SELF-INITIATED LEARNING PROJECTS OF THE INMATES OF
DISTRICT OF COLUMBIA DEPARTMENT OF CORRECTIONS

by

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(ABSTRACT)

This study systematically examined and described the self-initiated learning projects of 20 inmates from the Central Facility of the District of Columbia Department of Corrections. The research questions which guided this study were: (a) what are the characteristics of the learning projects; (b) as perceived by the inmates, what is the impact of the prison environment on self-initiated learning; and (c) what meaning does the experience of self-initiated learning have for the inmates both while incarcerated as well as after release?

The study design was naturalistic. The sample for this study was randomly selected from the target population by a random selection technique. The respondents in the sample were interviewed by the investigator who designed and used a 29 item semi-structured interview schedule. Other data collection methods included fieldnotes of the investigator's observations before, during, and after the interviews. The data were analyzed using Spradley's (1980) ethnographic analysis technique consisting of domains, taxonomies, components, and themes.
The study yielded the following major findings or themes relevant to the three research questions. The vast majority of the self-initiated learning projects were growth and development with regard to employment, religion, academic education, and personal development. The main reason for beginning the learning projects was to improve the respondents' attitudes concerning their morals, beliefs, and values. The learning format used in the majority of the learning projects was oral communication. The learning projects were facilitated by the policies, practices, and procedures of the prison. The major problems encountered were the insensitivity of the inmates, inadequate study facilities, and limited resources. Finally, the major institutional and expected community benefits were the job skills acquired and the attitudinal changes concerning the respondents' past criminal involvement.

The study concluded the following: Self-initiated learning projects abound in prison as meaningful learning activities for the inmates which tend to supplement the institutionally sponsored programs. Self-initiated learning projects have benefit and value for inmates while they are incarcerated and an expected benefit and value for inmates after they are released. Finally, self-initiated learning projects in the prison setting are not generally conducted in a positive and supportive environment. Implications for future research are also noted.
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CHAPTER ONE

Introduction

Background of the Problem

The literature in adult education suggests large numbers of adults are taking responsibility and initiative for their own learning. Annually, adults are involved in a variety of learning activities. Some are sponsored by different agencies, but many are planned and initiated by the learners themselves.

Since the early 1970's, researchers such as Armstrong (1971), Benson (1974), Coolican (1973), Denys (1973), Hiemstra (1975), Lewis (1978), Penland (1977), and others have attempted to document the self-initiated learning activities of adults. Many of these studies have used the learning projects definition of Tough (1968, 1971, 1978, 1979) to determine the nature and extent of the learning activities of adults. This definition encompasses both sponsored and learner initiated learning projects. According to Tough (1971), the learning project is defined "as a series of related episodes which add up to at least seven hours. In each episode more than half of the learner's total motivation is to gain and retain clear knowledge and skills or to produce some other change" (p.7).

Tough (1971), whose seminal research laid the foundation for subsequent research and who coined the term "learning project", found in his initial study that the respondents conducted an
average of more than eight learning projects. Seventy percent were initiated by the learners themselves. These findings have been corroborated by at least forty researchers who have used the learning projects definition of Tough (See Footnote One). These researchers have studied various populations of adult respondents. Some of these have included parents, school teachers from America as well as teachers from abroad, and educational administrators. Others have included high school graduates, adult educators, individuals from different socio-economic groups, adults in various professions, and extension officers. The respondents have initiated their own learning projects ranging from simple to complex subjects as did the respondents of Tough (1971, 1978, 1979). Included among the categories have been professional and vocational training, general adult basic education, home and family, recreation and hobbies, religious studies, and current events.

Despite the variety of populations studied, few attempts have been made to study self-initiated learning projects of inmates in penal institutions. Inmates are involved both in learning programs sponsored by the institutions and self-initiated learning projects. The institutionally sponsored learning programs typically consist of adult basic education, high school equivalency, vocational, higher education programs, special interests programs, religious and psychological guidance programs,
and organized activities (Cloward, 1977; Johnson, Shearon, & Briton 1974; Reagen & Stoughton, 1976; Roberts, 1973). According to Cloward (1977), the institutionally sponsored programs are designed to "prepare the inmate for a socially acceptable role after release from prison by exposing him to values, knowledge, and skills required to be successful" (pp. 110-111).

The self-initiated learning projects are not as well documented as the sponsored learning programs. Some scattered findings such as those of Gaddis (1962), Haley and Malcolm X (1979), and Rembiszewski (1974) have indicated that inmates do initiate learning projects. Some of these have been in areas such as adult basic education, communication, ornithology, family relations, physical fitness, and administrative skills.

In general, research findings indicate that learning programs are beneficial to the inmates who participate. Most studies, however, have focused on the sponsored programs. These programs provide several kinds of benefits. First, they appear to have made a difference in the recidivism or return rate to prison of those inmates who have participated (Blackburn 1979; Broadbent, 1973; Johnson et al., 1974). Participants of these programs have remained in the community longer than those who have not participated. Second, once in the community, the inmates who have participated in the sponsored programs are more successful. Specifically they have been more likely to acquire higher paying
jobs, have continued sponsored learning programs in the community, and have re-established family ties and other meaningful social relationships. In addition, they have used drugs less frequently than those who have not participated in sponsored learning programs (Seashore, 1976). Third, the sponsored learning programs seem to provide necessary social skills that improve the inmate's institutional adjustment as well as his release from prison.

Finally, sponsored learning programs provide the inmates opportunities to meet learning goals that have been set by the institution. Some of these goals include literacy training, high school equivalency goals, job skills, higher education, continuing education, personal growth experience, and leisure time activities (McCollum, 1981).

Theoretically, self-initiated learning should also be beneficial to the inmate participant; however, there is limited documentation on inmate involvement in self-initiated learning. This investigator believes that additional information can be made available by using the definition and procedures of Tough (1971, 1978, 1979) with a prison population. Many of these researchers have used the learning project definition of Tough (1971), but have only studied adults from non-prison populations (See Footnote One). Although these studies are important, they have not systematically answered some questions about self-initiated learning projects that would benefit correctional educators, other
prison officials, and inmate participants. Some of the questions are: What are the self-initiated learning projects that are conducted or attempted in an environment that is controlled by others? Why would inmates attempt to initiate learning projects in a prison setting? What are the benefits of these projects? What is the impact of the prison environment and what meaning does the experience have for the inmates? What are the inmates' perceptions with regard to: (a) problems, barriers, and restrictions that are confronted as the self-initiated learning projects are conducted, (b) access to the resources needed, and (c) extent of assistance that is given to the inmates on their learning projects by prison officials.

Statement of the Problem

While incarcerated in a penal institution, prison inmates may be involved in a variety of learning activities. Some of these learning activities are sponsored by the prison authorities. They are designed to meet the learning needs that have been defined by the prison officials as being important to the inmate either after release or for institutional needs. In addition, scattered findings and observations have indicated that inmates are involved in self-initiated learning projects. There is, however, limited information available on the self-initiated learning projects of inmates. This study will examine the self-initiated learning projects of selected inmates of the District of Columbia Department
of Corrections. The study will focus on the following general problem: As perceived by inmates, why and how are self-initiated learning projects undertaken and experienced by them in prison; and what is the nature, scope, and meaning of these projects.

Research Questions

In order to address the problem of this study, the following research questions are posed:

I. What are the characteristics of the learning projects which inmates have initiated on their own while incarcerated and the motivating factors which impelled them to engage in each project?

A. What did they choose to learn and why?

B. How did the activity evolve into a self-initiated learning activity?

C. What human and material resources were used and for what purposes?

1. What human and material resources were found helpful and why?

2. What resources did the inmates attempt to use, but found not successful and why?

3. What resources would the inmates like to have had available in conducting the learning projects?

D. What learning formats were used and why?

II. As perceived by the inmates, what is the impact of the prison environment on self-initiated learning?

A. What do inmates perceive as facilitating factors in conducting the learning projects?

B. What do inmates perceive as problems and frustrations in conducting the learning projects?
C. What learning projects were attempted, but were not completed and why?

III. What meaning does the experience of self-initiated learning have for the inmates both while incarcerated as well as after release?

A. How do the inmates perceive that the learning projects are benefiting them while they are incarcerated?

B. How do the inmates perceive that the learning projects will be of benefit to them after release?

C. How do the inmates perceive the experience of engaging in self-initiated learning projects are benefiting them while they are incarcerated?

D. How do the inmates perceive that the experience of engaging in self-initiated learning projects will be of benefit after release?

Definition of Terms

The following terms have been defined:

Learning Project. Any planned and purposeful learning activity that has consumed at least seven hours of the inmate’s time in the last six months.

Self-initiated Learning Project. Self-initiated learning is similar to the concept of self planned learning as defined by Tough (1971, 1978, 1979). It excludes all of the learning activities that are sponsored by the prison. It includes those learning activities over which the inmate has complete control. Although the inmate may receive help from various people and use various human and material resources, he maintains full responsibility for the learning. This means that he decides on the subject matter, resources, evaluation techniques, learning materials, and objectives.
**Learning Resources.** Refers to any material or human resource used in the learning project.

**Learning Formats.** Refers to the learning methods that the respondents employ in learning the content of the learning project.

**Meaning.** Refers to the inmates' perceptions of the benefits and value of the learning project.

**Significance of the Study**

A better understanding of the nature, scope, and the meaning of learning projects initiated and conducted by the inmates in correctional institutions should have significance for extending the research base in adult education, as well as for practice. This study contributed to research being conducted on the self-initiated learning projects of adults by addressing one of the populations on which limited research has been done. According to Tough (1971, 1978, 1979) there is a need to study the learning projects of these populations, including inmates, before there is a complete understanding of how adults learn on their own. In addition, Cross (1981) has indicated a need for more indepth studies to increase awareness of the learning activities that have been conducted. This study addressed the concerns of Tough and Cross by focusing not only on the characteristics of the learning projects of inmates, but also on what the experience is like, and the meaning of the experience as perceived by the inmates.

An understanding of the characteristics, meaning, and the
experience of conducting the self-initiated learning projects could be significant to the participants. The primary focus of the literature in correctional education has been on sponsored learning programs. For various reasons, some inmates prefer to participate in non-sponsored educational programs they initiate on their own. This study documented the self-initiated learning projects in a systematic way in terms of kinds of projects undertaken, resources used, problems encountered, learning methods, meaning, and other learning strategies. This information could be used by the inmates studied to improve their learning, to obtain additional help from prison officials, and to enlighten prison officials as to the value of the learning activities in which the inmates have been involved.

This inquiry could also be significant to inmates in the general population as well as other inmates of the District of Columbia Department of Corrections who are conducting self-initiated learning projects. They might be motivated to continue their learning projects by the persistence of others who have completed their learning projects. Others could obtain ideas concerning resources and other methods that have been used in self-initiated learning projects of inmates. Still others could obtain ideas on articulating the meaning of their learning projects while incarcerated.
CHAPTER TWO

Selected Review of Related Literature

The purpose of this chapter is to provide a framework for a study on self-initiated learning projects of inmates in a prison setting. This task will be accomplished by addressing the meaning of the concept of self-initiated learning projects as well as conducting a review of some related studies. In addition, the literature review will focus on self-initiated learning that takes place in a prison setting. This part of the review will provide the context for studying the nature of inmates' self-initiated learning projects, the impact of the prison on the self-initiated learning projects, and the meaning the experience may have for the inmate.

Self-Initiated Learning

This section will provide a framework for self-initiated learning in general. It will provide a discussion on the meaning of self-initiated learning projects, the first study using the self-initiated learning project phenomenon, and studies on self-initiated learning projects using respondents similar to prison inmates such as functional illiterates, minorities, or respondents from low income groups.

The concept of adults initiating their own learning projects has received a great deal of attention in the literature of adult education. According to Houle (1961), this is not a new phenomenon
since adults have always initiated their learning. He contends, however, that in today's society, adults from all walks of life are taking responsibility for their learning.

The responsibility that adults have over their learning varies according to the kind of learning project conducted. According to the learning project definition of Tough (1971, 1978, 1979), there are four kinds of learning projects. These include those initiated: (a) in a group, (b) in a one-on-one situation, (c) by a non-human resource, and (d) by the learner himself. The learner retains the responsibility for the decisions in the self-initiated learning projects. The responsibility is shared in the first three kinds of learning projects listed above.

This study is concerned with the self-planned learning projects which will be referred to as self-initiated learning projects. The self-initiated learning projects are those over which the learner has complete control. The learner may receive help from various people and use various materials and resources. He maintains, however, full responsibility for the learning. This means that the learner decides on the subject matter, resources, learning methods, and objectives.

A number of studies focusing on learning projects have been conducted. The first of these was conducted by Tough (1971) who used a sample of sixty-six adults. The sample consisted of professors, politicians, lower class white collar men and women, factory workers, teachers, and mothers. The respondents conducted an average of eight
learning projects, seventy percent of which were self-initiated. In comparing the various populations of Tough's first study, the investigator observed that the incidence of learning projects appeared related to the nature of the respondent's job or profession. In those jobs which required extensive preparation, such as those of professors and teachers, the number of learning projects conducted was higher than for those people in jobs requiring less preparation such as factory workers, lower class white collar women, and lower class white collar men.

Since the initial study by Tough (1971, 1978, 1979), at least forty researchers have studied the learning project notion (See Footnote 1). These researchers have addressed the learning projects of mothers, school teachers, adult educators, education administrators, General Education Development (GED) students, engineers, professional men, and religious leaders. The findings of the researchers were consistent with the findings in the initial study by Tough as indicated by the following: The adult respondents engaged in both self-initiated and sponsored programs, with the majority being self-initiated learning projects. The subject matter of the learning projects related to practical areas, such as jobs, family, home, recreation, and hobbies. The respondents used a variety of resources, such as books, friends, magazines, experts, peers, and audio visual equipment. The major methods used in the learning projects were practice, reading, discussion, observation,
and listening. The adults encountered a number of obstacles while they conducted their learning projects. Some of these were insufficient time, too many family or job responsibilities, insufficient funds, lack of energy, and feeling that they were too old to learn.

For the most part, the studies conducted (See Footnote 1) have not focused exclusively on self-initiated learning. In addition, few of these have dealt with adults in a restricted environment such as a prison. A significant number of respondents from the studies of Baghi (1979), Booth (1979), Field (1977), and Umoren (1977), have either been classified as functional illiterates, minorities, or respondents from low income groups. Because of similarities of respondents in these studies and respondents in general in prison populations, they are included in this review.

Booth (1979) conducted a learning project study on adults from a housing development in Baltimore, Maryland. The major focus of this study was on the learning interests, preferred methods, perceived barriers to learning, and information resources utilization of the adults. The respondents consisted of 119 adults who were described as black unemployed women with an average of three children and an average tenth grade education. The respondents conducted an average of five learning projects. Most of the learning projects were related to the home and family, and as such, they were conducted in the home. As they conducted the projects, the respondents
encountered a number of barriers which included discouragement, lack of interest or time, and home responsibility. In addition, the respondents used a variety of learning methods, such as conversing, trial and error, reading, watching television, listening, and observing.

Baghi (1979) conducted a learning project study to describe the learning efforts of basic education students from a Des Moines, Iowa Area Community Center. The sample consisted of forty-six adults: forty percent were male; thirty-seven percent were Black; sixty percent were between the ages of fifteen and twenty-nine; and forty-eight percent were classified as functional literates. The respondents conducted an average of seven learning projects, fifty-seven percent of which were initiated by the learners. The most frequent reason given for initiating a learning project was that no formal programs were available. The categories of the learning projects consisted of home and family, hobbies and recreation, general education, personal development, current events, and religious training. The participants encountered a number of problems, such as poor grades, lack of confidence, and insufficient information.

Field (1977) conducted a study on the learning projects of adults from Jamaica. The sample consisted of eighty-five adults who were classified as functional illiterates. The respondents conducted an average of four learning projects and twenty percent of these were
self-initiated. Most of the learning projects focused on literacy training and religion. Other projects centered around vocational and home and family areas.

Umoren (1977) analyzed the learning projects of adults from two neighborhoods in Lincoln, Nebraska. Sixty residents of the neighborhoods were selected as the sample for this study. Thirty-eight of these were classified as low income adults while twenty-two were classified as middle or high income adults. The respondents conducted an average of five learning projects a year, fifty percent of which were self-initiated. The categories of the learning projects consisted of vocational training, family competence, civic responsibility, personal development, and self fulfillment. A variety of resources were used in the learning projects. Some included printed materials, hardware, meetings, and experts. The respondents encountered a number of problems such as cost, lack of time, home responsibility, job responsibility, and fear of going out at night.

In summary, these studies revealed that each respondent conducted several learning projects, with a significant number of these being initiated by the learner. The subject matter of the projects varied, but most were of a practical nature, such as home and family, vocational and personal development. In addition, the respondents in each of the populations encountered a number of barriers, such as costs, discouragement, lack of time, and transportation.
The above findings relate exclusively to learning projects in general and not to self-initiated learning projects. The current study examined the self-initiated learning projects of adult respondents in a prison population. One of its purposes was to focus on the characteristics of the self-initiated learning projects. Included among the characteristics were the content of the projects, the reasons inmates decided to undertake them, and the evolution of the learning projects. Other characteristics included were the resources used as well as those whose use was attempted, and the learning methods that were used. Moreover, it examined the experience of conducting the learning projects in a prison and the meaning of the self-initiated learning projects.

The Characteristics of the Self-Initiated Learning Projects of Inmates

The purpose of this section is to focus on the selected literature on the major characteristics of inmates' self-initiated learning projects. This section of the review will provide the framework for the first research question of this study. It will focus on what the inmates set out to learn in their learning projects, and, how the learning projects evolved into self-initiated learning projects. It will also focus on why the inmates decided on the various self-initiated learning projects, what resources they used, and the preferred learning methods. The major sources for this section include an autobiography, a biography, and periodicals.
Content of the Self-Initiated Learning Projects

The content of the learning projects refers to the varied subject matter of the learning projects in which the inmate has engaged. The subject matter varies from simple to complex subjects as discussed in this section.

Some self-initiated learning projects address literacy needs of the inmates as in the case of Malcolm X. The major learning project of Malcolm X was designed to help him overcome his inability to read. The approach that he used was that of mastering pages in the dictionary. He began this process by first turning pages in an effort to familiarize himself with the resource. Afterwards, he copied everything on the page, including the punctuation marks and then read aloud those words he had copied. This same procedure was used with each succeeding page until he was comfortable with his performance (Haley & Malcolm X, 1979).

Other inmates, such as the three inmates at the Norfolk Prison Colony in Massachusetts, have initiated learning projects of a technical nature. The inmates set up a radio station and learned radio programming on their own for their learning project. The primary objectives of their radio programming learning project were to inform the public of what takes place in a prison as well as to enlighten the prison population on important issues (Rembiszewski, 1974).

Still other inmates, such as Robert Stroud, have initiated
demanding and complex learning projects on their own. The major learning project of Robert Stroud, also known as the Birdman of Alcatraz, was that of feeding and caring for canaries. This project resulted in his becoming a well known ornithologist which consisted of several phases. Some of these included discovering the cures for various bird diseases, providing advice on the care and feeding of birds to many bird owners and bird breeders, and serving as a consultant on bird diseases to several professors. Other episodes included various journal articles and books on the care of birds (Gaddis, 1962).

In addition, inmates at the study site of the District of Columbia Department of Corrections have initiated their own learning projects. Some of these have been initiated by groups, while others have been initiated by individuals. More than thirty-six groups have been identified which have included: a theatre group designed to promote artistic expression and to establish a continuing dialogue with the community; a group consisting of inmates serving life sentences that provide legal assistance and research for its members; a narcotics awareness group designed to help educate its members on the harmful effects of drugs; and a cultural awareness club which provide cultural workshops and creative writing seminars for its members. Others have included a drama group which provides entertainment for the inmate population and invited community groups; a veterans affairs group which provides educational assistance and
general counseling, as well as assistance on discharges and upgrades for its members; and numerous religious groups (Coleman & Milloy, 1983).

The individualized self-initiated learning projects conducted by inmates at the study site as revealed by the pilot study have also included various subjects. Some of these have included physical fitness, acting, photography, family relations, and researching criminal cases. Others have included typing, administrative skills, computer operation, financial investments, organizing a corporation, religious training, current events, public speaking, and proposal writing. These learning projects fall into the broad categories of hobbies and recreation; home and family; vocational and professional; religious studies; self-improvement and personal; and research and prison survival.

Evolution of the Self-Initiated Learning Projects

A number of factors are considered before learning projects in general evolve. Using a sample of 1501 adults, Penland (1977) noted the following factors: desire to set the learning pace, to use one's learning style, and to employ a flexible learning strategy. Others included not being aware of an available formal class that taught the subject matter, dislike of a formal setting, insufficient time, lack of transportation, immediate need to learn the subject matter, and lack of funds for a formal class. Of the factors considered, the sample indicated that the most important factor was the learner's
Limited information is available on how self-initiated learning projects evolve in a prison setting. A pilot study conducted by the investigator in the District of Columbia Department of Corrections indicated that inmates consider some factors before self-initiated learning projects evolve. The most important factor considered was the limited number of available sponsored programs. These include adult remedial education, General Education Development (GED), higher education, and vocational and apprenticeship programs. The remedial education programs consist of remedial reading, language arts, and mathematics. The General Education Development Program, a high school equivalency program, consists of instruction in social studies, writing skills, science, reading skills and mathematics. The higher education program consists of university level requirements in English, mathematics, social science, and natural science. The higher education program also offers the required courses in the curricula of computerized accounting, media technology, urban studies, and legal assistance. The vocational and apprenticeship programs consist of barbering, automotive mechanics, food service, auto body repair, and carpentry trades (Coleman & Milloy, 1983). Fewer than fifty percent of the inmates at the study site participate in the sponsored programs. Some of the reasons for non-participation based on the observation of the investigator included lack of interest in programs offered, insufficient time.
remaining on sentences to warrant participation, inability to get along with the teacher, no perceived need for school classes, or completion of all programs that are offered.

