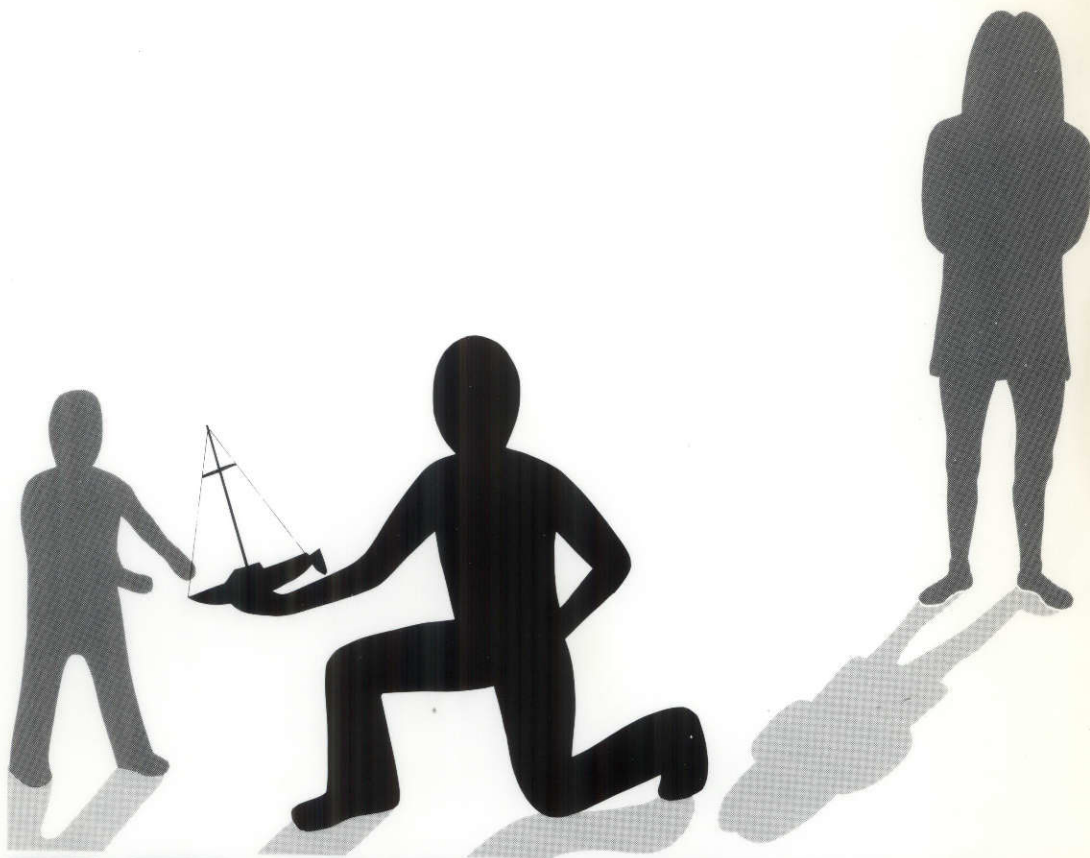
Because of the rising cost of imprisonment and the overcrowding of many of our correctional institutions, probation is being considered more and more often as an alternative to incarceration.

In many cases, probation can provide the necessary level of supervision for the non-violent offender, at as little as one-tenth the cost of imprisonment. In addition, probation allows the individual to remain with his family, at his job—a contributor to the tax base of his community, rather than a tax liability.

**TO PROTECT AND REHABILITATE.**

TEXAS ADULT PROBATION COMMISSION  
P.O. BOX 12427  
AUSTIN, TEXAS 78711  
1-800-252-9336





# PROBATION

## THE ADVANTAGES

Probation allows the offender to maintain relationships with his family and friends, and to continue to contribute to his community as a job-holder and taxpayer.

For the protection of the community, probation is promptly revoked if the individual fails to comply fully with the terms of his sentence.

Probation costs about a dollar a day per probationer—seven to ten times less than the cost of imprisonment. Most probationers may be required to repay a portion of the costs of their trial and supervision, and in many cases, make restitution to the victim.