Why Adults Initiate Their Own Learning Projects

Much literature in adult education has been devoted to understanding why, how, and to what extent adults participate in sponsored educational programs. One of the earlier studies that dealt with adults participating in educational programs was conducted by Houle (1961). He discovered three groups of adults who participated in adult education programs. These included those who participated for a specific purpose, for reasons not related to the content of the program, and for the sake of learning. Although Houle's study laid the foundation for a line of research that focused on adults participating in sponsored educational programs, it is beyond the scope of this study. This study is concerned with the reasons adults participate in self-initiated learning programs.

The reasons that adults participate in self-initiated learning programs did not receive a great deal of attention until after the study conducted by Johnstone and Rivera (1965). Among other things, this study indicated that nine million adults who had initiated their own learning projects had been overlooked. Allen Tough has been credited with laying the foundation for giving this group of learners further attention (Long, 1983). More specifically, Tough (1968) discovered that adults engage in learning for the benefit they
expected to receive from the project. The thirty-five adults who were interviewed for his study indicated two main reasons for beginning and continuing a learning project. The first reason was that adults engage in learning projects in general to gain knowledge and skills to use in producing, planning, deciding, or carrying out responsibilities. The second reason was because of puzzlement or curiosity or to answer a specific question. In summarizing this study, Tough indicated that adults begin learning projects for a number of reasons. These included addressing an action goal, answering a question, having available free time, and satisfying a mandatory requirement. In addition, Tough found that the motivation required to continue a learning project was greater than the motivation needed to begin a learning project (Tough, 1968, pp. 7-11).

In general, inmates are known to begin and continue self-initiated learning projects for some of the same reasons. Malcolm X started his self-initiated learning project to address a reading problem that he had identified (Haley & Malcolm X, 1979). Robert Stroud started his learning project of raising canaries to provide financial support for his mother. In the process, as indicated, he became an expert on bird diseases (Gaddis, 1962). The three inmates at the Norfolk Prison Colony in Massachusetts started their self-initiated learning project to address an immediate need of providing information to the public as well as to their peers
(Rembiszewski, 1974). Inmates at the study facility engaged in self-initiated learning projects for various reasons according to the pilot study conducted. Some of the projects were initiated to meet an immediate need, such as surviving in prison, researching a criminal case, and achieving physical fitness. Other self-initiated learning projects were initiated to carry out an institutional work assignment such as typing, and to develop administrative skills.

The reasons that inmates engage in self-initiated learning projects were discussed in this section. Additional studies need to be conducted, however, to determine if the reasons can generally be applied to all inmates participating in self-initiated learning projects.

**Resources Used in the Self-Initiated Learning Projects**

Adults who have conducted learning projects in non-prison settings have used different resources. In general, this means that they have used a variety of people or things to support their learning projects. Some of these have included audio-visual equipment, books, magazines, and periodicals. Others have included various groups, experts, peers, television programs, and workshops and conferences (Umoren, 1977).

Inmates, also use a variety of human and non-human resources in their self-initiated learning projects. Malcolm X used such non-human resources as books that he read from such disciplines such as history, anthropology, and religion; the library where he borrowed
books; and his cell which became his reading room. The human resources that he used consisted of instructors from Boston University, Harvard University, and other educational institutions as well as inmates. He used these people as resources to discuss and debate issues discovered in his reading.

The non-human resources used by the three inmates from the Norfolk Prison Colony consisted of recorders, stereo recorders and microphones, as well as the prison auditorium that was used to tape the musical productions. The human resources consisted of outside advisors who provided input on quality control, the engineers who recorded the programs, the guests from the local universities, and other community leaders who agreed to be interviewed for special programs. Another human resource consisted of inmate peers who provided constructive criticism on programs that were offered and input on programs that should be offered at future dates (Rembiszewski, 1974).

Robert Stroud used a variety of human and non-human resources in his self-initiated learning project. The human resources were limited mainly to close family members such as his mother, brother, and a female friend who later became his wife. They served as his advocates and agents who made supplies available, obtained publishers, and tried unsuccessfully to obtain his release. The non-human resources consisted of a variety of equipment and materials which aided him in carrying out his learning project. Some of the
equipment and supplies included microscopes, microtomes, other laboratory equipment, a typewriter, typing paper, pens, and other typing supplies. Periodicals related to the learning projects included bird magazines, bird journals, governmental publications, medicals books, and articles on the care and feeding of birds. Other resources included birdfeed, bird feeding dishes, laying boxes, feeding boxes, and as many as forty canaries (Gaddis, 1962).

The inmates who have conducted self-initiated learning projects at the study facility, as documented in the pilot study mentioned earlier, also used various resources. Some of these included authorized books, magazines, and periodicals; prison educators; consultants from the community; television sets that belong to the facility. Other resources that have been used include inmates' equipment such as calculators, cassette players, and recorders. There is no general library, however, at the study facility for the inmates to use. Also, any resource that is perceived by the security force as violating security is prohibited. Obviously, this includes items that could be fashioned into weapons or substances that could be used to make disabling agents, explosives, or illegal drugs. The security regulations also permit only books, magazines, or periodicals that are issued by the institution or sent through the mail. Because of these and other restrictions, additional information is needed to determine their impact on different types of self-initiated learning projects.
Learning Formats Used in the Self-Initiated Learning Projects

Learning formats are the methods that the respondents employ in learning the content of the learning projects. In the study conducted by Booth (1979), respondents used a variety of methods. Some included conversing, trial and error, reading, watching television, listening, and observing to accomplish the objectives of the learning projects. When asked what the preferred learning method was, thirty three percent of the sample preferred trial and error, followed by observing others, reading, and conversing.

Inmates who conduct self-initiated learning projects also use various methods to accomplish the objectives of their learning projects. The major methods used by Malcolm X as he conducted his self-initiated learning projects were reading, group discussions, and debating (Haley & Malcolm X, 1979). The major methods used by the inmates at the Norfolk Prison Colony were trial and error and workshops. It was through these methods that they mastered the basic operations of radio production, including taping, editing, dubbing, and microphone selection. Afterwards, they began producing programs that were consistent with the objectives that were set. The major method used by Robert Stroud was conducting experiments in his self-made laboratory to find various cures for bird diseases. Other methods that he used included reading various books, journals, and governmental publications; writing articles for books on caring for and feeding birds; and providing advice to those who were seeking it
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(Saddis, 1962). The inmates at the study facility who initiated their own learning projects as documented in the pilot study used the following methods in the 12 learning projects that were conducted: Reading was preferred in 49% of the learning projects, talking in 20% of the projects, observing in 25% of the projects, listening in 15% of the projects, trial and error in 30% of the projects, and repetition in 5% of the projects. There is a need to know, however, if these methods are generally used by inmates conducting self-initiated learning projects and why specific methods are used.

In summary, this section of the selected review of the literature has indicated that the self-initiated learning projects of prison inmates have a number of characteristics. First, inmates have initiated learning projects in such varied areas as adult basic education, ornithology, setting up a radio station, typing, administrative skills, and other areas. Second, there is limited information on how self-initiated learning projects evolve. Third, inmates begin and continue self-initiated learning projects to help them meet immediate needs as reading and researching criminal cases as well as to carry out institutional work assignments. Finally, inmates use both human and non-human resources in their self-initiated learning projects.

In general, the evidence to support a study on the characteristics of self-initiated learning projects of inmates was limited. There is a need for additional information such as (a)
what are other types of self-initiated learning projects that inmates conduct, (b) how do the projects evolve, and (c) what resources are used in various types of projects? This study examined the characteristics of the self-initiated learning projects of twenty inmates. More specifically, it examined how the projects evolved and continued. It also examined the resources to ascertain those found helpful, the resources that were attempted, but were not used, and the resources that may be used in the future.

The Experience of Conducting Self-Initiated Learning Projects

The purpose of this section is to review selected literature on what it is like to conduct self-initiated learning projects in a prison setting, the second broad research question of this study. It will focus on the potential impact of the prison environment on conducting certain kinds of self-initiated learning projects; the problems, frustrations, and hindrances encountered in conducting self-initiated learning projects; and the ways in which, according to the inmates, the prison environment facilitates the self-initiated learning projects that were conducted.

The Impact of the Prison Environment

In order to understand the impact of the prison environment on self-initiated learning, one must have a framework of what the environment is like. Boucouvalas and Pearse (1982) have
characterized the prison setting as an environment that is controlled and directed by others. This means that decisions regarding all aspects of prison life, with a few exceptions, are made by the prison officials. According to Lewis (1973), the mechanism for ensuring control is through massive rules and regulations which the inmates are required to obey. Although the rules and regulations establish and maintain control, Sutherland and Cressey (1960) indicated that the prison environment is ineffective in preparing the inmate for societal adjustment. They contend that the inmate needs opportunities for being responsible while serving his time since he is expected to be responsible after release. Finally, Goffman (1961) has summarized the prison environment by referring to it as a "total institution." By this he means: (a) all of the activities are carried out in one place under a single authority; (b) activities are carried out in the midst of a large number of others; (c) all phases of the activities are tightly scheduled and imposed from above; and (e) there is a clear distinction between staff and inmates (Goffman, 1961, p. 6).

In analyzing the conditions of prisons, Foucault (1977) indicated that they have failed in meeting their mandate of reforming individuals who have committed crimes. Instead, they have perpetuated crime since the beginning of the eighteenth century. This failure was attributed to the nature of the prison which Foucault described as being "complete and austere." The initial
mandate was that of detaining individuals through depriving them of their liberties. Because of their administrative authority and punitive sovereignty, prisons took on other functions such as discipline and surveillance. It has been through the latter functions that prisons have produced delinquents or other criminals. This has occurred in several ways. One of these discussed was the constraint imposed on the inmates as indicated by the following:

A prison is supposed to apply the law and to teach respect for it, but all its functioning operates in the form of an abuse of powers. The feeling of injustices that a prisoner has is one of the causes that may make his character untamable. When he sees himself exposed in this way to suffering, while the law neither ordered nor envisaged, he becomes habitually angry against everything around him; he sees every agent of authority as an executioner; he no longer thinks he was guilty; he accuses justice itself (Foucault, 1977, p. 266).

Although prisoners are not constrained in today's prisons, Foucault indicated that it is disguised in the name of "treatment." At the Lorton Central Facility, inmates are disciplined for infractions against prison regulations. An administrative hearing is scheduled within twenty-four hours of an alleged offense committed by an inmate. The inmate has a right to representation by an attorney. In most cases, however, this turns out to be a student studying law from one of the Washington, DC metropolitan area higher educational institutions. If the inmate is found guilty of a serious infraction such as assaulting a correctional officer, he is isolated up to two weeks from other inmates. In some instances he is transferred from the medium security facility to the maximum security
facility which is more restricted. He must remain there for at least six months before he is considered for a transfer back to the medium security facility. Statistics are not kept on those in the educational programs who are sent to the maximum security or those who are held in isolation. This investigator has observed, however, that many of those who are disciplined are often repeaters.

Various attempts have been made to reform prisons according to Silberman (1978). Inroads were not made, however, until articulate inmates such as Malcolm X and Eldridge Cleaver began to speak out concerning prison conditions in the late 1960's. As a result, the judicial branch of government began to take action on arbitrary prison rules and regulations. Subsequently, other inmates began to file civil actions against prisons concerning overcrowding and other physical conditions of the prison. Inmates at the Central Facility of the District of Columbia Department of Corrections filed such a suit in the late 1970's. They won a judgment in 1981 which resulted in additional security measures and personnel in the areas of medicine, psychology, and education. Also, the provisions of the agreement are monitored on a regular basis by the courts.

Silberman indicated that the conditions of prisons are not the only problems that inmates face. Other problems include the absence of material goods, limited opportunities for upward mobility, the feeling of being rejected by society, and victimization. Of these he indicated that victimization was the most severe problem which takes
several forms. One of these is the exertion of physical power by literally taking possession of the weaker inmate. Another form involves tokens of power relevant to who makes decisions on such items as what television programs to watch and who plays what sports. A final form of victimization, and the most severe according to Silberman, is that of sexual exploitation which takes the form of homosexual rape.

Some of the problems faced by inmates are addressed by the informal organization of the inmates. The informal organization has been referred to as the inmate subculture which plays various roles (Sutherland and Cressey, 1960). One of these is that of filling some of the void left by the formal organization. It provides such services as material goods, information, and revenge on prison officials.

Inmates at the Central Facility do not openly discuss victimization. Based on the observation of the investigator, they are confronted with the other problems discussed by Silberman such as absence of material goods, lack of upward mobility, and rejection by society. They compensate for the problem areas in a variety of ways. First, they purchase material items through the black market and demand material items for program participation to help offset the absence of material goods. Second, many inmates refuse to participate in institutional work assignments since there is limited upward mobility. Finally, they often abuse their privileges to
compensate for a feeling of being rejected or cut off from society. For example, they plan many quasi-educational functions in an effort to increase visiting time with family and friends. The investigator observed one female on the guest list of several groups that met on a regular basis. She had the option of visiting an inmate friend several times during the week without decreasing his thirteen hours of official time per month.

It is believed that the prison environment can affect self-initiated learning projects in different ways. The relationship between the prison environment and self-initiated learning has not yet been established. Marsh (1976) suggested that the prison environment in fact impedes progress that could be made in sponsored learning programs. This often happens when decisions on important educational issues are delayed or when education priorities become secondary to security priorities. Reagen and Stoughton (1976) further suggested that security measures often interrupt educational programs. A common interruption is a lockdown in which inmates are required to remain in their cells for an extended period of time for security reasons. Horath (1982) indicated that human and material resources which are needed in sponsored programs are often restricted by prison authorities. According to him, any object or person that is perceived to be a threat to security is restricted. Finally, security personnel in some cases are uncooperative toward sponsored educational programs. Golden and Thomas (1984) suggested that
non-cooperation takes many forms. Some of these included delays in transporting teachers to their classes, mid-class interruptions by prison officials, and reduction of time teachers have available for conferences. Again, the research has shown that the prison environment affects sponsored educational programs. The impact on self-initiated learning programs has not been established. This study will examine how inmates perceive that the prison environment affects self-initiated learning projects.

Problems, Frustrations, and Hindrances Encountered

As previously noted, inmates who engage in sponsored educational programs are confronted with a variety of problems, frustrations, and hindrances. A number of studies have addressed problems that inmates face in prison. Only a few have dealt with these problems in the context of sponsored educational programs and even fewer with self-initiated learning projects. One study which examined problems encountered by inmates in sponsored programs was conducted by Golden and Thomas (1984). This study was based on the researchers' experience in the prison system of Illinois. The method used to collect the data for that study was an open-ended interview which resulted in more than 1000 pages of fieldnotes and other documents. Their analysis revealed a variety of problems. First, the inmates expressed a negative attitude toward the sponsored educational programs in general. This was attributed to several factors. Some of these included lack of course variety, difficulty in completing
course requirements, inadequate library facilities, and lack of access to a conducive study area. Second, inmates at some of the state prisons encountered an inadequate atmosphere. This not only included poor lights and ventilation, but also excessively hot classrooms in the summer and extremely cold classrooms in the winter. Third, the class schedule for the sponsored educational programs was often in conflict with other institutional activities. Included among these were such activities as work assignments, institutional events, or visitors from the outside. When faced with problems of this nature, the inmate had to rearrange his schedule to avoid disciplinary reports or other penalties that could be imposed. Fourth, inmates were constantly faced with non-educational problems that affected them directly, such as restricted movement and being monitored frequently. These have prevented the inmates from meeting their educational goals and have subverted their personal autonomy, intellectual freedom, and access to resources according to Marsh (1976). Finally, inmates were confronted with the problem of not receiving information which was kept from them by the prison authorities. This situation contributed to the inmates lack of knowledge concerning course requirements or new educational programs or opportunities that were available to them after release.

Inmates who conduct self-initiated learning projects have encountered various problems. In conducting his learning project, Malcolm X encountered some problems; two of these were that of
censoring his mail and astigmatism. As a result of his mail being censored, he was transferred to another prison which was more restrictive. The prison authorities indicated that he was transferred because he had failed to be inoculated. Malcolm X, however, believed it was because of his close association with Elijah Muhammad and the Black Muslim's teachings. Regarding the astigmatism, Malcolm X believed it was caused by reading so much in his cell with only a glow of light (Haley & Malcolm X, 1979).

In setting up the radio station, the three inmates from the Norfolk Prison Colony also encountered some problems. These included absence of funds, inappropriate equipment, and poor acoustics. In addition, the inmates encountered some delays by the prison administration in approving the proposal to set up the radio station as indicated by the following:

A great deal of antiquated red tape had to be overcome before our idea could be put into motion. Our proposal had to be approved by the institutional superintendent, who was at first noncommittal and then asked us to develop the proposal further. Frustrated but persistent, we held additional meetings to outline our productions, to state the objectives, to clarify the nature of the shows, and eventually a formal proposal was drafted and submitted. Following still further discussions, revisions, and persuasion, the superintendent finally granted his approval (Rembiszewski, 1974, p. 92).

Robert Stroud encountered some problems, frustrations, and hindrances as he conducted his self-initiated learning projects. One of the major problems stemmed from the effect of a change in prison administration on the facilitation of his learning projects. During some administrations he was allowed to raise canaries in his cell, to
have equipment in his cell, and to contact community people on a regular basis. In other administrations, these privileges were disallowed. For example, prior to 1942, Stroud was allowed to raise canaries in his cell and given permission to have the necessary equipment. After 1942, the administration of the prison changed and restrictions were placed on the equipment that he could have as well as the outside contacts he could make. In addition, under the new administration, he was transferred to Alcatraz, but his canaries and other non-human resources were not. A second major problem was Stroud's inability to pursue injustices or damages through the courts relative to his learning project. For example, one publisher refused to provide royalties that he owed Stroud for one of his books. A civil suit was filed by Stroud, but he could not receive royalties since felons at that time could not recover damages through civil suits (Gaddis, 1962).

In addition, the inmates interviewed for the pilot study at the study site encountered various problems. Most of the respondents indicated that finding a suitable place to study was a problem. In the absence of a library, study was conducted in their open barracks where they competed with the noise from radios and televisions of forty to fifty other inmates. Another problem experienced by some of the respondents was the delay in obtaining the approval for requests. According to the respondents, many meaningful activities were cancelled due to delays lasting several weeks. Still other
problems encountered included lack of access to telephones, too many restrictive rules and regulations, and insufficient opportunities for using skills acquired. More studies need to be conducted, however, to determine if the problems experienced by the limited number of participants in the pilot study are generally experienced by other inmates conducting self-initiated learning projects. Also, there is a need to know if inmates experience other problems as they conduct their learning projects.

Facilitation of Self-Initiated Learning Projects By the Prison

As mentioned previously, little is known about how the prison environment facilitates or gives support to the self-initiated learning projects. The selected review did indicate that from the perception of inmates, some prisons facilitate self-initiated learning projects in different ways.

According to Malcolm X, the prison environment facilitated his learning project in a number of ways. First, it was not until he was incarcerated that he realized the importance of communicating effectively. He needed these skills to stay in touch with his family as well as to completely understand the teaching of his religion. Second, the prison setting provided ample time for him to conduct his learning projects since he did not have job or family responsibilities. Third, the setting provided the kind of peer support that was needed by Malcolm X. According to Malcolm X, a high
percentage of the inmates "went in for intellectual things, group
discussions, debates, and such" (Haley & Malcolm X, 1979, p. 158). Finally, the setting provided the necessary resources that Malcolm X
needed to carry out his learning project. In his words:

One of the outstanding features of the prison was its library. It was donated by a millionaire who was probably interested in
the rehabilitation program. History and religion were his
special interests. Thousands of his books were on the shelves, and in the back were boxes and crates full, for which there
wasn't space on the shelves. At Norfolk, we could actually go
into the library, with permission, walk up and down the shelves, pick books. There were hundreds of old volumes, some of them
probably quite rare. I read aimlessly, until I learned to read
selectively, with a purpose (Haley & Malcolm X, 1979, pp.
158-159).

The prison setting also facilitated the learning projects of the
three inmates from the Norfolk Prison Colony. Although there were
some delays in approving the proposal for the radio station, it was
eventually approved by the prison authorities. In addition, the
prison authorities made space available for the radio station,
approved various guests to enter the prison, and approved of
equipment to enter the institution.

The prison setting facilitated the learning project of Robert
Stroud by making various provisions for it. Most of his more than
fifty years in prison were spent in isolation. In an effort to make
him content at the prison, certain privileges were afforded him.
Some of these included allowing him to have canaries in his cell;
providing microscopes and laboratory equipment for his use; and
allowing him to obtain equipment and other items needed from outside
sources. Other privileges included providing him with ice to
maintain appropriate temperature for bird tissue, other items that
needed refrigeration, and permitting him to provide advice on how to
feed and care for birds. In permitting Stroud to correspond with
outsiders and write articles, the prison administration entered an
agreement with him as indicated by the following:

An informal but binding agreement was religiously observed
between the warden and the prisoner. Stroud was allowed to write
and to conduct his affairs, provided he conceal his identity as a
prisoner. He was not to draw sympathy to himself, nor attempt to
exploit his privileges by agitating for his freedom. The humane
pact was observed for years (Gaddis, 1962, p. 111).

The administration at the study site facilitates the sponsored
learning programs in different ways. One way has been through
providing human and material resources. For example, the
administration has made space available for the higher education
program to meet in the academic school on a regular basis. This has
included office, storage, and classroom space. The investigator does
not have first hand knowledge of how the institution facilitates
self-initiated learning. The pilot study conducted, however,
revealed some findings relevant to how the prison facilitates
self-initiated learning projects as perceived by inmates. Some of
the inmates indicated that they were able to devote full attention to
their learning projects since they did not have job or family
responsibilities. Other inmates indicated that they had excessive
free time which could be devoted to their self-initiated learning
projects. Still others stated that they were motivated to learn positive things because of the negative environment. One inmate said that he needed a structured environment to learn and the prison was ideal. Finally, several of the inmates noted that the self-initiated learning projects were free.

The information on facilitating factors were obtained from a limited number of participants. A larger study needs to be conducted to determine if there are other ways that a prison environment facilitates self-initiated learning projects.

In summary, this part of the selected literature review has provided a framework for what it is like to conduct self-initiated learning projects in a prison. More specifically, the review indicated that the inmates face a variety of problems, frustrations, and hindrances as they conduct self-initiated learning projects. Some of the more common problems included revocation of privileges, censoring of correspondence, abrupt transfer to more restrictive environments, inappropriate study facilities, and unnecessary delays in approving requests. The review also indicated that inmates perceived the prison environment as facilitating their self-initiated learning projects in a number of ways. Some of these included providing resources, approving of human and non-human resources to enter the prison, and providing ample time for the inmates to conduct the self-initiated learning projects.

In general, this section of the review indicated limited
information on the inmates perceptions of what it is like to conduct self-initiated learning projects in a prison and what the experience is like in general. The results of this study have the potential, however, of expanding the information that is available. It examined the perceived impact of the prison environment on self-initiated learning projects. In addition, it explored the problems that inmates face in conducting their self-initiated learning projects. Finally, it defined the inmates' perceptions of how the prison environment facilitates their self-initiated learning projects.

The Meaning of the Self-Initiated Learning Projects

The third major question in this research is to assess the meaning that the self-initiated learning projects have for inmates. More specifically, meaning involves specific benefits derived from the learning projects, such as the ability to obtain jobs based on involvement in the projects, the ability to be more responsible, and a better societal adjustment after release. Meaning also refers to how the inmates perceive the self-initiated learning projects effecting their self-esteem, attitude toward others, character traits, and judgment.

The literature in corrections has shown that learning activities of inmates make a difference in the societal adjustment of inmates after release (Blackburn, 1979; Broadbent, 1973; Johnson et al., 1974; Seashore, 1976). These studies have shown that participation
in educational programs has been a contributing factor in helping inmates stay out once released and in helping them attain jobs. It is important to point out that these findings refer to sponsored educational programs and not to self-initiated learning projects. Thus, the significance of determining the role self-initiated learning plays in the process is apparent.

Examples of successful participation in sponsored educational programs can be found in the District of Columbia Department of Corrections College Program. Based on statistics gathered on inmates who participate, only five of the one hundred graduates released have been re-incarcerated. The remainder of the graduates are gainfully employed. One of the graduates is a Program Manager in the Federal Government, another is the Director of Security for the District Government, and others are employed as accountants, statisticians, counselors, and youth employment specialists. From these examples, we can see the apparent effect participation in sponsored educational programs has had on the lives of inmates.

Although the literature is limited, there is some indication that self-initiated learning projects are beneficial to the participants. Malcolm X realized the benefits of his self-initiated learning project while he was still incarcerated. As he reflected:

I realized in prison that the ability to read had changed my life forever. As I see it today, the ability to read awoke inside me a dormant craving to be mentally alive. I certainly wasn't seeking a degree the way a college confers a status symbol upon its students. My home-made education gave me, with every additional book that I read a little more sensitivity to
deafness, dumbness, and blindness that was afflicting the Black race in America (Haley & Malcolm X, 1979, p. 180).

The three inmates who set up a radio station at the Norfolk Prison Colony benefited from their experience in several ways. They acquired some skills, such as proposal writing, proposal presentations, and decisions making as they planned the learning project, which were beneficial during incarceration as well as after release. After the self-initiated learning projects were implemented, the three inmates acquired other useful skills such as interviewing, programming, and communication that could be used in the prison and after release. Finally, they acquired experience in the radio industry which could lead to employment after release.

Robert Stroud also benefited from his self-initiated learning project while he was still incarcerated. As a felon committed to isolation, his contact with the community was restricted. The learning project made it possible for him to have contact with the community for well over twenty years. As previously indicated, Stroud was in constant contact with citizens who needed advice on cures for bird diseases, appropriate feed, and general care. He had hoped, however, that his achievements as a bird expert would aid in his parole from prison. Although he received special treatment and recognition, he was not paroled from prison based on his accomplishments (Gaddis, 1962).

The self-initiated learning projects conducted at the study facility indicated some benefits. Some of the self-initiated
learning projects were conducted to benefit the inmates immediately, such as the learning projects on prison survival, administrative skills, typing, and physical fitness. Still other learning projects were conducted to enhance the inmates release from prison, such as the learning projects on researching criminal cases and proposal writing. Finally, some of the learning projects were initiated by the inmates to assist them in their societal reintegration. Such projects included public speaking, family relations, and religious training.

In summary, this part of the selected literature review focused on the meaning that the self-initiated learning projects have for the inmates. As indicated, the sponsored educational programs were shown to make a positive difference in the societal adjustment of the participants, provide skills for their employment needs after release, and improve their overall self-concept.

In comparison, this section of the review indicated limited information on the institutional benefits that the self-initiated learning projects have for the inmates. This study will examine the meanings that inmates attach to the self-initiated learning projects while incarcerated and after release. It will also examine the effect that the learning projects will have on them.

**Summary**

This selected literature review has provided a framework for
further consideration of the self-initiated learning projects of inmates in a prison setting. This was accomplished by providing a discussion of what is already known about self-initiated learning in general, the characteristics of inmates' self-initiated learning projects, the experience of the inmates in conducting the self-initiated learning projects, and the meaning the experience of conducting the projects has for the inmates.

More specifically, the review indicated that adults in a non-prison setting conduct a variety of learning projects. The categories of the projects vary, but most of the learning projects were of a practical nature, such as home and family, vocational, and personal. In conducting the projects, the learners encountered such problems as costs, discouragement, lack of time, and lack of transportation.

The content of the self-initiated learning projects of inmates also varied from simple to complex subjects, including areas such as remedial education, ornithology, setting up a radio station, prison survival, typing, administrative skills, and many others. The inmates initiated their own learning projects for a variety of reasons which included satisfying an immediate financial or employment need, supplementing sponsored program offerings, and providing skills that would assist in their early release from prison. In conducting the self-initiated learning projects, the inmates used a variety of resources and methods in carrying out the
self-initiated learning projects.

The selected literature review indicated that limited information is available regarding the impact that the prison has on self-initiated learning projects. The review did indicate, however, that the inmates faced a variety of problems, frustrations, and hindrances as they conducted self-initiated learning projects. Some of the more common problems included revocation of privileges, censoring of correspondence, abrupt transfer to more restrictive environments, inappropriate study facilities, and unnecessary delays in approving requests. The review also indicated some limited findings on how the prison environment facilitates the self-initiated learning projects of inmates. Some of these included making resources available or providing the resources needed, approving of requests for human and non-human resources to enter the prison, and providing ample time for the inmates to conduct the self-initiated learning projects.

The literature review also provided some indication of the meaning that the self-initiated learning projects has for the participants. Although, the literature is limited, some of the benefits included that of providing literacy skills, providing a financial livelihood, helping some inmates receive positive recognition, serving as a communication link between society and the prison, and contributing to the possibility of their early release from prison.
In general, the information about characteristics of the self-initiated learning projects in prison, what it is like to conduct the self-initiated learning projects there, and what meaning the self-initiated learning projects have for the inmates is limited.

This study intensively investigated the characteristics of the self-initiated learning projects of twenty inmates. It examined how the learning projects began and continued. It also reviewed what human and material resources were found helpful and why, what resources were wanted but were not used, and what resources were not used but could be used in the future. Finally, it examined the preferred learning methods that were used in the learning projects.

This study investigated the perceptions of the inmates regarding what it is like to conduct self-initiated learning projects in a prison setting. More specifically, it focused on how the inmates perceived the prison environment as facilitating the self-initiated learning projects; what problems, hindrances, and frustrations that the inmates perceived they encountered; and why some self-initiated learning projects were not completed.

Finally, the study focused on the meaning that the self-initiated learning projects had for the participants. More specifically, it examined the external and internal benefits of the learning projects relevant to the inmates.
CHAPTER THREE

Methodology

This section describes the methods that have been used in this study. Specifically, it focuses on the research design and the methods for selecting the sample, collecting the data, and analyzing the data.

Research Design

The purpose of this study was to provide an understanding of self-initiated learning projects in a prison setting. Accordingly, the study design is naturalistic, and as such is aimed at discovering, explaining, and understanding phenomena. More specifically, it addresses the inmates' perceptions of their learning projects and the meaning these have for them.

Population and Sample

The target population for this study was the inmates of the Central Facility of the District of Columbia Department of Corrections. This correctional facility, considered medium security, is the largest of the seven institutions which make up the Lorton Prison Reservation. The remaining six facilities, which are located in southern Fairfax County, are: Youth Center I, Youth Center II, Occoquan I, Occoquan II, The Minimum Security Facility, and The Maximum Security Facility.
There are 1100 adult prisoners housed at the Central Facility. They are classified as felons and have at least 25 months remaining on their sentences. The population is further described as being 89% black; 75% between the ages of 25 years and 49 years; 74% with a tenth grade or higher level education; 66% reported no substance abuse history; 67% single; and 51% serving time for committing crimes against person (Boyd, 1984).

The literature review indicated that the number of inmates conducting self-initiated learning projects was probably not large. To facilitate the identification of potential inmates for this study, a panel consisting of twelve Correctional Treatment Specialists volunteered to assist. The Correctional Treatment Specialists are responsible for a number of duties that are related to the inmates. These include counseling the inmates on institutional adjustment, recommending programs to the inmates for participation, monitoring progress that has been made, arranging for inmate visits with family and attorneys, writing progress reports, and recommending changes in the custody classification of the inmates. Hence, the Correctional Treatment Specialist is the one employee at the correctional facility who has an overall view of the activities in which the inmates are involved.

The phenomenon of self-initiated learning projects was introduced to the Correctional Treatment Specialists during the initial meeting. The Correctional Treatment Specialists were informed that
this study was concerned with learning projects initiated by the
inmate and not with learning that was sponsored by the academic or
vocational school. These activities may have been conducted to
acquire knowledge, to gain skills, to improve old skills, or to
increase the inmate's sensitivity, understanding, or appreciation.
Several examples of self-initiated learning projects such as family
relations, prison survival, typing, learning to read, and physical
fitness were provided to increase their understanding of the
self-initiated learning project. The panel was then asked to provide
a listing of inmates whom they knew had initiated learning projects
on their own over the last year. The panel provided some names at
the meeting on September 27, 1984, but requested additional time,
which was granted. On October 1, 1984, the panel presented a list
containing 90 names which served as the population to be sampled for
this study. (See Appendix A).

The categories of data provided on each inmate in the population
included the identification number, age, minimum sentence, highest
education level, nature of crime, and job classification. There is no
existing empirical evidence that indicated an association between
these data and self-initiated learning; however, studies such as
Shinbaum (1977), indicated that age, level of education, and length
of sentence are predictors of enrollment in sponsored programs. In
addition, the categories given on each respondent are readily
available and identify inmate characteristics that are helpful in
considering whether the findings of the study could be extended to other prisoners.

Because it was not possible to intensively interview 90 inmates, a sample of the 90 was randomly selected. In preparing to select the sample, the names of the inmates in the population were numbered from 01 to 90. Subsequently, a table of random numbers was consulted to select the 20 inmates for the sample.

The investigator began selecting the sample by closing his eyes and placing a pencil on the table of random numbers. The point of the pencil served as the starting point on the table of random numbers for selecting the sample (See Table 1 for the sample). A similar procedure was used to select replacements for respondents who were not available or refused to be interviewed.
<table>
<thead>
<tr>
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<th>CRIME</th>
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(Table 1 continued)

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<th>CRIME</th>
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<td>11</td>
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<td>Person</td>
<td>Industrial</td>
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</tbody>
</table>
Data Collections Methods

The data collection methods for this study included an interview guide, some observations, and the investigator's introspections. This section discusses these methods including the procedures for pilot testing the interview guide and the interview procedures.

Interviews

The interview for this study consisted of a twenty-nine item semi-structured guide designed by the investigator (See Appendix B). The interview guide is similar in some ways to the Interview Schedule of Tough (1975). Tough's schedule was designed to determine the nature of both self-initiated learning projects and sponsored learning projects. In addition, Tough's schedule was designed to ascertain characteristics of the learning projects still active at the time of the interview and the time spent on the learning projects. These answers are important in the present study, but they do not include all of the concerns important in this study. In addition to providing characteristics of self-initiated learning projects, this study focused on the impact of the prison environment and the benefits of the self-initiated learning projects.

Despite some limitations, the statements used by Tough (1975) to introduce the learning project notion and the probing techniques to uncover additional learning projects have been used successfully by at least forty other researchers (See Footnote 1). With some modifications, the investigator incorporated Tough's probes and
introductory statements at the beginning of the interview guide.

The interview guide contains four parts. Part one is designed to address the first major research question of the study. It contains nineteen questions which focus on the characteristics of the self-initiated learning projects and the reasons they were initiated. Questions A and B focus on what the inmates set out to learn and the reasons for engaging in the learning projects. Question C requests information on how the self-initiated learning projects began. Questions D, E, F, and G request information on the human resources that were used. Questions H, I, J, and K focus on the material resources that were used. Questions L and M examine the learning methods that were used. Questions N, O, P, and Q request information on resources that were attempted. Finally, questions R and S examine resources that the inmates would like to have had.

Part two of the interview guide is designed to address the second major research question of this study. It contains six questions which focus on the inmates' perceptions of what it is like to conduct the self-initiated learning projects. Questions A and B focus on the facilitating factors relevant to the learning projects. Questions C and D examine the problems and frustrations encountered. Finally, questions E and F focus on the learning projects that were attempted, but were not completed.

Part three of the interview guide, containing four questions, is designed to address the third major research question, the meaning of
the learning projects. Question A focuses on the benefits of the learning projects relevant to incarceration. Question B examines the benefits of the learning projects relevant to release. Question C focuses on the benefits of the experience of engaging in the learning projects relevant to incarceration. Finally, question D requests information on the benefits of the experience of engaging in the learning projects relevant to release.

Part four of the interview guide contains two questions. They are designed to address the differences between conducting self-initiated learning in prison and self-initiated learning in the community. Question A is designed to determine if the respondent conducted self-initiated learning prior to incarceration. Question B asks the respondents to compare self-initiated learning conducted in prison with those projects conducted in the community.

All of the responses from the interview were recorded by a cassette recorder. In addition, notes were taken on the interviews in case the cassette malfunctioned, which did not happen. At the end of each interview, the tapes and notes were transcribed onto 8 1/2" by 14" legal paper leaving at least a two inch margin on the left side for comments.
Observations and Journal Entries

In addition to collecting data from interviews, fieldnotes of the investigator's observations before, during, and after each interview were kept. The fieldnotes contain a description of the setting as well as the appearance, manners, clothing, and behavior of each respondent. The journal entries describe the reactions and feelings of the interviewer about the interviewing process. Each entry was dated and focused on a number of concerns. Some of these were experiences acquired, fears, mistakes made, confusions, breakthroughs, and problems (As adapted from Spradley, 1980, p. 71).

The descriptions contained in the fieldnotes and the journal were crucial to this study. They were crucial because improvements were made in the interview process by following through on suggestions that were made in the journal. Some of the changes included using appropriate examples with interview questions, probing for additional responses, and explaining in detail the nature of self-initiated learning to minimize mis-interpretations. Another reason was that the descriptions of the setting and respondents provided insights into the characteristics of the prisoners who were conducting the self-initiated learning projects.

The fieldnotes and journal entries were recorded in a composition notebook. The notebook contained interviewee's name, the interview date and time, the observation notes, and the journal entries.

Pilot Test of Procedures
Prior to interviewing the selected sample, four inmates at the study facility were interviewed to pilot test the interview guide. Each pilot interview lasted about one and one-half hours. The interviews were held in the interviewer's office in the Academic School which was convenient though not conducive for interviews. The interviewer was constantly interrupted by inmates wanting advice or by telephone calls. Consequently, the interview site for the larger study was held in the Administration Building. In arriving at a suitable site for the interviews, consideration was given to such factors as availability, absence of distractions, central location, and proper ventilation. After considering several sites, the Parole Board Room was selected since it was available and fulfilled the remaining criteria.

Pilot testing was necessary because of the uncertainty regarding the number of self-initiated learning projects actually conducted by these inmates. This concern was due to the investigator's belief that self-initiated learning might require more freedom than is available in a prison environment. The pilot study confirmed that self-initiated learning does occur at this prison. The four interviewees conducted an average of three self-initiated learning projects each. Some of the projects included prison survival, family relations, physical fitness, and religious training.

A second reason for the pilot testing was that it established the reliability of the instrument. The inmates used in the pilot testing
possessed characteristics similar to the respondents in the larger study. The responses during the pilot testing were consistent with the responses from the larger study. In addition, the data collected in the pilot study as well as the larger study were analyzed by several individuals and each arrived at categories consistent with those of the investigator.

A third reason for conducting the pilot study was to determine if the interview schedule was eliciting the kind of data that it was designed to collect. Initially, each respondent perceived learning taking place in a classroom only. After the investigator gave several examples of non-sponsored learning activities, the inmates began to talk of their own self-initiated learning projects. Based on this experience, examples of the self-initiated learning projects conducted by the inmates in the pilot study were used to introduce the learning projects notion to the respondents in the sample for this study. In addition, the pilot study respondents had some difficulty in understanding questions on facilitating factors and learning formats. These questions were changed to include words that were easier to understand and supplemented by appropriate examples.

A final reason for conducting the pilot study was to acquire additional practice in interviewing. Previous interviewing experience had been limited to interviewing faculty members for teaching positions, talking with inmates concerning program interests, and discussing with community members the information
needed for specific projects. The investigator wanted to gain further experience in systematically interviewing inmates about concepts that may have been difficult for them to initially understand. As a result of the interviews conducted during the pilot test, the investigator learned the following: (a) some of the questions such as the ones on learning methods, facilitating factors, and meaning should be supported by appropriate examples, (b) because of noise and other distractions in the investigator's office, the interviews should be held in a more isolated location, (c) recording equipment should be thoroughly checked out before beginning the interviews, (d) some of the questions should be rephrased if the inmate had difficulty in understanding the initial question. All of the questions were asked but the inmate determined the order in which they were asked. For example, if the question on problems encountered was asked and he gave frustrations, the investigator asked for other frustrations before additional problems were pursued; and (e) the investigator listened carefully to the responses and probed for different responses if the inmate was not answering the questions that were asked.

**Interview Procedures**

As described above, the interviews were held in the Parole Board Room which is located in the Administration Building at the study facility.

A week before the interviews, letters were sent to the twenty
inmates who had been randomly selected as the sample for this study. In addition, letters were sent to those, also randomly selected, who would serve as replacements for inmates not available or those who refused to discuss their learning projects (See Appendix C for letter).

The letter that was sent to this group and the replacement informed them that the study was on self-initiated learning in a prison setting. They were told that the study fulfills a requirement for a doctoral degree and that the findings might assist them indirectly since an understanding of their learning could emanate from this study. The letter also explained to the respondents that their responses would be confidential and their participation was voluntary. Further, they were informed that a meeting would be held prior to the interviews. The meeting was conducted by the investigator in his office. The investigator opened the meeting by thanking the inmates for responding to the request. He then explained the nature of the study, the interviewing process, and answered related questions. Following this period of the meeting, the investigator asked each inmate of his willingness to be interviewed. The investigator obtained the time and days of the availability of those who agreed to be interviewed. The meeting adjourned with the investigator thanking each for their participation.

One inmate was interviewed per day with each interview lasting
about two hours. The day before an interview, a call-out pass was sent to one of the available inmates. The administrative aide, who is also an inmate, followed through on the call-out pass by reminding the respondent of his appointment the following day. If the scheduled respondent did not report for the interview, a call-out pass was sent to the next available respondent.

When the inmate arrived at the interview site, the investigator attempted to put him at ease by discussing some of the social activities in which he was involved. During this brief discussion, pastries, punch, and cigarettes were offered. After the inmate had been made to feel at ease, points that were made in the letter and in the previous meeting concerning the nature of the study were re-emphasized. Each respondent was encouraged to give accurate responses. Also, since a cassette recorder was used to record the conversations, each respondent was asked if he had objections to the recorder being used. All respondents consented to the taping of their conversations.

The study was introduced in the following manner (as adapted from Tough, 1975, p. 2):

This study is about the sorts of things people learn on their own. Everyone learns, but different people learn different things and in different ways. I am interested in finding out about the things you have tried to learn on your own during the past year. When I say "learn," I do not just mean the sorts of things that inmates learn in the academic school, vocational school, or in the college program here at the Central Facility. I mean any sort of deliberate effort at all to learn something or to do something. Perhaps you tried to get some information or knowledge—or gain new skills or to improve old skills—or to
increase your sensitivity or understanding or appreciation. In telling me about the projects keep in mind that I am interested in finding out what the projects mean to you and what the experience is like in conducting them in a prison setting.

The following four probes were then used to obtain a complete listing of the learning projects that are self-initiated:

"Can you think of efforts like this that you have made during the past twelve months?" (Pause for a response) (Tough, 1975, p. 2).

"Try to think back over all of the twelve months. Right back to last May. I am interested in any deliberate effort you made on your own to learn anything at all." (Pause for a response) (Tough, 1975, p. 2).

"I want to get as complete a list as possible because I think people make far more attempts to learn than anyone realizes." (Pause and record) (Tough, 1975; p. 2).

"Now I have a list of things that people learn on their own." (A copy of Appendix E was given to each respondent. It was read to him if he had a problem in reading it). The respondent was informed that the list might remind him of other things he may have tried to learn on his own during the past year (Pause and record) (Tough, 1975; p. 2).

Once the respondent had given a complete listing of his learning projects, he was asked how much time he spent on each during the past six months. He was interviewed on each learning project on which he had spent at least seven hours in the last six months. For each of the qualified learning projects, he was asked to respond to all of
the questions on the interview guide before proceeding to the next qualified learning project (See Appendix B for Interview Guide).

Questions II E-F were only asked once and not for each of the learning projects. Before asking any of the questions on the Interview Guide, the respondent was asked to keep in mind the three broad study questions, i.e., what are the characteristics of the learning projects, what is it like to conduct them, and what meaning does the experience of conducting learning projects in a prison setting have. Each respondent was also told that the validity of the study depended on him giving accurate information. Each respondent was encouraged to talk freely about his learning projects throughout the interview and assured of the confidentiality of his responses.