**PROBATION WORKS . . . FOR ALL OF US.**

TEXAS ADULT PROBATION COMMISSION  
 P.O. BOX 12427  
 AUSTIN, TEXAS 78711  
 1-800-252-9336

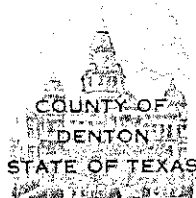


APPENDIX C

AUDIENCE REGISTRY

## Audience Registry

ADULT PROBATION SERVICES



CHARLIE J. COLE, JR.  
DIRECTOR  
MARK L. JONES, CHIEF  
ADULT PROBATION SERVICES

## Audience Registry

THEM AGAINST US--CRIMINAL ATTITUDES AND  
TRADITIONAL CORRECTIONS: A DICHOTOMY  
A PROPOSAL FOR COMMUNITY CORRECTIONS

Tuesday, April 13, 1982  
3:30 P.M.  
University Ministry Center

NAME	AFFILIATION
Dr. Ted Colson	Professor, Speech Com. and Drama
Rev. Ted Karpf	Director, University Ministry Center
Shannon Crane	Undergrad, Speech Communication
Ken	Undergrad, Business
Hugh J. Bickerstaff	Managing Superv., Leeway Transport.
Steve Dyer	Pharmacist
Rozanne Dyer	Restaurant Manager
Dale Williams	Undergrad, Sociology
Charles Cole, Jr.	Director, Denton County Courts Serv.
Mark Jones	Chief Adult Probation Officer, DCCS
Chris Meesey	Teaching Fellow, Speech Com. and Dr.
Michelle McCandless	Undergrad, Speech Communication
Richard Skiles	Teaching Fellow, Speech Com. and Dr.
Monica Blee	Legal Tax Specialist, Tax Atty's Off.
Nancy Smith	Secretary
Vernon Truitt	Retired
Maxine Truitt	Housewife
JoAnne Arrington	Professor, Occupational Therapy
Marie	Dietician
Mary Zambrano	Administrative Assistant
Carlajo Cancilla	M.S., Speech Com. and Waitress
John Downing	Undergrad, Speech Communication
Jerry Kirby	Student Asst., Graduate Dean's Off.
Jim Howard	Undergrad, Speech Communication
Mrs. Jim Howard	Undergrad, Political Science



APPENDIX D

AUDIENCE RESPONSES

## Pre-presentation Questionnaire

Pre-Questionnaire

Number: \_\_\_\_\_

THEM AGAINST US--CRIMINAL ATTITUDES and TRADITIONAL CORRECTIONS: A DICHOTOMYPlease indicate your response by writing TRUE, FALSE, or UNKNOWN:

- 1) \_\_\_\_\_ I have never before heard of "community corrections."
- 2) \_\_\_\_\_ Probation is granted to offenders upon early release from prison for good behavior.
- 3) \_\_\_\_\_ Probation is a function of the executive branch of government.
- 4) \_\_\_\_\_ Probation may be granted to non-violent offenders in lieu of imprisonment.

Please indicate your response by circling the appropriate number:

1	2	3	4	5	6	7
Strongly Agree	Agree	Moderately Agree	Undecided	Moderately Disagree	Disagree	Strongly Disagree

- 5) Probation is an effective alternative to imprisonment.  
1            2            3            4            5            6            7
- 6) A person who is granted probation has effectively beaten the System.  
1            2            3            4            5            6            7
- 7) A person on probation is a liability to the community.  
1            2            3            4            5            6            7
- 8) Probation is an effective method of re-integrating the public offender back into the community.  
1            2            3            4            5            6            7
- 9) Probation is not an effective tool in preventing crime.  
1            2            3            4            5            6            7
- 10) persons who commit non-violent offenses should be granted probation.  
1            2            3            4            5            6            7
- 11) Probation is not a community function.  
1            2            3            4            5            6            7



## Supervisor's Evaluation

### Supervisor's Evaluation

#### THEM AGAINST US--CRIMINAL ATTITUDES AND TRADITIONAL CORRECTIONS: A DICHOTOMY

- (1) Was the presentation done in a professional manner?
- Yes, Mr. Truitt was well prepared. The statistics [in his presentation] were of interest to me and hopefully to all [audience members].
- (2) Was the presentation communicative?
- I thought so. Being a probation officer and familiar with the terms used in corrections, I felt that the presentation was understandable by those who are not familiar with the "terms."
- (3) Was the audience attentive and did they respond well to the presentation?
- Yes.
- (4) How do you think this type of presentation compares to a straight speech?
- I believe the sketch performed [the literature interpreted] by Mr. Truitt conveyed in a real sense the "They vs. We" attitude held by many offenders. It's effective to hear and see the attitudes acted out.
- (5) How do you think the literature used (the story) was effective/ineffective in relation to the Probationer Education and Employment Program?
- Very effective to me. The sketch [the interpretative performance] clearly demonstrated to me a lack of education on the part of Smith and his feelings of helplessness in directing his life within society.
- (6) Other comments:
- The acoustics could have been better as the "brogue" on occasion was hard to understand.

Mark Jones  
Chief Adult Probation Officer  
Denton County Courts Services

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