Although the respondents were asked to provide accurate information, the reader should be mindful of the following. The study was conducted by one investigator with no provisions to crosscheck the responses with a second investigator. The respondents were not asked to comment on the learning projects of other respondents in an effort to validate the projects that were conducted. The study was based on the perceptions of the respondents and no efforts were made to verify them with employees of the Department of Corrections. Finally, as is the case in most research involving interviewing, there is always the possibility of the respondents telling the investigator what he wants to hear. In minimizing this pitfall as well as other rival factors, the
investigator constantly reminded the respondents of the nature of the study and the value of frank and accurate responses.

At the close of the interview, each respondent was thanked and commended for his participation. Reassurances were given concerning the confidentiality of the responses. Also, each participant was asked if he would be willing to talk again if additional information was needed.

**Data Analysis**

This section consists of the procedures for analyzing the data collected. Ethnographic analysis, consisting of four steps, was used to analyze the data which is explained in this section.

According to Glaser and Strauss (1967), patterns in the data begin to emerge after data have been collected from a few respondents. Therefore, the analysis for this study began after data had been collected on four respondents. A appropriate strategy for analyzing data in this manner is ethnographic analysis which, according to Spradley's scheme (1980), consists of four steps: (a) domain analysis, (b) taxonomic analysis, (c) componential analysis, and (d) theme analysis.

A domain analysis is defined by Spradley as a systematic procedure for determining the categories of meaning in the data. A culture domain consists of a "cover term," "included terms," and a "semantic relationship." The "cover terms" are the broad or general
categories of meaning identified in the data. In this study the "cover terms" are taken from the interview and research questions, e.g., kinds of learning projects, benefits of learning, problems encountered, and facilitating factors.

The "semantic relationship" is the element which links or connects "cover terms" and "included terms." As indicated by Spradley (1980), the function of a semantic relationship is "to define included terms by placing them inside the culture domain" (p.89). Spradley believes that there are nine universal semantic relationships that should be considered as the researcher begins to analyze cultural domains. In this study four (of the nine) "semantic relationships" relevant to the interview and research questions were selected. The questions elicited the "semantic relationship" of strict inclusion (i.e., X is a kind of Y, e.g., what were all of the self-initiated learning projects conducted?), rationale (i.e., X is a reason for doing Y, e.g., why did you use the human resources?), functions (i.e., X is used for Y, e.g., what were the institutional benefits of the learning projects?), and attribution (i.e., X is an attribute of Y, what is it like to conduct self-initiated learning in a prison?) from the respondents.

The "included terms" are the smaller categories of data provided by the respondents, and subsumed under each of the "cover terms" linked by the "semantic relationship." Table 2 gives a format for displaying the results of a domain analysis. The "cover term" for
this domain is "learning projects" and there are 15 "included terms." The "included terms" are linked to the "cover term" by the "semantic relationship" of strict inclusion (i.e., X is a kind of Y). All of the domains generated in this study are contained in Appendices G (Tables 5-32), H (Tables 33-36) and I (Tables 37-41).
Table 2

**Domain Analysis**

Learning Projects

<table>
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<tr>
<td>Learned to overcome drug dependency</td>
</tr>
<tr>
<td>Learned all about personal finance</td>
</tr>
<tr>
<td>Learned all about the government</td>
</tr>
<tr>
<td>Learned public speaking</td>
</tr>
<tr>
<td>Learned photography</td>
</tr>
<tr>
<td>Learned to defy the odds of adjusting to prison</td>
</tr>
<tr>
<td>Learned the process of ceramics</td>
</tr>
<tr>
<td>Learned to speak Spanish</td>
</tr>
<tr>
<td>Learned about prison survival</td>
</tr>
<tr>
<td>Learned to become mature</td>
</tr>
<tr>
<td>Learned to organize a limited real estate partnership</td>
</tr>
<tr>
<td>Learned to organize a foundation</td>
</tr>
<tr>
<td>Learned to crochet</td>
</tr>
<tr>
<td>Learned to pass the GED</td>
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<tr>
<td>Learned to become independent</td>
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</tbody>
</table>
The second step in ethnographic analysis is taxonomic analysis. According to Spradley, a taxonomic analysis is a means of organizing the "included terms" discovered in the domain analysis by their similarities. This is best done by asking the question, what is similar about the items in this list? In conducting the taxonomic analysis for the study, the "included terms" of each domain were organized into categories based on their similarities. For example, the 15 "included terms" in Table 2 were organized into the categories of personal and family living, occupational training, general and continuing education, safety, and leisure time activities by asking what is similar about the "included terms." Table 3 displays the data in a taxonomic analysis.
Table 3

**Taxonomy Analysis of Kinds of Learning Projects**

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<td>Learned to become mature</td>
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<td>Learned to become independent</td>
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<td>Subcategory 2</td>
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<td>Learned to organize a foundation</td>
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<td>Learned to organize a limited real estate partnership</td>
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<td>Subcategory 3</td>
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<td>General and Continuing Education</td>
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<td>Learned all about the government</td>
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<tr>
<td>Learned to speak Spanish</td>
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<td>Learned to pass the GED</td>
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<tr>
<td>Learned all about personal finance</td>
</tr>
<tr>
<td>Learned public speaking</td>
</tr>
</tbody>
</table>
PRISON ADJUSTMENT

Subcategory 1

Safety
Learned to defy the odds of adjusting to prison
Learned about prison survival

Subcategory 2
Leisure Time Activities

Learned all about photography
Learned the process of ceramics
Learned to crochet
The third step in ethnographic analysis according to Spradley's scheme is componential analysis. This step provides a systematic way to arrive at the specific attributes of a category and, subsequently, a domain. This is done by asking questions that ask for differences between items within and between categories. In conducting a componential analysis the items within categories and the categories are contrasted to arrive at the attributes. Table 4 gives a format for displaying the results of a componential analysis. The dimensions of contrast are listed across the top of the chart while the "included terms" are displayed in the left column. The dimensions of contrast that emerged from asking what's different were (a) material resources used, (b) human resources used, and (c) learning formats used.

The final step in ethnographic research is discovery of themes. The three previous steps have allowed for a detailed analysis of the self-initiated learning projects in which the inmates are involved. Discovering themes is a process of synthesis designed to identify the general patterns that are contained in the data collected. More specifically, cultural themes are defined "as any principle recurring in a number of domains, tacit or explicit and serving as a relationship among subsystems of cultural meaning" (Spradley, 1980, p. 141).

According to Spradley (1980), themes can be detected by examining dimensions of contrasts from several domains. Recurrent dimensions
of contrast suggest themes in the data as a whole. These themes constitute the findings discussed in Chapter Four of this study.
<table>
<thead>
<tr>
<th>INCLUDED TERMS</th>
<th>DIMENSIONS OF CONTRAST</th>
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<tr>
<td></td>
<td>MATRES</td>
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<tr>
<td><strong>GROWTH AND DEVELOPMENT</strong></td>
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<td><strong>Subcategory 1</strong></td>
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<tr>
<td>Personal and Family Living</td>
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<tr>
<td>Learned to overcome drug dependency</td>
<td>2</td>
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<tr>
<td>Learned to become mature</td>
<td>1</td>
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<tr>
<td>Learned to become independent</td>
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<td><strong>Subcategory 2</strong></td>
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<tr>
<td>Occupational Training</td>
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<tr>
<td>Learned to organized a foundation</td>
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<tr>
<td>Learned to organ./limited partnership</td>
<td>1,3,4</td>
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<tr>
<td><strong>Subcategory 3</strong></td>
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<tr>
<td>General and Continuing Education</td>
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<tr>
<td>Learned about personal finance</td>
<td>3,4,5</td>
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<tr>
<td>Learned all about the government</td>
<td>1,3</td>
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<tr>
<td>Learned Spanish</td>
<td>1,2,4,5</td>
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<tr>
<td>learned to pass the GED</td>
<td>1,2,4</td>
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(Table 4 continued)

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<tr>
<th></th>
<th>MATRES</th>
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<tr>
<td><strong>PRISON ADJUSTMENT</strong></td>
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<tr>
<td><strong>Subcategory 1</strong></td>
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<tr>
<td><strong>Safety</strong></td>
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<tr>
<td>Learned to defy the odds</td>
<td>2</td>
<td>1,3,4</td>
<td>1,2,4</td>
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<tr>
<td>Learned about prison survival</td>
<td>1</td>
<td>1,2</td>
<td>1,2,3,4</td>
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<tr>
<td><strong>Subcategory 2</strong></td>
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<tr>
<td><strong>Leisure Time Activities</strong></td>
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<tr>
<td>Learned all about photography</td>
<td>1,4,5</td>
<td>1,4</td>
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<tr>
<td>Learned the process of ceramics</td>
<td>3,4,5</td>
<td>1,2,4</td>
<td>1,3,4</td>
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<tr>
<td>Learned to crochet</td>
<td>3,4,5</td>
<td>2,3</td>
<td>1,4</td>
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</table>

Legend:

**Material Resources**
1. General textbooks
2. Specific textbooks
3. Journals and pamphlets
4. Supplies
5. Equipment, space, and tools

**Human Resources**
1. Inmates
2. Correctional staff
3. Immediate family
4. Volunteers

**Learning Formats**
1. Old fashioned communication
2. Going within me
3. Analyzing
4. Commonsense
CHAPTER FOUR

Analysis of Data

The data for this study are analyzed in this chapter. Following an overview of the findings, the data are analyzed in three sections corresponding to each of the research questions asked in Chapter One.

Findings

The inmates engaged in 38 self-initiated learning projects during the study period. Basically, they chose the projects to better themselves and to help them overcome attitudes they perceived to have been responsible for their incarceration. In conducting the projects, they needed both human and material resources. Some of the resources needed were made available by the prison, and others were made available by volunteers from the community. These two sources, however, did not supply all of the resources perceived to be needed by the respondents in conducting the projects. Although the prison was viewed as facilitating some of the projects, many of the respondents encountered problems and frustrations as they conducted the projects. Finally, the respondents perceived that the projects were aiding them in their prison adjustment and expected them to assist in their adjustment after release.
Research Question #1 asked: What are the characteristics of the learning projects which inmates have initiated on their own while incarcerated and the motivating factors which impelled them to engage in each project? Answers to this question reveal four characteristics of the learning projects and the reasons they were undertaken. These characteristics are analyzed separately in this section beginning with what was learned.

What did they choose to learn and why? The respondents engaged in 38 self-initiated learning projects during the study period (See Table 5 in Appendix G. Appendix G contains Tables 5-32). The central theme of the projects involved growth and development in a variety of areas. Prior to incarceration, the respondents were involved in criminal activities or, as they called it, "ways to beat the system." In assessing their situations after confinement, however, the respondents decided to try to change their directions from criminal activities to abiding within the law. Consequently, they engaged in four types of projects that they hoped would facilitate the change. The first type, "personal development," contained projects dealing with personal problems or attitudes believed to have contributed to their incarceration. Many of the respondents were drug abusers, drug traffickers, or were involved in various criminal activities before incarceration. These activities were perceived to have separated them from society in general and their families in particular. As one respondent stated, "I was on
drugs before I picked up this charge. I wanted to learn the effects
of drugs on me because my family had deserted me." Other respondents
perceived that their incarceration resulted from immature thinking
and lack of respect for the statutes of society. Thus, they seemed
to feel it was their responsibility to conduct these learning
projects in order to improve their attitudes so that, after release,
they would not be prone to return to prison.

The second type, "religious training" projects, was designed to
fill a perceived spiritual gap in the lives of the respondents. As
one of the respondents indicated, "something was missing in my life.
I had no morals, no discipline." Although the prison has a religious
program consisting of Protestant, Catholic, and Islamic services, the
projects undertaken were to meet more specific religious needs of the
respondents. Some of the projects were aimed at preparing the
respondents to be servants or ministers in their respective
religions. Others were designed to help the respondents understand
the significance of religion in their lives. As one respondent
indicated, "I learned to get closer to God because I was weak. I
went about this by being obedient and following instructions."

The third type, "occupational training," contained projects
dealing with employment skills needed after release. As indicated,
most of the respondents had not accumulated meaningful work
experiences before incarceration. This need to change their
attitudes toward work was reflected in the projects they conducted.
Some of these were managerial and administrative projects, such as managing a greenhouse or organizing a foundation. Others involved more specific skills such as conducting meetings or counseling which could be used in various jobs. None of the projects were offered by the prison, which emphasizes vocational training in trades such as building construction, culinary arts, upholstery, printing, and automotive mechanics. Nor were the projects offered in the college program, which provides liberal arts education and offers degrees in urban studies, library media, accounting technology, and legal assistance. Hence, the respondents designed projects they perceived to be beneficial in their own world of work upon release.

The fourth type, "general and continuing education," contained projects dealing with specific and general academic areas. Prior to incarceration, many of the respondents were "drop outs" from public schools. After incarceration, they recognized an association between academic skills and functioning effectively in society. Hence, they conducted the projects in this subcategory to meet their perceived academic needs. Some of the projects focused on skills needed for adult basic education and General Education Development (GED) attainment. Other projects dealt with consumer and citizenship issues, such as personal finance and the law. The projects conducted by the respondents, however, were either not available or not flexible enough to meet the respondents' schedules. The respondent who conducted the GED project, for example, was in the Maximum
Security Facility at the time. Although the Maximum Security Facility has a GED Program for the general population, it does not have one for inmates on administrative segregation as was the case with the respondent in this study. Another respondent had a speech defect and needed some special help not offered in the sponsored program. Thus, in all instances, the respondents conducted general educational projects that were otherwise unavailable to them.

The respondents conducted two other categories of projects: "leisure time activities" and "safety." Both of these played a crucial role in the adjustment of the respondents to prison life. The "leisure time activities" contained projects dealing with a variety of non-contact sport activities that were conducted in the dormitories. In addition, they were individualized activities requiring minimal resources. Some of the projects conducted were "crossword puzzles," "ceramics," and "crocheting." The subcategory of "safety" contained projects dealing with issues of survival in the prison. In order to survive, the respondents believed that they had to avoid problems with both inmates and staff members. Problems with either were perceived as resulting in disciplinary reports which would prolong their sentences. To avoid these problems, the respondents tried to learn the rules of survival, which included effective relationships with other inmates and staff members. Again, the central theme of these learning projects was that of growth and development in various areas. The respondents referred to these
projects as dealing with a "change in my character."

These learning projects were started for a number of reasons (See Table 6). The central reason was to improve the quality of life of the respondents. This category, "the quality of life," is divided into three subcategories consisting of "to better myself," "to make some money," and "to establish relationships." The subcategory of "to better myself" refers to the respondents engaging in the projects to make improvements in academic and social skills. Some of the respondents were weak in many academic areas which resulted from difficulties experienced in sponsored programs. They knew, however, that these academic skills had to be addressed before they could become productive citizens. Others wanted "to better" themselves by improving their attitudes in general concerning their character and their respect for others. As one of the respondents stated, "I would often lose my temper and become physical. I can now approach the same situation in a calm and positive manner."

The subcategory of "to make some money" refers to the projects being undertaken to benefit the respondents financially through either working or investing. As previously indicated, work experiences were limited for many of the respondents. They wanted to change this situation by preparing for constructive jobs while still incarcerated. The subcategory of "to establish relationships" refers to the projects being undertaken to create or foster positive relationships with people such as family members and acquaintances.
The respondents' criminal activities were perceived as obstacles to good human relationships. In improving themselves, they perceived that they could mend relationships that had been broken.

The respondents started the projects for one other reason, "to know more about it." This category refers to the projects being undertaken to increase the respondents' knowledge about a particular area. As one respondent indicated, "I started the project to increase my knowledge about the home rule charter in the District of Columbia to see how much voice the citizens had in the government."

The respondents thought about beginning other learning projects during the period (See Table 7). They also started some projects that they did not finish (See Table 8). In both instances, the central theme of the projects was that of growth and development (See Tables 7 and 8). Some of the respondents did not begin the projects because of their involvement in other prison activities which they called "other things had priority" (See Table 9). Priorities included work assignments, formal programs, and involvement in criminal cases. Other projects were not finished because the respondents "needed resources" or they did not feel they had the background necessary to complete the projects (See Table 10).

Only seven of the respondents had engaged in self-initiated learning prior to incarceration. The most common reasons for not engaging were being too busy and limited time. The central theme of the projects conducted before incarceration was also growth and
development (See Table 11). In comparing learning in the prison to learning outside, the respondents indicated that in the community they had more freedom, resources, and distractions. In conducting self-initiated learning in prison, they said that freedom is restricted, resources are limited, but they have more time and the incentive is greater (See Table 12).

How did the activity evolve into a self-initiated learning project? The previous discussion dealt with the reasons that the projects were started. As indicated, the projects were started to make improvements in various areas which the respondents referred to as "to better myself." The current question sought the sequence of activities or steps that were involved before the learning projects were conducted. Interestingly, most of the respondents gave a variety of factors considered before starting the projects (See Table 13). The central theme in the factors considered was the minimum requirements needed before the projects could be conducted. This category is divided into four subcategories: "my qualifications," "material resources," "my availability," and "the environment." The subcategory of "my qualifications" refers to an effort by the respondents to assess their credentials before conducting their projects. The respondents were concerned about whether they could conduct the projects conceived before starting them. Many of the respondents had not been successful in completing tasks before which made this a crucial factor. As indicated by one of the respondents,
"the important factor to me was did I have the skills to do it."

The subcategory of "material resources" refers to the non-human resources needed before the projects could be conducted. Since there is a shortage of material resources at the prison, the respondents wanted to make sure the resources were available before starting. One of the respondents said that "the most important factor to me was the availability of equipment and supplies."

The subcategory of "my availability" refers to an assessment of the respondent's time for working on the projects in relationship to his other institutional activities. Some of the respondents were involved in sponsored formal educational programs or in work assignments "and did not want to start something that could not be finished."

The subcategory of "environment" refers to conditions in the prison or in the respondents' immediate surroundings that were perceived to impact on the learning projects. Some of the respondents were concerned that the administration of the prison would not approve the projects. Inmates called this "flack from the administration." Others were concerned with the nature of the prison which was perceived as fostering dependency. As one respondent stated, "I considered the problems of becoming an adult here before starting the projects. There are so many reasons you don't have to grow up here, everything is done for you."

The respondents considered one other factor before starting the
projects and that was "my intentions." This factor refers to the respondents thinking about the outcomes or expectations before starting. They wanted to make certain the projects were worth their while before starting them. In other words, they considered the benefits before commencing the projects.

What human resources were used and for what reasons? The respondents used various human resources in their learning projects (See Table 15). The central theme in the use of human resources was the tendency not to use prison employees. This category is divided into three subcategories: "inmates," "volunteers," and "immediate family and friends." The subcategory of "inmates" refers to fellow inmates of the Central Facility. Generally, the inmates who assisted the respondents had experiences or resources that could be used by the respondents. As one of the respondents stated, "I had one comrade down here and we would just discuss various issues on the government."

The "volunteers" used by the respondents were individuals or organizations from outside the prison that provided assistance to the respondents as they worked on the projects. Many of the "volunteers" were either contacted by family members and invited to go to the facility or known previously by the respondents. Although the category of "volunteers" was an important category of human resources, some of the respondents were unsuccessful in using them. As one respondent said, "I wrote to my college professor for books,
but he did not answer." Another reason that the respondents were unsuccessful in using "volunteers" was the 25 mile distance to the prison from the District of Columbia where many of the volunteers lived.

The subcategory of "immediate family and friends" included relatives and friends of the respondents who were conducting the projects. Some of the respondents, however, were not successful in using family members. Some family members were prohibited from visiting the prison because of the distance involved, and others did not visit because of their indifference toward the respondents.

The respondents used one other category of human resources called "correctional employees." This category refers to employees of the District of Columbia Department of Corrections who provided assistance. Some of the respondents, however, were unsuccessful in using some of their Classification and Parole Officers, some psychologists, and some members of the administrative staff. The respondents perceived that the above referenced employees did not assist them because of their lack of interest in the projects (See Table 16). Many of the respondents felt that they could have gotten more cooperation if the projects were sponsored by the institution. This would have meant additional supplies and equipment, adequate space, and fewer delays in getting requests approved for outsiders to enter the institution.

Most of the respondents felt a need for additional human
resources to help them in their projects (See Table 17). They felt that their projects could have been greatly enhanced by additional "outside people" who included "volunteers" and "family members." They wanted the additional human resources to perform a variety of tasks (See Table 18). Some of the tasks included discussions and technical advice, as well as helping them to be effective by serving as role models, giving seminars, and helping them negotiate the bureaucracy. One respondent said he wanted "more [contact with] attorneys [because] they would make the difference between winning and losing a criminal case. They could cut through the mustard for you."

The inmates cited numerous reasons for wanting to use human resources. Human resources gave the respondents something which consisted of "knowledge," "resources," and "inspiration" (See Table 19). The subcategory of "gave me knowledge" refers to advice, training, insight, or pointers on a subject area. One respondent said that "I needed people who had various knowledge of theatre not only in drama but in management." The subcategory of "gave me resources" refers to non-human or material resources that were either given to the inmates or loaned to them. The resources consisted of such items as books, supplies, and some equipment. Some of the resources were available in the prison, but most were from the community. The subcategory of "gave me inspiration" refers to encouragement received from others. The respondents received
encouragement from non-correctional employees when they visited, talked, listened, or wrote letters to them.

The inmates used the human resources for other reasons which they called "helped me do something." The human resources assisted or helped the respondents in preparing, understanding, or getting something needed for the project. Some examples of this help include "helped me to contact my family," "helped me to write proposals," and "helped me to understand scriptures." As one of the respondents indicated, "I needed someone familiar with English to assist me in formulating my program."

What material resources were used and for what purposes? The respondents used various material resources in their learning projects. The central theme in the material resources used was general publications which consist of "general books," "specific books," and "periodicals and miscellaneous" (See Table 20). The subcategory of "general books" refers to the non-specific resources that were named, such as "books on drugs," "finance books," or "autobiographies." The subcategory of "specific books" refers to books that were referenced by their titles such as *The Invisible Man*, *Blacks Law Dictionary*, or *Robert's Rules of Order*. Some of the respondents were unsuccessful in using the specific books because "they were not available" (See Table 21). The primary reason for the unavailability was that the prison does not have a general reference library and the respondents did not have access to libraries in the
community. The subcategory of "periodicals and miscellaneous" refers to general magazines, and other written documents that were used.

The respondents also used two other subcategories of material resources in their projects: "supplies" and "equipment, space and tools." Both of these subcategories involved non-documents that were essential in the learning projects. The subcategory of "supplies" included "ceramic," "greenhouse," or "school" supplies. The subcategory of "equipment, space, and tools" included audio-visual equipment, tools to make furniture, and space in which to conduct some of the projects. Some of the respondents were unsuccessful in using "equipment and supplies" because of their unavailability at the facility or because the "administration denied it" (See Table 21).

The respondents felt they would have been more effective in conducting their projects with additional material resources (See Table 22). The main additional resources desired were equipment and tools, space, and supplies. As one of the respondents said "if I could have gotten a desk, I would have been in good shape."

The respondents used the material resources for various reasons. Generally, material resources were used for the ideas that each provided. The respondents referred to these reasons as "to give me information" which is divided into two subcategories, "to give me general information" and "to give me specific information" (See Table 23). The subcategory of "to give me general information" refers to information or material to meet some of the general needs of the
respondents in conducting the projects. As state by one of the respondents, "I would use different reference materials for their approaches on the Bible." Similarly, some of the material resources gave specific information, articles, or materials. This subcategory of reasons is referred to as "gave me specific information." One of the respondents stated that "I used the GED booklets to help me understand the five areas of the GED tests."

The respondents used the resources for two other reasons: "to help me make something" and "gave me learning aids." Both of these involved supplies and equipment that were useful in accomplishing the objectives of the projects. The subcategory of "to help me make something" refers to material resources that were used specifically in the construction or in the production of something such as in "making furniture," "making crafts," or "preparing a criminal case."

The subcategory of "learning aids" refers to equipment, space, or resource materials that were used to supplement or reinforce the learning project. Most of the respondents used audio-visual equipment which was donated by "outsiders" or purchased by the respondents. A typical example of this category in the words of a respondent is: "I would use cassettes to tape my voice and then ask some of the Spanish speaking individuals to tape conversations so I could compare."

What learning formats were used and why? The respondents used several different learning formats in conducting their learning
projects. The main one used was talking to other people. They referred to this as "old fashioned communication." The category of "old fashioned communication" includes verbal and non-verbal forms of communication such as talking, listening, watching, and interacting with others. The fact that the inmates relied so heavily on "old fashioned communication" may be related to the limited availability of material resources for their projects. "Old fashioned communication" may serve as a substitute for books or other resource material (See Table 30).

The inmates also mentioned three other learning formats: "going within me," analyzing," and "commonsense." All three of these formats involved the inmates thinking through situations on their own. The subcategory of "going within me" refers to the process whereby the respondent internalized and tried to make sense out of information that he had received. This was accomplished mainly through meditating, reflecting, or soul searching. The subcategory of "analyzing" refers mainly to collecting and analyzing documents. Using these documents, the respondents made some comparisons, observations, and evaluations. The subcategory of "commonsense" refers to the respondents using their own judgment based on practical experiences. In the absence of specific human and material resources, the respondents relied on what made sense to them in carrying out the projects. Some of the included terms associated with this format were "trial and error," "freehand," and "plugging it
Research Question #2 asked inmates what is the impact of the prison environment on self-initiated learning projects? This question sought to address the facilitating factors of the environment and the problems and frustrations that were encountered as the projects were conducted.

What do inmates perceive as facilitating factors in conducting the learning projects? The inmates indicated that their self-initiated learning projects were facilitated in various ways while incarcerated. The central theme refers to prison conditions which indirectly impact on the learning projects. This category is divided into two subcategories: "liberal policy" and "loose knit structure (See Table 33 in Appendix H. Appendix H contains Tables 33-36). These factors refer to prison conditions which indirectly impact on the learning projects. These conditions were not designed to facilitate self-initiated learning projects since they affect all inmates. The respondents in this study, however, felt the conditions were instrumental to them in carrying out their learning projects. The subcategory of "liberal policy" refers to the policies, procedures, and practices of the administration relevant to such matters as the receipt of material, approval of outside guests to enter the facility, and freedom of movement. The respondents indicated that the policies, procedures, and practices were generally supportive of self-initiated learning projects. This was especially true regarding the time the respondents were
able to spend on their projects. For the most part, the inmates were able to spend a significant amount of time on their learning projects since many did not have demanding work schedules.

The subcategory of "loose knit structure" refers to the structure of the prison or the nature of the general setting of the prison as perceived by the inmates. The respondents considered the prison as an unstructured environment that they characterized as "negative" and "brutish," and one which "perpetuates aggressiveness." This situation caused some of the respondents to fear for their personal safety, but others were motivated as a result. This latter group was motivated to do everything within their power to get out of jail and remain in the community. To do this, they needed to be involved in constructive activities that would provide job skills and help them to overcome their perceived weaknesses.

The respondents also mentioned two other facilitating factors: "encouragement from staff" and "encouragement from residents." Both of these subcategories refer to assistance received from inside people. The subcategory of "encouragement from staff" refers to the help or assistance rendered to the respondents by some of the employees of the Department of Corrections. These employees included some academic and vocational teachers as well as some correctional officers. The subcategory of "encouragement from residents" refers to the assistance given to the respondents by fellow inmates of the correctional facility. The inmates used were
friends and acquaintances who were involved in activities similar to those of the respondents. In both cases the inmates and employees provided limited information and material resources.

What do inmates perceive as problems and frustrations in conducting the learning projects? While the prison environment facilitated the learning projects primarily by providing encouragement in different forms, this same environment presented some problems for the respondents. In fact, the inmates encountered a variety of problems as they conducted the self-initiated learning projects (See Table 34). The central theme of the problems encountered was the lack of adequate support. This theme has four subcategories: "mentality of men," "inadequate study facility," "environment throws me off," and "not having resources." The subcategory of "mentality of men" refers to the non-favorable attitudes of other inmates toward the respondents as they conducted the learning projects. As previously indicated, the friends of the inmates were supportive of their learning projects. Many of the prisoners at the facility, however, are not friends of the respondents, and it was from these inmates that the respondents experienced problems. Some of the nonsupport was in the form of disrespect, indifference, and threats. One respondent stated that "most of the men have the notion to do one thing is fashionable, to do another thing is to be less than a man."

The subcategory of "inadequate study facility" refers to the prison as not being conducive for learning. In the previous
section, many of the respondents stated that the policies, practices, and procedures were generally supportive of self-initiated learning. They did not feel, however, that the prison as such was ideal for learning. The major complaint in this respect was the absence of a general library. The respondents felt that the library was crucial as indicated by the material resources used. They depended heavily on general and specific books which could have been obtained from a library. Closely related to the library was an adequate study area. The dormitories were inadequate for study because of their structure. Most of the respondents lived in open barracks with more than 50 other inmates. They were constantly confronted with noise from other inmates, other distractions, and limited privacy.

Although some of the respondents were motivated by the unstructured prison environment, others considered it to be a problem. They referred to this situation as the "environment throws me off." They felt that the prison environment perpetuated immorality and vices. Some of the more common vices named were drug abuse, stealing, and homosexuality. This situation posed serious problems for the respondents who conducted the religious, drug, and prison adjustment projects. They were extremely concerned about being consistent in reaching their goals and maintaining discipline. Moreover, they indicated that it was difficult to maintain high morals in a prison when the morals of most of their peers were unacceptable.
The subcategory of "not having resources" refers mainly to inadequate equipment, supplies, and books needed for the projects. As previously indicated, equipment, supplies, and books were limited. Most of the available material resources were used in the sponsored program, and the respondents did not have access to them. More specifically, the respondents complained about not having cameras, audio-visual equipment, calculators, and publications.

In addition, the respondents encountered various frustrations as they conducted the projects (See Table 35). The central theme of the frustrations was the feeling of dependency. This theme has three subcategories: "not really being in control," "not being able to achieve my potentials," and "not having strength desired." The subcategory of "not really being in control" refers to the respondents not really being in charge of the learning projects as reflected in such phases as "having to wait" or "not being able to establish contacts." Many of the respondents felt that they needed more freedom in conducting their projects than was allowed by the nature of the prison. As one respondent stated, "I was frustrated when I wanted to take charge of my life, and I could only take charge to a limit."

The subcategory of "not being able to achieve my potentials" refers to constraints placed on the respondents as a result of their incarceration. These constraints prohibited them from accomplishing the goals and objectives of the projects. Some of
the frustrations were natural, but others were caused by the respondents' isolation which kept them from obtaining the assistance needed. As one of the respondents stated, "it was difficult learning about organizations without [opportunities for] practical application."

The subcategory of "not having strength desired" refers to the respondents' realization that they did not yet have the discipline required to make a successful adjustment to the prison and later to the community. Many of the respondents were anxious to improve the quality of their lives by changing their attitudes on a variety of issues. Some of them were not completely successful which was frustrating to them. As one of the respondents stated, "I still have some bad characteristics, they are still there. It is difficult to adopt high moral standards in a prison."

Research Question # 3 asked: What meaning does the experience of self-initiated learning have for the inmates both while incarcerated as well as after release? This question not only addresses the meaning of the learning project but also the inner significance associated with going through the process.

How are the learning projects benefiting the inmates while they are incarcerated? The inmates received numerous benefits from the learning projects while incarcerated (See Table 37 in Appendix I. Appendix I contains Tables 37-41). The central theme of these benefits was the positive role they played in the respondents' institutional adjustment. This theme has three subcategories:
"opened up a few doors for me," "changed my attitude," and "helped me to do this time." The subcategory of "opened up a few doors for me" refers to new opportunities resulting from the completion of the learning projects. Some of the opportunities included new job skills, such as typing, counseling, and proposal writing skills, that were being used in the correctional institution. As one respondent stated, "I learned how to write proposals so that I can start my own program, get funding, and the people I need." Other respondents were able to enjoy what they called "physical freedom" as a result of the projects. One respondent said the project enabled him to leave the institution "five days a week to work. Another said that "my Classification and Parole Officer thought I was serious when I passed the GED. He then arranged for me to be transferred from Maximum to Central where I am now."

The subcategory of "changed my attitude" refers to the impact that the project has had on the ways the respondents presently think and conduct themselves. Many of the respondents felt their negative attitudes had been responsible for their incarceration. As a result of completing the projects, the respondents felt their attitudes toward people and themselves had changed. One respondent stated that "this project has been responsible for my transformation. I can now let people step on my toes, invade my privacy, [or even offend me]. Before [this project was conducted] I would punch the guy in the nose. [Now] I will deal with him on the human side [by talking to him]."
The subcategory of "helped me do this time" refers to the specific assistance the respondents received from the projects in helping them serve their present sentences. On the average, the respondents were serving in excess of 10 years on their sentences. Being involved in constructive and positive activities helped to pass off the time received. A typical response in this category was that "the project has given me motivation to see this confinement through."

How do the inmates perceive that the learning projects will benefit them after release? The main meaning of the learning projects for the respondents while incarcerated was an involvement in positive activities. The current question examines the expected benefits of the projects after release. The respondents expected to receive various benefits from the projects upon release (See Table 38). The central theme of these benefits was the expected role the projects would play after release. The main theme was "opened up a few doors for me." Here the subcategory of "opened up a few doors for me" refers to opportunities after release. As a result of completing the projects, the respondents felt that they could be productive family members in particular and citizens in general. Many of the respondents expected to get employment from the projects in such areas as photography, counseling, and woodworking after release. Although the prison provides training in some vocational areas, the projects conducted by the respondents in this study were not offered. As one of the respondents stated, "I can
go and elaborate and conduct myself [in a presentable manner]. I
can talk to someone about a job. I can present myself better [than
before] and I will probably get a job."

The respondents mentioned one other benefit which was "made me
a tighter individual." This category is similar to the category of
"my attitude has changed" discussed under immediate benefits. It
refers to a positive attitude change relating to the way the
respondents view society, their role in society, and the respect
that they now have for others. One of the respondents stated that
"I now understand my limits, and I will not infringe on [the]
limits of others."

How do the inmates perceive the experience of conducting the
projects as benefitting them while incarcerated? The respondents
said the experience gained from the process had benefited them in a
variety of ways while incarcerated (See Table 39). The central
theme involved changing the self-concept of the respondents. This
theme has two subcategories: "it helps you to get in tune with
yourself" and "my character has changed." The subcategory of "it
helps you to get in tune with yourself" refers to the ways the
projects have impacted on the self concept of the respondents.
Incarceration is a depressing experience for many individuals.
Some inmates are embarrassed, and others question their worth.
Hence, the projects lifted them up or improved their morale. Other
respondents believed the projects transformed them from being
dependent to being independent and responsible individuals. One
respondent stated that "it gives me a sense of responsibility, commitment, and discipline. It all amounts to being successful and, [now I know that] if I apply myself I will be successful."

The subcategory of "my character has changed" refers to an attitudinal change resulting from conducting the learning projects. Generally, the respondents indicated that their attitudes regarding self, family, and society had changed. One of the respondents made a typical comment when he said that "the project has changed my perspective as to where I want to be in life, I now look at things objective [sic]. Before I was irrational in my thinking."

The respondents mentioned one other benefit which was "makes me feel there is nothing I cannot do." It refers to the confidence the respondents now have in completing tasks resulting from the experience of completing the learning projects. Experiences of completing productive tasks were limited for the respondents since very few had completed such tasks as employees, students, or family members prior to incarceration. Neither were the respondents successful at being criminals as evidenced by their incarceration. They considered themselves as failures until they completed the learning projects. Hence, completing the learning projects provided some meaningful experiences and the confidence needed to complete other productive tasks. One respondent said that "I will be able to survive in any situation now that I have successfully completed these projects."
How do the inmates perceive that the experience of conducting the learning projects will help them after release? The previous discussion indicated that a positive change in self-concept was the major benefit of the experience of conducting the learning projects while incarcerated. The current question examines the expected meaning of the experience after release. The inmates said the process would benefit them in a variety of ways after release (See Table 40). The central theme of the benefits was an attitudinal change which they referred to as "it will help me be a better person." This category refers to a change in attitude of the respondents relative to such areas as "discipline and high morals," "character," and attitude toward life in general. In addition, another area covered in this category was that the projects would help the respondents to stay out of jail once released. Some of the respondents were repeat offenders seeking programs that would keep them in the community once released. They felt the projects conducted would meet this goal by giving them the discipline, attitudes, and skills needed to stay within the law and make an honest living. As one respondent stated, "my attitude is more positive to the degree that I can accomplish what I set out to do."

The respondents mentioned one other benefit which was "it will give me confidence." This category refers to the positive feelings the respondents received from completing these projects. As one of the respondents stated, "I will be able to do anything I am willing to devote my time to."
This chapter has described the nature and characteristics of self-initiated learning projects conducted by these prison inmates. It has also focused on the impact that the prison environment has on self-initiated learning and the meaning of the projects to the inmates. Conclusions from the data will be discussed in more detail in Chapter Five.
CHAPTER FIVE

Summary, Conclusions, and Implications

This chapter provides the summary, conclusions, and implications of this study.

Summary

The 20 respondents in this study conducted 38 self-initiated learning projects during the study period. Basically, they chose the projects to help them overcome attitudes perceived by them to have been responsible for their incarceration. In conducting the projects, the respondents needed both human and material resources. Some of the resources needed were made available by the prison, and others were made available by volunteers from the community. These two sources, however, did not supply all of the necessary resources that the respondents perceived they needed to conduct the projects. Although the prison was viewed as facilitating some of the projects, many of the respondents encountered problems and frustrations as they conducted them. Finally, the respondents perceived that the projects were aiding them in their prison adjustment and expected them to assist in their adjustment after release.

The study revealed 15 major themes associated with the learning
projects of inmates which included the following. The themes related to the characteristics of the learning projects are:

Prison inmates are involved in a variety of self-initiated learning projects. The main thread of these projects was growth and development with regard to employment, religion, academic education, and personal development. The main reason for beginning the learning projects was to improve the respondents' attitudes concerning their morals, beliefs, and values. The learning projects evolved after the respondents considered their qualifications, their overall schedule of activities, the availability of resources, and institutional restrictions. The main human resources used in the learning projects were non-employees of the Department of Corrections consisting of other inmates, volunteers, and immediate family members. The human resources were used to provide specific support in terms of providing knowledge, material resources, motivation, and inspiration. The material resources used were limited to general publications and documents. The main reason that the material resources were used was for the general and specific information they provided on various aspects of the projects. The learning format used in the majority of the learning projects was oral communication.

The themes related to the impact of the prison environment on the projects are: The learning projects were facilitated by the policies, practices, and procedures of the Department of
Corrections. The major problems encountered were the insensitive nature of other inmates, inadequate study facilities, and limited resources. The inmates were frustrated by their status of having to depend on others.

The themes related to the benefits of the projects are: The major institutional benefit was the positive role the projects played in the respondents' adjustment as reflected in the job skills acquired and the change in the respondents' overall attitudes concerning their past criminal involvement. The major expected benefit after release was employment in clerical, administrative, counseling, human relations, and managerial areas. The major institutional benefit of the process of conducting the projects was an improvement in the self-concept of the respondents. Finally, the respondents expected the process to assist them in becoming mature citizens after release. This meant being employed, obeying all statutes, maintaining family ties, and respecting the rights and property of others.

Conclusions

From the analysis of the data for this study, the following conclusions pertaining to self-initiated learning were drawn.

1. Self-initiated learning projects abound in prison as meaningful learning activities for the inmates which tend to supplement the institutionally sponsored programs. As evidenced by
this study, inmates do engage in self-initiated learning projects to meet some of their specific needs. The respondents were concerned about initiating projects that would assist them in their institutional adjustment as well as their adjustment after release. The respondents felt capable of determining their needs since some of them were repeat offenders meaning that they had once been released from prison but were re-incarcerated on another offense. Others had been incarcerated for extended periods of time and had a chance to benefit from the experiences of the repeat offenders. As a result of the experiences acquired both groups felt that they knew what skills were needed for them to adjust to prison and prepare for their adjustment after release. Hence, they initiated a variety of growth, development, and prison adjustment projects.

In addition, the learning projects conducted supplemented the institutionally sponsored programs. For several years the prison has experienced limited resources for educational programs. This has hampered its ability to offer a variety of programs and to provide educational programs for inmates who are isolated. Thus, in maximizing the scarce available funds, the prison has only met the general academic, vocational, and higher educational needs. As evidenced by this study, self-initiated learning provided an avenue for inmates to meet their specific needs without increasing the base funding of the prison. This was accomplished by the respondents utilizing material and human resources from the
community at no additional cost to the prison. Some of the respondents also used employees and inmates in their projects which had a similar effect.

2. **Self-initiated learning projects have benefit and value for inmates while they are incarcerated and an expected benefit and value for inmates after they are released.** The effectiveness of institutionally sponsored programs is largely determined by the impact that they have on the recidivism rates of the participants after release. Limited attention in the literature has focused on the institutional benefit and value of sponsored programs. The evidence of this study suggested that inmates who conducted self-initiated learning projects were concerned about the impact of the projects on their institutional adjustment. They realized that the preparations for an effective community adjustment must begin in the prison. They also realized that early parole from the prison depended in part on their maintaining good conduct records and involving themselves in meaningful and productive activities. Some of the projects enabled the respondents to acquire minimal educational skills and the foundation for other educational pursuits. Other projects provided the respondents with employment and interpersonal skills that were helpful in institutional assignments. Still other projects kept the respondents occupied during their leisure time hours and others gave them the discipline to avoid institutional problems.

The projects were also expected to provide employment skills
and change the respondents attitudes about their criminal involvement upon release. The respondents placed a high priority on obtaining employment skills that would benefit them in the community. They believed that being employed would be a contributing factor in maintaining their freedom. As evidenced by this study, many of the respondents did not possess meaningful employment skills prior to incarceration. Consequently, they designed self-initiated learning projects that would provide clerical, administrative, managerial, and human relations experiences. In addition, the respondents felt that their criminal outlook on life in general had to change for them to remain in the community. This meant maintaining high morals, obeying all statutes, overcoming drug use, and respecting the property and rights of others. Consequently, they designed projects that addressed these needs.

3. Self-initiated learning projects in the prison setting are not generally conducted in a positive and supportive environment. The learning projects were affected by the environment in at least four different ways. One of these was the absence of resources needed to conduct the projects. The prison provides a school building and resources for the institutionally sponsored programs to take place. Similar provisions were not made for the self-initiated learning projects. Most of the self-initiated learning projects had to be conducted in the dormitories among many other distractions. Equipment and supplies were obtained from
outside people.

The participants did not receive credit for their involvement in the self-initiated learning projects conducted. Only the involvement in educational programs that are institutionally sponsored are apparently documented by the prison. Periodic progress and performance reports are documented in the prison records for the inmates who participated in these programs. Similar reports are not maintained on inmates who participate in self-initiated learning projects.

The respondents perceived that some of the employees of the Department of Corrections were indifferent toward the self-initiated learning projects that were conducted. Some of the respondents were able to obtain advice and material resources from some of the employees. For the most part, however, assistance was not available. The respondents perceived that the employees were not interested in their projects because they were not sponsored by the prison.

A final problem relative to the environment was that the respondents perceived that other inmates were not supportive as they conducted the projects. The respondents were successful in obtaining some information and material resources from their friends and acquaintances. Many of these inmates were also involved in sponsored and self-initiated learning projects. The majority of the inmates, however, were not involved in educational programs. This latter group was perceived by the respondents as
being indifferent toward their projects. According to the respondents, the inmates were disrespectful, posed threats, created distractions, and made it difficult for them to conduct self-initiated learning projects.

Implications

The literature review revealed that adults in general conduct a number of learning projects annually with the majority of these being self-initiated. These findings have been confirmed by at least 40 researchers (See Footnote One). Although these researchers studied adults in different populations, limited research had been conducted on prison inmates involved in self-initiated learning. The study conducted by this investigator contributes to the literature on self-initiated learning by providing an understanding of self-initiated learning by prison inmates. It systematically addressed the projects in terms of the characteristics, the impact of the environment, and the meaning the projects had for the participants.

Implications for the Prison

The study has contributed to the literature in correctional education. The review of this literature provided an understanding of the academic, vocational, higher education, religious, recreational, and other sponsored programs in which inmates are
involved. There was limited information provided on inmates being involved in self-initiated learning projects. As previously indicated, there were only three studies that focused on self-initiated learning in the literature. The current study provided an understanding of self-initiated learning projects by focusing on the characteristics of the projects, the impact of the prison on the learning projects, and the meaning of the learning projects.

The study also has implications for all educational activities at the Central Facility of the District of Columbia Department of Corrections. It has revealed that self-initiated learning does not compete with the sponsored programs at the prison, but instead, it supplements the programs that are offered. The prison can take advantage of self-initiated learning by making adequate provisions for it. Some of the suggested provisions are discussed in the following paragraphs.

The prison could provide some general support and supervision for self-initiated learning projects by appointing an employee to act as a facilitator. The facilitator could address some of the learning problems by assisting the respondents in setting meaningful goals, obtaining resources, setting evaluation criteria, articulating benefits, and providing documentation. The facilitator could also serve as a liaison between the inmates and the administration as well as with volunteers. In this latter role, the facilitator could answer any questions concerning the
nature of the inmates’ self-initiated learning projects.

The prison could make provisions for self-initiated learning projects by making space and material resources available. As indicated, many of the respondents encountered problems in obtaining adequate supplies and equipment. Some of these material resources were available in the sponsored programs at the facility, but the respondents did not have access to them. In encouraging the self-initiated learners the facility should ease the restrictions and allow the participants to use the resources. The facilitator as identified could serve to verify the need for the resources. In addition, the prison could also let the participants use available space in the academic school to conduct their self-initiated learning projects.

Finally, the prison could document the inmates’ involvement in self-initiated learning in their institutional records. The prison maintains a record on each inmate. Among other things the record contains the inmates’ sentence structure, their conduct records, and their program involvement. Currently, the record only contains the inmates’ involvement in various sponsored programs. Periodically, these records are updated to reflect changes and progress that have occurred. Data from the records are used to keep the administration of the prison and the Parole Board informed of the inmates’ progress. With adequate documentation and appropriate criteria, progress made on self-initiated learning could also be made a part of the institutional records.
Implications for the Inmates

This study has implications for the inmates who engage in self-initiated learning. This study revealed that many of the respondents did not consider their self-initiated learning projects to be learning activities. It was their first opportunity to discuss their learning projects systematically in terms of characteristics, impact of the environment, and benefits. The respondents are now better able to document what they have learned on their own and discuss these activities with their counselors, the prison administration, and the Parole Board. In some cases, adequate evidence is now available to convince the prison officials of the importance of the projects in the rehabilitative efforts of the respondents. The findings could also be used to help convince the administration of the need to ease the restrictions on receiving material resources and to provide additional documentation for a library.

Implications for Future Research

The study conducted was both similar and different from the studies that have been conducted on self-initiated learning projects. Concerning the similarities, the study characterized the learning projects in terms of the nature of the projects, the resources used, and the preferred learning methods. Concerning the differences, the current study systematically defined the learning
projects of prison inmates in terms of the reasons that the projects were undertaken, the evolution of the projects, the impact of the prison environment on the projects, and the institutional and expected benefits of the projects after release.

Although the present study laid a foundation for understanding self-initiated learning in a prison setting, there is a need for additional information before the nature of self-initiated learning can be fully understood. The current study focused in part on institutional and community benefits of the self-initiated learning projects. A follow up study could be conducted to determine if the expected benefits of the learning projects were realistic and the impact of the self-initiated learning projects on the recidivism rates of the participants.

The study was conducted in a prison located in the metropolitan area of the District of Columbia. Among other things the human resources used were in the general proximity of the prison. The availability of human resources in a rural setting could be different. Therefore, this study could be replicated in a rural setting to examine and characterize the self-initiated learning projects in terms of the availability of human resources.

A study could be conducted to compare the perceptions of learners in sponsored programs with those of self-initiated learners. Such a study could determine if the perceptions of learners in the sponsored programs differ from those conducting self-initiated learning in terms of the characteristics of learning
activities, the impact of the prison on the activities, and the benefit of the activities.

The present study was conducted in a medium security facility. A study could be conducted to compare the perceptions of inmates from maximum and minimum security facilities with those of a medium security facility. Such a study could compare the perceptions of the inmates in terms of the characteristics of the learning projects, the impact of the environment on the learning projects, and the meaning of the learning projects.

Finally, a study could be conducted to determine if demographic variables such as age, educational level, and nature of crime have an impact on self-initiated learning.
Footnotes

REFERENCES


Johnson, E. (1975). *Selected characteristics of the learning projects pursued by adults who have earned a high school diploma and or a high school equivalency certificate*. Unpublished doctoral dissertation, University of Georgia, Athens, GA.


APPENDIX A

POPULATION FOR STUDY
## Population for the Study

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APPENDIX B

INTERVIEW GUIDE FOR DESCRIBING SELF-INITIATED LEARNING PROJECTS OF PRISON INMATES
The interview guide was introduced in the following manner (as adapted from Tough, 1975, p. 2):

This study is about the sorts of things people learn on their own. Everyone learns, but different people learn different things in different ways. I am interested in finding out about the things you have tried on your own during the past year. When I say, "learn", I do not just mean the sorts of things that inmates learn in the academic school, vocational school, or in the college program here. I mean any sort of deliberate effort at all to learn something or to do something. Perhaps you tried to get some information or knowledge--- or to gain new skills or to improve old skills--- or to increase your sensitivity or understanding or appreciation. In telling me about the projects, keep in mind that I am interested in finding out what the projects mean to you and what the experience is like in conducting them in a prison setting.

"Can you think of efforts like this that you have made during the past twelve months?"

"Try to think back over all of the twelve months. Right back to last March. I am interested in any deliberate effort you made on your own to learn anything at all." Can you think of other efforts like these?

"I want to get as complete a list as possible because I think people make far more attempts to learn than anyone realizes." Are there others in which you were involved?

"Now I have a list of things that people learn on their own." Please review the list that I am giving you, it might remind you of
other things you may have tried to learn on your own during the past year. Have you thought of other things that you have learned on your own?

"How much time did you spend on each of your learning projects?"

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<thead>
<tr>
<th>Name of Learning Project</th>
<th>Time spent on each Project</th>
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This interview guide consists of four parts. You will be asked the questions in Parts I through IV of the Interview Guide on each of the learning projects that you spent seven hours on in the last six months. As you answer each question, keep in mind the three questions of the study, i.e., what are the characteristics of the learning projects, what is it like to conduct them, and what meaning does the experience have for you in conducting the learning projects.

Part I: The characteristics of the self-initiated learning projects

A. What did you set out to learn in the learning project on _________?

B. Why did you initiate the learning project on _________?
1. Was there a similar learning project offered by the institution _____?

2. If so, why did you not participate in it?

C. What were all of the factors that you considered before beginning the learning project on __________?

D. Who were all of the people that you needed to carry out the learning project on __________?

E. For what purpose did you need each of the people?

F. Who were all of the people that you found helpful in the learning project on __________?

G. Why did you find each of the people helpful in the learning project on __________?

H. What were all of the things that you needed to carry out the learning project on __________?

I. For what purpose did you need each of the things?
J. What were all of the things that you found helpful in the learning project on ____________?

K. Why did you find each of the things helpful in the learning project on ____________?

L. What were all of the learning methods that you used in the learning project on ____________?

M. Why did you use each of the learning methods in the learning project on ____________?

N. What were all of the people that you attempted to use but were unsuccessful in the learning project on ____________?

O. Why were you unsuccessful in using each of the persons identified in the learning project on ____________?

P. What were all of the things that you attempted to use in the learning project on ____________ but were unsuccessful?

Q. Why were you unsuccessful in using each of the things identified in the learning project on ____________?

R. What people would you have liked to have had available in the
S. What things would you have liked to have had available in the learning project on _______?

Part II: The experience of conducting self-initiated learning projects.

A. What were all of the aspects of the prison environment that supported your learning project on _______?

B. What were all of the aspects of the non-prison environment that supported your learning project on _______?

C. What were all of the problems that you encountered in conducting your learning project on _______?

D. What were all of the frustrations that you encountered in conducting your learning project on _______?

E. Have you thought about some other learning projects which you did not begin?____ What were these?

1. Why do you think you did not start the learning project _______?
F. Have you started some learning projects but never finished them?

1. What were these?

2. Why do you think you never finished the learning project?


A. In what ways have the learning projects benefitted you while still incarcerated?

B. In what ways do you think the learning project will benefit you after release?

C. In what ways have the experience of engaging in your self-initiated learning project benefitted you while incarcerated?

D. In what ways do you think the experience of engaging in your learning project will benefit you after release?

Part IV: Prior Self-initiated Learning

A. Did you conduct any self-initiated learning projects before you were incarcerated?
1. What were these?

B. What were the differences in conducting self-initiated learning in the community and in here?
APPENDIX C

LETTER TO INMATES REQUESTING THEIR PARTICIPATION IN THE STUDY
Dear

More and more adults are beginning to initiate their own learning activities which is referred to as self-initiated learning. To understand self-initiated learning of prison inmates, I am conducting a study which focuses on the characteristics, meaning, and experience of conducting these activities in a prison setting.

You were randomly selected along with nineteen other inmates at the Central Facility to talk about your learning activities. These discussions will be held in the Parole Board Room in the Administration Building and should last about two hours. The main focus of the discussions will be on the content of your learning activities, people and things used, problems encountered, and benefits.

This study fulfills the requirement of a doctoral degree for me. The findings of the study should also assist you in making improvements in your own learning. Therefore, your participation is extremely important.

Please be assured that any comments that you make will be held in strict confidence. Also, it will be impossible to trace any comments back to you since you will be identified by a fictitious name in the study.

I expect to begin the study on _______. Approximately two weeks before the study begins, I would like to meet with you in my office. The purposes will be to explain in detail the nature of the study, the interview process, and to determine your availability. You will notified of the time and date of the meeting.

Let me thank you in advance for your participation.

Sincerely,

Wilbert Brown, Jr.,
APPENDIX D

INMATE'S INTERVIEW CONSENT FORM
I ____________, DCDC# ____, have voluntarily agreed to participate in a doctoral study being conducted by Mr. Wilbert Brown, Jr. My participation is limited to an interview that will be conducted by Mr. Brown.

I understand that any comments that I make will be held in strict confidence. Moreover, I understand that it will be impossible to trace any comments back to me since I will be identified by a fictitious name in the study.

I ( ) do, ( ) do not give consent for a cassette recorder to be used during the interview.
APPENDIX E

INTERVIEW WITH INMATE DURING PILOT STUDY AND AN ILLUSTRATION OF DATA ANALYSIS TECHNIQUE
After explaining the nature of the study and the nature of the learning project phenomenon to inmate Thomas, he named the following self-initiated learning projects that he was engaged during the last year: publishing a newsletter, investments, computer training, administrative skills, writing, and real estate. The interview that follows was on the newsletter learning project.

Question: What did you set out to learn in the newspaper learning project?

Response: Okay, the newsletter uh, as uh you know is very valuable. As far as the newsletter, uh, I feel as though information is one of the most important--is one of the most important assets in any community and Lord knows in a community, people need information. Lorton is a community, whether people recognize it or not, and information is needed here. So one of the main things I set out to do was to supply the guys here, especially guys in the college program with information. Some information is relatively easy to get. I was trying to, uh, mainly interested in having them to communicate with one another and, uh, one of the things I wanted to do was to show that it's a college program down here. It does have a need and I took the challenge to do something about it. That was really some kind of challenge.

Question: Why did you initiate this learning project?

Response: Well, my, first reaction was, uh, as I said before, communication, uh, with the inmates and trying to have a vehicle for the inmates to communicate with the staff and with the people in the community and with each other. But, uh, my number two most important reasons for doing this was for my own personal experience. Uh, this is truly, whether a lot of guys will recognize it or not an ideal place for a man to develop certain skills that he's never had and I'm just sorry that the area to concentrate, well the structure of these institutions is really not that conducive to concentrate. You know you have certain dorms here that are more conducive to study or concentrate than others with two or three guys to a room. I think the institution needs more places where guys can just go off by himself and really study or take care of business.

Question: Was there a similar learning project here at the institution?

Response: No.

Question: What were all of the factors that you considered before you started the learning project? Example of factors others
considered such as time, the availability of a sponsored program, learning style, and desire to work on their own were given.

Response: Okay, some of the factors that I considered was, uh, first of all, the fact that I probably would not be able to experience this learning process here because I didn't have technology. I really couldn't see any resources or information that I could really acquire through the institution. Suddenly, materials were one of the factors that was involved because I knew I needed them and I didn't know where I would get them from. I was fortunate since I had access to various equipment that I needed. And some of the guys had materials that I could use. I just said to myself that there was a 50-50 chance of me being able to do something. The other factor, as far as teaching factor, I would have loved to have had help from a professional. In the future, I plan to get an educational background in journalism, creative writing, and other areas. It's very hard to be optimistic when you are in a system like this. You have to take on challenges. It's a situation where you have to take on challenges. Challenges, sort of boost my ego. I do like challenges. That is one of the reasons I took on this one. No one had a strong interest at the school in producing the newsletter. It seemed to have been a nice challenge at the time.

Question: What were all of the resources or people or things that you needed to carry out the learning project? Examples were given based on what other inmates needed in their learning projects.

Response: First of all I definitely needed the cooperation of the academic administration and Mr. Brown, the Prison College Administrator. I definitely had to have the support of the Student Government here at Lorton. I had spoken to the Student Government prior to this year about doing a newsletter. I told them I was definitely interested and that I would do it. I would need a staff to work with me. I had a six man staff, but it ended up actually being one other person working with me. So my challenge was to do the work of five or six people. It worked out for the better.

Question: Were there other people or things that you needed or used?

Response: Yes, there's a Lorton based newsletter here called "Time and Tide" and the editor of the newsletter name is Jesse Johnson. I went to them for advice, guidance, support, and anything else that I needed. I knew that they were experienced in that field. So they were very helpful. In my attempt to publish a viable newsletter, they did whatever they could do. They gave me materials to work with. They lent me their stencil burner. It was definitely needed since the school did not have one. There was no other way to do this unless I go to the xerox machine or lay it out and send it
out on the street.

Question: Did you use any people from outside?

Response: No, I didn't use anyone from the outside. I would have loved to, but my associate and I mailed about one hundred letters during the first month. He mailed to a lot of various publishers asking for support, but what the editors of these papers would do was send us copies of their papers and newsletters. Yet and still that helped us to.

Question: But you can use that kind of information?

Response: First of all information is very hard to get when you're in prison. There is no way to get information except from the outside. You can read papers, listen to the news, but the real true news that you need will not be on T.V. or in newspapers or on radio. You need people to supply you with information from the community.

Question: What were some of the nonhuman resources that you used?

Response: In addition to the nonhuman resources that I named earlier, I used small things such as razor blades, glue, press on letters, typewriter and things like that.

Question: Were you able to find or get all of the people or things that were needed to carry out the learning project?

Response: No.

Question: What were the things or people needed for the project that you could not find or get?

Response: I had commitments from two guys. First of all I had commitments from two guys to type. I definitely needed a very good typist. After their commitment died out, I kinda went on a self-training course to learn to type myself. I wasn't too fast but I did a good job of it. The other thing that I needed were reporters. I had two guys who gave me a commitment, but they did not follow through for some reason.

Question: Was there anything else that you needed and could not get?

Response: Well I would like to have gotten the kind of space I could really concentrate. I had to do half the work in the dorm—half the work in the school—-a very unorganized atmosphere. The school was more conducive than the dorm and it wasn’t that
Question: From where did each of the people or things that you were able to get come?

Response: Well the supplies I needed, the materials I used were obtained from a fellow inmate.

Question: Did they come from the institution?

Response: Yes, from the institution. Later on I got supplies from the Prison College Administrator.

Question: What kinds of things did you do with the people or things that you found or what methods did you use?

Response: I don't know if I understand that question. Are you talking about people or materials?

Question: I mean how did you go about using the things and people acquired? Examples from other learning projects were given.

Response: I didn't use too many methods. My associate and I were very very close. He was very talented and I depended on him and he depended on me. The method was to open up my ears to him and just follow through on his advice.

Question: How did you use the newsletters that you received?

Response: Guys in prison love to hear what others are doing. Are we the only ones being treated like this? Are we the only ones who have a college program? It's important to let them know we are one of the few people who have a good college program. That's one of the best ways of doing it.

Question: Did you use any of the newsletters to serve as examples or patterns for your newsletter?

Response: Well, I had a pattern before I started to write the newsletter. I started corresponding with guys who were a lot more positive than myself. The information that I received, I republished some in my newsletter.

Question: What was it like to conduct the newsletter here?

Response: Very interesting like I said. I personally live with fifty other inmates and it was a challenge. That was my biggest challenge to attempt to do any learning in a setting like that. First thing I did was to learn how to meditate and block out
everything around me. You could have ten radios and five or six T.V.'s on at the same time. So the first thing I did was learn how to meditate. I learned this from a Muslim brother who used to meditate every day. I had to learn how to meditate. I couldn't concentrate, couldn't think in the dorm. Too much confusion going on. Too much traffic. Not just the noise but traffic and the movement. You have to be aware of your surroundings in a prison. Traffic is moving back and forth. You have to look up at all times. I've misspelled words, left out letters behind the fact I am always on guard. Always looking around. Something may just drop on the floor, a chair or anything. I have to check it out. It's mandatory.

Question: What were all of the problems that you encountered?

Response: Well, since my staff was very small, what we had to do was put in a lot of overtime hours. In doing this we encountered guys complaining about typing at 3:00 in the morning, lights on at 3:00, and encountered sort of lack of cooperation, especially when the Prison College Administrator was not in the school. No access to the mimeograph machine when he was not there. There were the critics, but you always have critics. Truthfully, I enjoy critics. I use them as a measuring post, but they can hinder for a while.

Question: Did you encounter any other problems?

Response: Well, ah yeah, some of the materials we needed was under my bed because I didn't have space to store them. Of course, the administration disapproved of this. I had to deal with that. I had to find locker space for them or put them in somebody's locker. Other problems, I had to continue my studies in the college program. I will say this I left out a very important phase of the newsletter. That was a proofreader. I didn't have one and I was the blame.

Question: What were all of the aspects of the prison environment that supported the learning project? Examples of what I meant were given.

Response: Well, once I got into it, I got support from the guys in the dorm with me. After awhile they stopped complaining about the typing at three in the morning and keeping the lights on. You have to live with these guys everyday. Later on some of these same guys helped me put the paper together. The administration allowed me to keep a few boxes under my bed. I definitely had to have them in the dorm so they sort of lightened up on that. They realized the papers were not just laying around, but for a definite purpose. The main asset was the academic school because that was one place that I could do some serious work. The Prison College Administrator was the main vehicle for that. He supported me 100%. If it was something I needed, he would go out and get it for me. He was the only vehicle I
could go through to get access to the memograph machine. If he was not there I would get the run around.

Question: Have you thought about some other learning projects which you did not begin?

Response: Well uh, I can say one thing. I'm not that optimistic. It's hard to get resources that you need. The administration is so anti-progressive. I have a lot of problems with that.

Question: What do you mean by anti-progressiveness?

Response: Well it seems as though everytime someone wants to do something positive, the administration finds some kind of way to deny the right or priviledge to extend themselves. Malcolm X and Robert Stroud had a lot of support on their projects. It may be that so many guys are after this administration to get things done, but I don't know, actually I'm doing some things I just have not completed them.

Question: What were these?

Response: Playwriting, singing, learning a little more than just the basis of computer operations. I want to know at least more than basics.

Question: Why did you not complete the learning projects?

Response: Well, can't get enough concentration in these areas. As far as writing is concerned, I'm just beginning to concentrate on that. Our drama group is having a fall project coming up. There is one problem, the contract calls for an outside co-ordinator to meet twice a week. The administration refused to allow the meeting.

Question: What were some of the names of learning projects that you wanted to start and did not?

Response: I want to start this program, Project Future. A great need is for brothers to have a vehicle before they leave the institution, just before they reach the street and right after they reach the street. Once the guys leave here and go to Occoquan or the Minimum Security Facility where there is nothing to do.

Question: What are the objectives of this program?

Response: This Program will teach the brothers to write resumes, write applications and how to interview with a potential employer and assist them in getting housing. The main thing I am
interested in starting is a self-initiated learning project on real estate. I'm just beginning to get information on real estate.

Question: In what ways will the learning project benefit you while you are still incarcerated?

Response: Broadens my sense of awareness. Definitely broadens my sense for need of communication. If I could get the materials and supplies, I could see myself becoming a very good journalist, editor, assistant editor, or something, I know. I know I could accomplish what is needed. I'm aggressive enough to seek out the news. That's what set Dan Rather apart from the others, he's aggressive.

Question: In what ways will the experience that you acquired in conducting the learning project benefit you while you are still incarcerated?

Response: My quality of leadership can definitely be broadened because I'm reading more and getting more input from others---find out more facts. I get out there and really find the true stories and help me to improve my articulation.

Question: In what ways will the learning project benefit you after you are released?

Response: Already, two papers that I have been in contact with told me when I get out to look them up. One thing, I do like to put everything on the table and let people know where I'm coming from. I would definitely enjoy writing a column or story or anything. I have hopes for bigger and better things. I'm interested in communications period. The newsletter is small scale. I guess T.V. is about as high as you can go in communication and I hope to get there.

Question: In what ways will the experience that you acquired conducting the learning project benefit you after release?

Response: The organizing aspect will help a great deal after release. Discipline will help, most people have a need for discipline. Another benefit will be that of meeting deadlines which will be very important after release. Spelling and written skills will help by making me more competitive.

This section illustrates the data analysis techniques used in this paper by applying them to excerpts of an interview. This illustration focuses exclusively on steps included in domain and taxonomic analysis. Componential and theme analysis require more
The analysis of the data began with transcribing each interview from the cassette tapes onto 8 1/2" by 14" paper. Approximately two inch margins were left on the left side of the paper for comments that were made later. It took approximately five hours to transcribe verbatim each two hour interview. The data analysis was begun after transcribing tapes from four respondents.

The first step in ethnographic research is to conduct a domain analysis. As previously defined, a cultural domain consists of cover terms, included terms, and semantic relationships. In the excerpts below as well as the remainder of the interviews, the cover terms are the interview questions that the investigator asked the respondents. Some of the questions asked were what did you choose to learn, how did the projects evolve, what were the reasons you learned, what resources were used, what learning formats were used, what problems were encountered, and what were the benefits of the projects? The cover terms are also the major headings in each of the tables in Appendices G, H, and I. Subsequently, all of the included terms for each of the cover terms were identified and underlined in the transcripts for each of the projects as in the excerpts interview. In the excerpts cited below, the included terms are the smaller terms subsumed under the cover terms. The semantic relationships are the
components that connect the included terms to the cover terms. The included terms in paragraph # 1 for the cover term of 'what did you choose to learn' are greenhouse management, counseling inmates, and coaching football. The included terms in paragraph # 3 for the cover term of 'what reasons did you start the projects' are to fill a void in my schedule, to produce something, and so I can get some recognition. The included terms in paragraph # 4 for the cover term of 'what were all of the factors that you considered' were would I get equipment, who would finance it, and would the institution permit a resident to take over that operation. These included terms are displayed in the domains of Learning Projects, Reasons they Learned, and Factors considered as follows:

**Domain Analysis**

**Learning Projects**

is a kind of

Learned about greenhouse management
Learned to counsel fellow inmates
Learned to coach football

**Reasons they learned**

is a kind of

to fill a void in my schedule
so I can get some recognition
to produce something

Factors Considered

is a kind of

where would I get equipment
who would finance the project
would the inmate let an inmate take over the operation

The second step in ethnographic analysis is taxonomic analysis. As previously indicated, taxonomic analysis is a means of organizing the included terms discovered in the domain analysis by their similarities. In analyzing the data for taxonomies, the investigator asked the question what is similar about the included terms under each cover term. To illustrate this step, the cover term in paragraph # 5 of 'what were all of the people used in carrying out the project?' was used. The terms that are underlined below are landscape foreman, the administrator, a correctional officer, and a couple of inmates. When the question was asked, what is similar about this data, two subcategories emerged, correctional employees and non-correctional employees. This taxonomy would be displayed as follows:

Human Resources Used

Subcategory 1

Correctional employees
landscape foreman
the Administrator
correctional officer

Subcategory 2
Non-correctional employees
couple of inmates who had an interests in plants

The third step in ethnographic analysis is componential analysis. This step provides a systematic way to arrive at attributes of a category and subsequently in a domain. This was done by asking the question, what is different about the included terms. Because of the difficulty of deriving components from one case, the reader is directed to Table 4 for an illustration. The dimensions of contrasts are listed across the Table while the included terms are displayed in the left column. The dimensions of contrasts that emerged from asking what is different were (a) material resources used, (b) human resources used, and (c) learning formats used. The attributes of Subcategory 1 (Personal Development) and Subcategory 2 (Occupational Training) in Table 4 are: The major material resources used in Subcategory 1 were general and specific books while the major material resources used in Subcategory were journals and pamphlets. The major human resources used in Subcategory 1 were inmates and immediate family while in Subcategory 2, the human resources were correctional staff and volunteers. The major learning formats used in both subcategories were old fashioned communication and analyzing.

The final step in ethnographic research is discovery of themes.
This process involves discovering general patterns contained in the data. More specifically, this investigator defined themes as the included terms or statements that occurred more often in the domains when compared with other included terms or statements. The themes for this study are contained in Chapter Four of this study.

The following excerpts are from an interview held with respondent Bobby Lowe on July 10 1985.

1

'What did you set out to learn in the learning project on greenhouse management?' I conducted self-initiated learning projects on greenhouse management, coaching football, and counseling inmates during the period (The excerpts are from the greenhouse project). I learned all phases of the greenhouse. I learned to sow the seeds, to transplant the seeds after the plants have grown, to detect when to transplant, to mix soil, that the greenhouse has to be kept at a certain temperature, and need a certain amount of ventilation. I have learned just about everything there is to know at this level for growing plants. The basic plants I grow are annuals, perennials, and house plants.

2

'Why did you initiate the learning project?' Basically, I wanted to fill a void in my schedule here at Lorton. I did not want to sit around with idle time. I wanted to produce something that someone could see and maybe at the same time down the line I could get some recognition for it. Another reason was self-fulfillment.
'Was there a similar project offered by the institution?' No.

'What were all of the factors that you considered before beginning the learning project?' Well what I basically did, I kinda played the devil's advocate. I thought about the things I could do and could not do. Where would I get my equipment? Who would finance this project, and would the institution let an inmate take over that operation.... One of the major factors was would I be able to handle that task. My knowledge about plants was very limited so I had to get some books and read up on things about plants.

'Who were all the people that you used to carry out the project?' I used the landscape foreman because of his expertise and advise of how to go about certain things like when to mix your dirt or how to regulate your temperature and things like that.... I used the Administrator of the institution for his okay for me to have the keys to the greenhouse on my possession. Because you don't want to get into a push and pull situation with the keys. You need to have access to the greenhouse whenever you want to.... I used a correctional officer in Squad 16. He played a vital part. When I would get supplies, he would bring them in for me.... I used a couple of residents who had some knowledge about plants. They would come in and say certain things I had heard or read before. This gave me some indication that this individual knows something about plants.
APPENDIX F

SOME THINGS THAT PEOPLE LEARN ABOUT
Some Things That People Learn About
(as adapted from Tough, 1975)

a sport or game; jogging; dancing; chess
current events; public affairs; politics; peace; biography
sewing; cooking
home repairs; woodworking; home improvement project; decorating and furniture
a hobby or craft; collecting something; photography
raising a child; discipline; infant care; child's education
nature; agriculture; birds
mathematics; statistics; arithmetic
speed reading; effective writing; public speaking; vocabulary;
literature
science; astronomy; man in space
health; physical fitness; posture; clothes; appearance
history; geography; travel; some region or city or neighborhood
personal finances; savings; insurance; investing; purchasing
something
psychology; effective relationships with other people; groups;
leadership; social skills
typing; data processing; mechanical skills
some personal problem; mental health; an emotional problem; an illness or medical condition
various careers; choosing an occupation; finding a job
gardening; landscaping
something related to a job or responsibility or decision
musical instrument; singing; music appreciation
professional or technical competence; sales skills; how to teach or supervise
some aspect of religion; ethics; philosophy; moral behavior
current changes in society; the future; problems in cities;
pollution; sociology
dating; relationship with the opposite sex; manners; marriage;
relationships within the family
art; painting; architecture
business management; economics; business
sensory awareness; human potential; communication; understanding oneself; efficiency
new techniques; a new way of doing something; an innovation
English; French; some other language
APPENDIX G

CHARACTERISTICS OF THE LEARNING PROJECTS
Table 5

What Did They Choose To Learn

<table>
<thead>
<tr>
<th>GROWTH AND DEVELOPMENT PROJECTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subcategory 1</td>
</tr>
<tr>
<td>Personal and Family Living</td>
</tr>
<tr>
<td>Learned to re-organize structure of my life</td>
</tr>
<tr>
<td>Learned to analyze my attitudes</td>
</tr>
<tr>
<td>Learned to overcome drug dependency</td>
</tr>
<tr>
<td>Learned to become mature</td>
</tr>
<tr>
<td>Learned to accept myself by changing my attitude</td>
</tr>
<tr>
<td>Learned to become independent</td>
</tr>
<tr>
<td>Learned to re-establish family ties</td>
</tr>
<tr>
<td>Subcategory 2</td>
</tr>
<tr>
<td>Occupational Training</td>
</tr>
<tr>
<td>Learned to organize a foundation</td>
</tr>
<tr>
<td>Learned all about diamonds</td>
</tr>
<tr>
<td>Learned to organize a limited real estate partnership</td>
</tr>
<tr>
<td>Learned about greenhouse management</td>
</tr>
<tr>
<td>Learned to become an effective leader</td>
</tr>
<tr>
<td>Learned the proper protocol for conducting a meeting</td>
</tr>
<tr>
<td>Learned to counsel fellow inmates</td>
</tr>
<tr>
<td>Subcategory 3</td>
</tr>
<tr>
<td>Religious Activities</td>
</tr>
<tr>
<td>Learned to be a minister</td>
</tr>
</tbody>
</table>
(Table 5 continued)

Learned to believe in myself through God
Learned about the Islamic religion
Learned to become closer to God
Learned to become a deacon

Subcategory 4
General and Continuing Education

Learned to pass the GED
Learned Spanish
Learned to communicate with others
Learned all about personal finance
Learned public speaking
Learned about the inner workings of the government
Learned all about the government
Learned all about the law

PRISON ADJUSTMENT

Subcategory 1
Safety

Learned about prison survival
Learned to defy the odds of adjusting to prison
Learned to understand inmate behavior

Subcategory 2
Leisure Time Activities

Learned all about photography
Learned the process of ceramics
(Table 5 continued)

- Learned to play the guitar
- Learned woodworking and designing furniture
- Learned about Drama
- Learned to work crossword puzzles
- Learned to crochet
- Learned to coach football

Table 6

**Reasons They Learned**

To Better Myself

- to improve my ability to follow through
- to help me organize my life
- to govern my life
- to overcome my schizophrenic kind of behavior
- to help me do something about my distorted attitude
- to change my attitude about employment
- to grow up
- to respond to a spiritual awakening
- to close the gap between where I was and where I wanted to be in religion
- to make a change from being a problem to being an asset
- to overcome my temper
- to overcome my speech defect
I wanted to produce ceramics
to be effective leader
to learn the art of crocheting

To Make Some Money
so I can start a business
to provide for myself financially
so I can eventually invest in real estate
to be financially successful in the community
so I can be on my own when I am released

To Know More About It

to find out how the government actually works
to increase my knowledge of the law
to find about the home rule charter and how decisions are made
so I could get my GED
so I can read stories in Spanish

To Establish Relationships

I was interested in assisting people

I wanted to get closer to my family since I believe in a strong family

I wanted to be involved with people, they could help me survive here

interested in dealing with people for advice and pointers
to show my concern for people by providing information and services
to bridge the gap between inmates and family through meetings
Table 7

Learning Projects That Were Not Started Contrasted With Reasons

<table>
<thead>
<tr>
<th>Learning Projects</th>
<th>Reasons Not Started</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GROWTH AND DEVELOPMENT</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Subcategory 1</strong></td>
<td></td>
</tr>
<tr>
<td>Occupational Training</td>
<td></td>
</tr>
<tr>
<td>Locksmithing</td>
<td>other things had priority</td>
</tr>
<tr>
<td>Mechanics</td>
<td>other things had priority</td>
</tr>
<tr>
<td>Telephone repair</td>
<td>other things had priority</td>
</tr>
<tr>
<td>Computers</td>
<td>did not have resources</td>
</tr>
<tr>
<td>Building construction</td>
<td>did not have resources</td>
</tr>
<tr>
<td><strong>Subcategory 2</strong></td>
<td></td>
</tr>
<tr>
<td>General And Continuing Education</td>
<td></td>
</tr>
<tr>
<td>Alternatives to incarceration</td>
<td>did not have resources</td>
</tr>
<tr>
<td>Perfecting my French</td>
<td>did not have resources</td>
</tr>
<tr>
<td>Studying engineering</td>
<td>did not have resources</td>
</tr>
<tr>
<td>More about literature</td>
<td>other things had priority</td>
</tr>
<tr>
<td>Research on the status/blacks</td>
<td>did not have resources</td>
</tr>
<tr>
<td>Stockmarket</td>
<td>other things had priority</td>
</tr>
<tr>
<td>Fundraising</td>
<td>did not have resources</td>
</tr>
<tr>
<td>Improve security/institution</td>
<td>did not have resources</td>
</tr>
</tbody>
</table>
### Learning Projects

<table>
<thead>
<tr>
<th>PRISON ADJUSTMENT</th>
<th>Reasons Not Started</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Subcategory 1</strong></td>
<td></td>
</tr>
<tr>
<td>Safety</td>
<td></td>
</tr>
<tr>
<td>Improve security/institution</td>
<td>did not have resources</td>
</tr>
<tr>
<td><strong>Subcategory 2</strong></td>
<td></td>
</tr>
<tr>
<td>Leisure Time Activities</td>
<td></td>
</tr>
<tr>
<td>Drawing</td>
<td>other things had priority</td>
</tr>
<tr>
<td>Piano and organ</td>
<td>other things had priority</td>
</tr>
<tr>
<td>Fashion design</td>
<td>other things had priority</td>
</tr>
<tr>
<td>Pottery</td>
<td>other things had priority</td>
</tr>
<tr>
<td>Writing plays</td>
<td>did not have resources</td>
</tr>
<tr>
<td>Writing a book</td>
<td>other things had priority</td>
</tr>
<tr>
<td>Doing a record</td>
<td>did not have resources</td>
</tr>
<tr>
<td>Art</td>
<td>other things had priority</td>
</tr>
</tbody>
</table>
Table 8

Self-initiated Learning Projects Started and Not Finished

<table>
<thead>
<tr>
<th>Learning Projects</th>
<th>Reasons Not Finished</th>
</tr>
</thead>
</table>

GROWTH AND DEVELOPMENT

Subcategory 1

Personal Development

Learning about drugs

Subcategory 2

Occupational Training

- Typing 1
- Electronics 1
- Making shoes 1
- Get Lorton a general library

Subcategory 3

General Education and Religion

- Learn Spanish 2
- Christian religious expression 2

PRISON ADJUSTMENT

Subcategory 1

Leisure Time Activities

- Writing short stories 2
- Writing songs and poems 2
- Painting 2
(Table 8 continued)

<table>
<thead>
<tr>
<th>Learning Projects</th>
<th>Reasons Not Finished</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Photography</td>
<td>2</td>
</tr>
<tr>
<td>Writing an autobiography</td>
<td>2</td>
</tr>
<tr>
<td>My timing</td>
<td>1</td>
</tr>
</tbody>
</table>

Legend:
Reasons Not Finished
1. Needed more resources/got exhausted
2. Did not have background needed/lost interest

Table 9
Reasons Learning Projects Were Not Started

Other Things Had Priority
I had other institutional commitments
did not fit my schedule
my interest petered out
it was not high on list of priorities
procrastination
decided to come back to it after finishing my guitar program
will begin later during the year
try to keep myself going in one direction

Did Not Have Resources
did not have all the fundraising information needed
did not have the French books needed
(Table 9 continued)

did not have space or equipment for an engineering program

did not have enough people to assist me in writing plays

did not have the computers needed

did not have books and other references to do research on blacks

Table 10

Reasons Self-initiated Learning Projects Not Finished

Needed More Resources/Got Exhausted

needed office supplies and typewriter

needed more leather and other supplies than I could get

got exhausted with bureaucracy in trying to get the library proposal approved

Did Not Have Background Needed/Lost Interest

stopped when the institution started a similar drug

found out I could not learn Spanish on my own

could not get in the right frame of mind to finish the project on painting

did not have the background needed to finish the project on photography
Table 11

Self-initiated Learning Projects Conducted Before Incarceration

<table>
<thead>
<tr>
<th>Learning Projects</th>
<th>Community</th>
<th>Prison</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GROWTH AND DEVELOPMENT</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Subcategory 1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Occupational Training</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learned to cook</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Learned to be a vendor</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td><strong>Subcategory 2</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>General and Continuing Education</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learned effective communication</td>
<td>1,3</td>
<td>2</td>
</tr>
<tr>
<td>Learned about psychology</td>
<td>1,2,3</td>
<td>1,2</td>
</tr>
<tr>
<td>Learned about drugs</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td><strong>LEISURE TIME ACTIVITIES</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Subcategory 1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Hobbies</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learned painting/writing</td>
<td>1,1</td>
<td>1</td>
</tr>
<tr>
<td>Learned to write poetry</td>
<td>1,2</td>
<td>1</td>
</tr>
</tbody>
</table>

Legend:
Learning in Community
1. More freedom
2. More sources
3. More distractions

Learning in Prison
1. Freedom restricted/limited resources
2. More time/incentive
Table 12

Difference in Learning in the Community and Prison

Community

More Freedom

was able to contact and see people without getting approval first
fewer people try to hinder you from accomplishing your goals
fewer restrictions on the kinds of plays you can put on

More Resources

more space available for working on your program
more equipment that you need
more books and pamphlets
more people to help you

Prison

Freedom is Restricted/Limited Resources

could not get equipment and supplies needed
noisy dormitories that make it hard to concentrate
more restrictions placed on what you can do
so many channels to go through to get approval for people to come in

More Time/Incentive is Greater

I didn't have to work which gave me more time for my program
I didn't have to worry about educational expenses which made it easier to do things
(Table 12 continued)

I was free from family obligations which gave me more time for my programs

I didn't have the pressures of partying as I did in the streets
Table 13

Factors Considered

My Predicament

to change my attitude on how I treat people

to learn more about myself in determining why I am here

to overcome a feeling of guilt about my misdeeds

to change my state of being of being a criminal

to correct injustice surrounding my sentence

to overcome my fears of being in prison

to overcome my stumbling in speaking so I can talk to people

to improve my education background

to make it through the prison safely without harm

to indentify with something positive in avoiding trouble

Was I Qualified

did I have the skills to coach football

did I have the ear for listening

could I maintain control with my prison background

was counseling an area I could excell in

was woodworking something I can do alone

did I have the right leadership style

would I be successful if I attempted to organize a foundation

could I get into drama in this prison

was greenhouse management something I could do own my own
(Table 13 continued)

did I want to sacrifice freedom like smoking or drinking to help others

My Intentions

I was interested in how the government works
I wanted to share my knowledge about the law
I wanted to learn to speak in Spanish
I wanted to avoid confrontations with other inmates
to carry out responsibility of getting things done
to have challenging program
I wanted to be different
to keep accurate records
to become independent in preparing for my release
I wanted to show my crafts to my family
to be accepted by others

Material resources

were there photography materials to use
could I get access to the darkroom
were there books on communication in the institution
access to books from outside
were grants available for arts and crafts
availability of equipment and supplies
will I be able to understand the books
the maintenance of my tools
could I maintain the upkeep of my guitar
My availability

could I split up my time with other things

how long would it take me to finish it

would it be a positive use of my time

could it be worked on throughout the day since I needed to be occupied

Environment

how much flack would I get from administration

could I get the help needed in administration segregation

could I become an adult in an environment with so many children

could I get the help I needed from the employees here

could the project be done without the practical experience needed

Table 14

Learning Projects by Reasons and Factors Considered

<table>
<thead>
<tr>
<th>Learning Projects</th>
<th>Reasons</th>
<th>Factors</th>
</tr>
</thead>
<tbody>
<tr>
<td>GROWTH AND DEVELOPMENT</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Subcategory 1

Personal development

Re-organizing structure 1 1,3

A Self-analysis/attitude 1 4,
(Table 14 continued)

<table>
<thead>
<tr>
<th>Learning Projects</th>
<th>Reasons</th>
<th>Factors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overcoming drugs</td>
<td>1</td>
<td>1,4</td>
</tr>
<tr>
<td>Becoming Mature</td>
<td>1</td>
<td>1,6,7</td>
</tr>
<tr>
<td>Accepting myself</td>
<td>1</td>
<td>4,7</td>
</tr>
<tr>
<td>Being independent</td>
<td>2,6</td>
<td>4,5,7</td>
</tr>
<tr>
<td>Re-establishing family ties</td>
<td>5</td>
<td>4</td>
</tr>
</tbody>
</table>

**Subcategory 2**

**Occupational Training**

<table>
<thead>
<tr>
<th>Learning Projects</th>
<th>Reasons</th>
<th>Factors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organized a foundation</td>
<td>2,5</td>
<td>2,5</td>
</tr>
<tr>
<td>Diamonds</td>
<td>2</td>
<td>2,5</td>
</tr>
<tr>
<td>Limited partnership</td>
<td>2</td>
<td>2,3,5</td>
</tr>
<tr>
<td>Greenhouse management</td>
<td>3,6</td>
<td>2,6</td>
</tr>
<tr>
<td>Effective leader</td>
<td>2,5,6</td>
<td>1,5,7</td>
</tr>
<tr>
<td>Proper protocol</td>
<td>3</td>
<td>5,7</td>
</tr>
<tr>
<td>Counseling</td>
<td>5</td>
<td>4</td>
</tr>
</tbody>
</table>

**Subcategory 3**

**Religious Training**

<table>
<thead>
<tr>
<th>Learning Projects</th>
<th>Reasons</th>
<th>Factors</th>
</tr>
</thead>
<tbody>
<tr>
<td>To be a minister</td>
<td>5</td>
<td>1,6,7</td>
</tr>
<tr>
<td>Believing in myself through God</td>
<td>1</td>
<td>4,7</td>
</tr>
<tr>
<td>Islamic religion</td>
<td>1</td>
<td>4,5</td>
</tr>
<tr>
<td>Closer to God</td>
<td>1</td>
<td>3,4</td>
</tr>
<tr>
<td>Becoming a deacon</td>
<td>1</td>
<td>4,5</td>
</tr>
<tr>
<td>Learning Projects</td>
<td>Reasons</td>
<td>Factors</td>
</tr>
<tr>
<td>-------------------</td>
<td>---------</td>
<td>---------</td>
</tr>
</tbody>
</table>

**Subcategory 4**

**General and Continuing Education**

<table>
<thead>
<tr>
<th>Learning Projects</th>
<th>Reasons</th>
<th>Factors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>3</td>
<td>2,7</td>
</tr>
<tr>
<td>Pass the GED</td>
<td>4</td>
<td>6,7</td>
</tr>
<tr>
<td>Learning Spanish</td>
<td>4,5</td>
<td>1,3,5,7</td>
</tr>
<tr>
<td>Personal finance</td>
<td>2,4</td>
<td>1,2,6</td>
</tr>
<tr>
<td>Public speaking</td>
<td>3</td>
<td>3,4,7</td>
</tr>
<tr>
<td>Inner workings of the government</td>
<td>4,5</td>
<td>1,2,7</td>
</tr>
<tr>
<td>All about the government</td>
<td>1,4</td>
<td>2,7</td>
</tr>
<tr>
<td>All about the law</td>
<td>3,4,5</td>
<td>4,7</td>
</tr>
</tbody>
</table>

**PRISON ADJUSTMENT**

**Subcategory 1**

**Safety**

<table>
<thead>
<tr>
<th>Learning Projects</th>
<th>Reasons</th>
<th>Factors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Survive in here</td>
<td>6</td>
<td>1,4</td>
</tr>
<tr>
<td>To defy the odds</td>
<td>1</td>
<td>1,4,7</td>
</tr>
<tr>
<td>Inmate behavior</td>
<td>1</td>
<td>1,4,5,7</td>
</tr>
</tbody>
</table>

**Subcategory 2**

**Leisure Time Activities**

<table>
<thead>
<tr>
<th>Learning Projects</th>
<th>Reasons</th>
<th>Factors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Photography</td>
<td>2,3</td>
<td>2,3</td>
</tr>
<tr>
<td>Process of ceramics</td>
<td>2,3</td>
<td>2,7</td>
</tr>
<tr>
<td>Play the guitar</td>
<td>2,3</td>
<td>1,3,7</td>
</tr>
<tr>
<td>Woodworking</td>
<td>5</td>
<td>3,5</td>
</tr>
</tbody>
</table>
(Table 14 continued)

<table>
<thead>
<tr>
<th>Learning Projects</th>
<th>Reasons</th>
<th>Factors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drama</td>
<td>3</td>
<td>1,4,6</td>
</tr>
<tr>
<td>Crossword puzzle</td>
<td>3</td>
<td>3,4,7</td>
</tr>
<tr>
<td>Crochet</td>
<td>3</td>
<td>1,2,7</td>
</tr>
<tr>
<td>Coaching</td>
<td>5</td>
<td>5</td>
</tr>
</tbody>
</table>

Legend:
Reasons they learned
1. Bettering myself
2. To make some money
3. Of interest to me
4. To know about it
5. Establishing relations
6. Prison survival

Factors Considered
1. Human resources
2. Material resources
3. My availability
4. My predicament
5. Was I qualified
6. Environment
7. My intentions

Table 15

Human Resources Used

Inmates

- residents in photography lab
- residents at the prison familiar with photography
- one comrade in the dorm familiar with the District of Columbia government
- inmates on drugs
- couple of inmates into religion
- inmate clerks
- few Spanish inmates
- every convict here
(Table 15 continued)

other inmate groups
leaders of inmates
brothers here in arts and crafts

Volunteers

Representatives from the Ford Foundation
English teacher
T.V. talk shows
Minister Farrakhan
staff from the Islamic Temple
merchants and craftsmen in ceramics
publishers of crossword puzzles
diamond guy
real estate brokers
librarian
coaches on T.V.
music groups performing on T.V.
professional people in authority
Public Defenders Office
city council person
college professor
representatives from District of Columbia government
outside drama group
church members

Correctional Staff
(Table 15 continued)

law librarian

Classification and Parole Officer

supervisor of arts and craft

instructors from school

landscape foreman

prison administration

correctional officers

Administrator of prison

Program Monitor

English Teacher

school coordinator

superintendent of prison

chaplain

Immediate Family and Friends

my mother

my wife

my children

my uncle

grandmother

father

sister

brother

my aunt

ladyfriend
Table 16

Reasons Human Resources Unsuccessful

Because I Am An Inmate

- family would not visit me and said they were either too busy or didn't have time
- the psychologist had an excuse not to meet everytime I asked
did not respond to my letter requesting help
administration denied my request for my visitor to come in
Classification Officer refused to sit in audience to observe me
administration would not let me use the teacher
teachers would not coordinate my program
institution would not give me supplies or equipment
my classification Officer would not bend the rule
acquaintances took advantage of me when I sent them my craft

Did Not Have Knowledge

- did not have specific knowledge of photography
did not have basic information on how to set up a limited partnership
had limited knowledge of finance
did not have background in cabinetry
Table 17

**Human Resources Wanted**

<table>
<thead>
<tr>
<th>Category 1</th>
<th>Outside People</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Volunteers</strong></td>
<td></td>
</tr>
<tr>
<td>theologians and politicians</td>
<td></td>
</tr>
<tr>
<td>more ceramic craftsmen</td>
<td></td>
</tr>
<tr>
<td>people from real estate</td>
<td></td>
</tr>
<tr>
<td>diamond instructors</td>
<td></td>
</tr>
<tr>
<td>foreign people from Africa knowledgeable of diamonds</td>
<td></td>
</tr>
<tr>
<td>people successful in limited partnerships</td>
<td></td>
</tr>
<tr>
<td>my pastor</td>
<td></td>
</tr>
<tr>
<td>professional guitar player</td>
<td></td>
</tr>
<tr>
<td>legal attorney</td>
<td></td>
</tr>
<tr>
<td>more District of Columbia government agency representatives</td>
<td></td>
</tr>
<tr>
<td>more councilmen from District of Columbia government</td>
<td></td>
</tr>
<tr>
<td>professional actors</td>
<td></td>
</tr>
<tr>
<td>producers and directors in theatre</td>
<td></td>
</tr>
<tr>
<td>more outside speakers like Jesse Jackson and Lewis Farakhan</td>
<td></td>
</tr>
<tr>
<td>staff from business associations</td>
<td></td>
</tr>
<tr>
<td>more clothing experts</td>
<td></td>
</tr>
<tr>
<td><strong>Immediate Family</strong></td>
<td></td>
</tr>
<tr>
<td>more access to my wife</td>
<td></td>
</tr>
<tr>
<td>my mother and father</td>
<td></td>
</tr>
</tbody>
</table>
(Table 17 continued)

my mother
my father
my older brother

Category 2
Inside people

Inmates and Staff members
teachers in various areas of photography
instructors in government
social support from prison counselors
someone to sit down and talk
teachers from prison school
couple of classes on technical aspects of greenhouses
a Muslim brother that was locked up for 18 years
English teacher
more Spanish people
master cabinet maker
psychiatrist
a painter

Table 18
Reasons Human Resources Wanted

Inform Me
to inform me of what's going on in the government
(Table 18 continued)

to give knowledge of the real estate market
to talk about importation of diamonds
to discuss diamonds as investments
to explain services their agencies provide
to advice me on new counseling techniques and approaches
to study under for advice on ministry
to help me understand me better
to give advice and be more indepth about photography

Help Me Be Effective

to point out certain faults in me
to work and take an interest in you
to give seminars to impact on my ministry
to help me get my sprayer license
to help me cut through the mustard
to monitor my progress toward being responsible
put on drama workshops
to show me their styles on speaking
to show me how to manage an organization
to assist me in drawing
to market my crochet products
to give me moral support
to serve as role model
Table 19
Reasons for Using Human Resources

Helped Me Do Something

helped me write proposals
helped me put my life together
helped me get in contact with my family
sent some clothing apparel home for me
made telephone calls
picked up resource materials
helped me to analyze my findings
allowed me to practice my trade
gave me a feeling of speaking in front of a group
helped stimulate my thinking
gave me positive reports
helped me clear up ideas on Bible

Gave Me Knowledge and advice

helped me understand scripture
gave me advice on my finger movements
gave me advice on conducting meetings
gave me insight on changing my personality
gave me insight of how other people on drugs were dealing with it
gave me general knowledge of diamonds
gave me pointers on their counseling approaches
taught me to see things from both sides of the coin in being objective

gave me hints on the way to use grammar

gave me ideals from the way they talked

gave me knowledge of coaching fundamentals

gave me insight about God

explained use of photography equipment

suggested books on constitutional law

gave me helpful hints and contacts on real estate

provided advice on research on limited partnership

gave me advice on behavioral books

Gave Me Material Resources

brought in supplies and equipment

gave me funds to purchase business books

provided literature on photography

sent me resource material on how to recognize diamonds

sent me some religious tapes

loaned me books and tools on furniture

gave me information he had on crocheting

purchased school supplies for me

gave me books on plants

provided me information on how to structure organization

Gave Me Inspiration

encouraged me by telling me that being a deacon was the right step to take
kept my spirits high by listening to me
pushed me forward by accepting the changes I was making in my personality
built my confidence by believing in me
lifted my spirits when she wrote to me

Table 20
Material Resources Used

General Books
books on drugs
autobiographies
political science book
book on the constitution
management books
finance books
law books
general textbooks
Spanish books
black literature
abnormal and deviant psychology books
photography books
dictionary
plant books
(Table 20 continued)

design books on furniture
crossword puzzle books
Supreme Court Decisions

Supplies
photography supplies
ceramic supplies
greenhouse supplies
crochet supplies
office and school supplies

Specific Books
The Holy Bible
The Koran
Study on Women Drug Addicts
Technical Study on Symptoms of Withdrawal
Invisible Man
Let the Trumpet Sound
District of Columbia and Federal Codes
Black Law Dictionary
GED Booklets
Robert Rules of Order
Encyclopedia on Islamic History
Daily Bread
Games People Play
Physical Thearpy
(Table 20 continued)

Leadership of the Church
Advance Woodworking
Organization Structure

Periodicals and Miscellaneous

general magazines
arts and crafts manuals
journals on finance
pamphlets on counseling
reading material on guitar playing
circulars from the courts
minutes from previous meetings
social science diskette
prospectuses on limited partnerships
guidelines on foundations

Equipment, Space, and Tools

cassette player
television
tape recorder
mirror
telephone
kiln
radio
calculator
guitar
(Table 20 continued)

<table>
<thead>
<tr>
<th>table saws</th>
<th>rioters</th>
<th>space</th>
</tr>
</thead>
</table>


Table 21

Reasons They Were Unsuccessful

Administration Denied It

- supervision was not available for the equipment
- equipment available but restricted to classroom
- restrictions on equipment coming in

Lacked the Knowledge

- to mix different materials in making furniture
- to use technical equipment such as computers

Not Available

- the books were not in the school that I needed
- the books were not available because there is no library
- did not have the finance to buy materials needed

Table 22

Material Resources Wanted

Publications

Subcategory 1

General Books and Resources

- more journals and magazines
- sheet music
- practical experience
(Table 22 continued)

official minutes from organizational meetings

Subcategory 2

Specific Books

behavioral books
books on spiritual subjects
counseling books
religious books
crossword puzzle dictionary
Great Koran
reading material on government

Non-publications

Subcategory 1

Equipment and Tools

more equipment like cameras
video equipment
computers
personal telephones
gemlight and meter
tape recorders
audio equipment
typewriter

Subcategory 2

Space

another darkroom
(Table 22 continued)

- better chapel
- library
- full fledged ceramic shop
- park with a stream
- better place to work

Subcategory 3

Supplies

- office supplies
- more money
- music supplies
- tapes
- various types of fabric

Table 23

Reasons Material Resources Were Used

To Give Me General Information

- so I can read about famous speeches
- to answer my general questions
- gave me an understanding of people
- information on religious guidance
- information on drugs
- insight on behavior of inmates
- gave me information about diamonds
(Table 23 continued)

information on principles of design

gave me information about theatre

gave me information on religious doctrines

gave me information on crochet patterns

provided information on scriptures I was studying

information on meaning of words

information on morals and ethics

To Give Me Specific Information

give me directions for making ceramics

gave me theory for understanding finance

gave me some quotes to help me defy the odds

gave me an idea of what I needed to know to pass the GED

gave me reasons why people do things they do

served as my source for crossword puzzles

to help me solve cross word puzzles

information on how to take photos

hints on developing color prints

information on how government works

information on part law plays in government

information on setting up a foundation

information to help me learn about God

gave me financial formulas

gave me articles on people who had done limited partnerships

gave me information on how to grow plants
gave me information on how to do football grass drills

gave me help for preparing my case

gave me information on how to conduct a meeting

explained functions and everybody’s job

To Help Me Make Something

used for developing prints

used for casting the clay

used to make ceramics

used to paint ceramics

used to make investments

used for sowing seeds

used for potting plants

used to replace broken strings

used to construct furniture

used to put yarn together

used in making craft

used to cut yarn

used to measure fabric

used in writing letters

used to make notes

used in preparing cases

used for writing down my Spanish

Gave Me Learning Aids

so I could talk with my family
where services were held
so I could cook the clay
for storage and stuff like that
so I could get readout on stockmarket
for commentaries on the Bible
so I could get practical experience
so I could make computations
so I could work the soil
so I could listen to sermons
so I could check on my progress
so I could play and express feelings
so I could watch newscasters and sportscasters
so I could tape my voice
so I could hold rehearsals
so I could enhance ability at acting
so I could record voice patterns
so I could watch styles of leaders
so I could record speeches
so I could watch my movements
so I could get ideas on styles
Table 24

Resources Used By Learning Projects

<table>
<thead>
<tr>
<th>Learning Projects</th>
<th>HumRes</th>
<th>ReasHum</th>
<th>MatRes</th>
<th>ReasMat</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GROWTH AND DEVELOPMENT</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Subcategory 1</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal development</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Re-organizing structure</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A self-analysis/attitudes</td>
<td>4</td>
<td>2,3,5</td>
<td>1,2</td>
<td>4</td>
</tr>
<tr>
<td>Overcoming drugs</td>
<td>1,3,4</td>
<td>3,5</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Being Maturing</td>
<td>2,3</td>
<td>3,4</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Accepting myself</td>
<td>1,4</td>
<td>2,3,4</td>
<td>2</td>
<td>3,4</td>
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<tr>
<td>Being independent</td>
<td>1,3</td>
<td>1,3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Re-establish fam. ties</td>
<td>2,3</td>
<td>3,4</td>
<td>4,5</td>
<td>1,2</td>
</tr>
<tr>
<td><strong>Subcategory 2</strong></td>
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<tr>
<td>Occupational Training</td>
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<td>Organized a foundation</td>
<td>2,3,4</td>
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<td>3,4</td>
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<tr>
<td>Diamonds</td>
<td>3,4</td>
<td>1-5</td>
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<td>1,2,3</td>
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<tr>
<td>Limited partnership</td>
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<td>1,2,4,5</td>
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<td>1,2,3,4</td>
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<td>Greenhouse management</td>
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<td>1,2,4,5</td>
<td>1,4,5</td>
<td>1,2,4</td>
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<td>Effective leader</td>
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<td>4</td>
<td>5</td>
<td>2</td>
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<td>Proper protocol</td>
<td>1,2</td>
<td>4,5</td>
<td>1,2,3</td>
<td>4</td>
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<td>Counseling</td>
<td>1-4</td>
<td>1,2,5</td>
<td>3</td>
<td>3</td>
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</tbody>
</table>
(Table 24 continued)

<table>
<thead>
<tr>
<th>Learning Projects</th>
<th>HumRes</th>
<th>ReasHum</th>
<th>MatRes</th>
<th>ReasMat</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Subcategory 3</strong></td>
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<tr>
<td><strong>Religion Training</strong></td>
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<tr>
<td>To be a minister</td>
<td>1,3,4</td>
<td>1-5</td>
<td>1-3,5</td>
<td>2,4</td>
</tr>
<tr>
<td>Believing in myself/God</td>
<td>3,4</td>
<td>3,4,5</td>
<td>2,5</td>
<td>1,2,4</td>
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<td>Islamic religion</td>
<td>3,4</td>
<td>2,4</td>
<td>1,2,3</td>
<td>3,4</td>
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<tr>
<td>Closer to God</td>
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<td>1,3,5</td>
<td>1,2,3</td>
<td>4</td>
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<tr>
<td>Becoming a deacon</td>
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<tr>
<td><strong>Subcategory 4</strong></td>
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<tr>
<td><strong>General And Continuing Education</strong></td>
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<tr>
<td>Communication</td>
<td>1,2,4</td>
<td>4,5</td>
<td>1,3-5</td>
<td>1,2,3</td>
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<tr>
<td>Pass the GED</td>
<td>2</td>
<td>1</td>
<td>1,2,4</td>
<td>1,3,4</td>
</tr>
<tr>
<td>Learning Spanish</td>
<td>1,4</td>
<td>1,5</td>
<td>1,2,4,5</td>
<td>1,2,3</td>
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<tr>
<td>Personal finance</td>
<td>2,4</td>
<td>1,5</td>
<td>3,4,5</td>
<td>1,2,3</td>
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<td>Public speaking</td>
<td>1,3</td>
<td>2,3,4</td>
<td>4,5</td>
<td>1,2</td>
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<tr>
<td>Inner workings government</td>
<td>4</td>
<td>3,5</td>
<td></td>
<td></td>
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<tr>
<td>All about the government</td>
<td>1,2</td>
<td>2,5</td>
<td>1,3</td>
<td>4</td>
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<tr>
<td>All about the law</td>
<td>1,2,4</td>
<td>2,3,4</td>
<td>1-3,5</td>
<td>2,3,5</td>
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<tr>
<td><strong>PRISON ADJUSTMENT</strong></td>
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<td></td>
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</tr>
<tr>
<td><strong>Subcategory 1</strong></td>
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<td></td>
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</tr>
<tr>
<td><strong>Safety</strong></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Prison Survival</td>
<td>1,2</td>
<td>4</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>To defy the odds</td>
<td>1,3,4</td>
<td>3,5</td>
<td>2</td>
<td>4</td>
</tr>
</tbody>
</table>
(Table 24 continued)

<table>
<thead>
<tr>
<th>Learning Projects</th>
<th>HumRes</th>
<th>ReasHum</th>
<th>MatRes</th>
<th>ReasMat</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inmate behavior</td>
<td>1,4</td>
<td>4</td>
<td></td>
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</tr>
</tbody>
</table>

Subcategory 2

Leisure Time Activities

<table>
<thead>
<tr>
<th>Activity</th>
<th>HumRes</th>
<th>ReasHum</th>
<th>MatRes</th>
<th>ReasMat</th>
</tr>
</thead>
<tbody>
<tr>
<td>Photography</td>
<td>1,4</td>
<td>1,3,5</td>
<td>1,4,5</td>
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<tr>
<td>Process of ceramics</td>
<td>1,2,4</td>
<td>1,4</td>
<td>3,4,5</td>
<td>1,2,3</td>
</tr>
<tr>
<td>Play the guitar</td>
<td>1,2</td>
<td>3,4,5</td>
<td>1,4,5</td>
<td>1,2,3</td>
</tr>
<tr>
<td>Woodworking</td>
<td>1,2</td>
<td>1,4</td>
<td>1,2,4,5</td>
<td>1,2,4</td>
</tr>
<tr>
<td>Drama</td>
<td>1,4</td>
<td>4,5</td>
<td>1,5</td>
<td>2,4</td>
</tr>
<tr>
<td>Crossword puzzle</td>
<td>1,2,3</td>
<td>1,4</td>
<td>1,4</td>
<td>1,3</td>
</tr>
<tr>
<td>Crochet</td>
<td>2,3</td>
<td>1,2,4</td>
<td>3,4,5</td>
<td>1,2,4</td>
</tr>
<tr>
<td>Coaching</td>
<td>2,4</td>
<td>2,4,5</td>
<td>1</td>
<td>4</td>
</tr>
</tbody>
</table>

Legend:

Human Resources
1. Inmate
2. Correctional staff
3. Immediate family
4. Volunteers

Reason for Human Resource
1. Gave me resources
2. Gave me advice
3. Gave me inspiration
4. Helped me to something

Material Resources
1. General textbooks
2. Specific textbooks
3. Journal and pamphlets
4. Supplies
5. Equipment, space, and tools

Reasons for Material Resources
1. Used to make something
2. Learning aids
3. To give me general info.
4. To give me specific info.
### Table 25

**Human Resources Attempted**

<table>
<thead>
<tr>
<th>Correctional Staff</th>
<th>Volunteers</th>
<th>Inmates</th>
</tr>
</thead>
<tbody>
<tr>
<td>college instructor</td>
<td>members of my church</td>
<td>two inmates knowledgeable of photography</td>
</tr>
<tr>
<td>social science teacher</td>
<td>some real estate attorneys</td>
<td>one inmate to help in the greenhouse</td>
</tr>
<tr>
<td>couple of prison teachers</td>
<td>business people in real estate</td>
<td>Spanish inmates for their knowledge</td>
</tr>
<tr>
<td>Classification and Parole Officers</td>
<td>people in diamond industry</td>
<td></td>
</tr>
<tr>
<td>the prison administration</td>
<td>staff from Small Business Administration</td>
<td></td>
</tr>
<tr>
<td>prison psychologist</td>
<td>my pastor's son</td>
<td></td>
</tr>
<tr>
<td></td>
<td>politicians from District of Columbia government</td>
<td></td>
</tr>
<tr>
<td></td>
<td>publisher of crossword puzzle book</td>
<td></td>
</tr>
<tr>
<td></td>
<td>clothing designers</td>
<td></td>
</tr>
<tr>
<td></td>
<td>acquaintances</td>
<td></td>
</tr>
</tbody>
</table>

(Table 25 continued)

UDC students for their help
Immediate Family and Friends
   a brother
   my father
   ladyfriend
   a cousin

Table 26
Material Resources Attempted

Equipment and Supplies
   to get television coverage
   to fire porcelain
   a computer to file data
   geometer and meter to detect flaws in diamonds
   to use plaster paris and wood to make furniture

Specific Books
   books that were recommended to improve speech
   books identified in autobiography of Martin Luther King
   some books on being independent
Table 27

**Learning Projects by Resources Attempted**

<table>
<thead>
<tr>
<th>Learning Projects</th>
<th>HUREAT</th>
<th>REAUNS</th>
<th>MAREAT</th>
<th>REAUNS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GROWTH AND DEVELOPMENT</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Subcategory 1</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal Development</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Re-organized structure</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A self-analysis/attitudes</td>
<td>3,4</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overcoming drugs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Becoming mature</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accepting myself</td>
<td>4</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Being independent</td>
<td></td>
<td></td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Re-establishing fam. ties</td>
<td>3</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Subcategory 2</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Occupational Training</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organized a foundation</td>
<td>2</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diamonds</td>
<td>4</td>
<td>3</td>
<td>1</td>
<td>1,3</td>
</tr>
<tr>
<td>Limited partnership</td>
<td>4</td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Greenhouse management</td>
<td>3</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Effective leader</td>
<td>2</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proper protocol</td>
<td>4</td>
<td>2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
(Table 27 continued)

<table>
<thead>
<tr>
<th>Learning Projects</th>
<th>HUREAT</th>
<th>REAUNS</th>
<th>MAREAT</th>
<th>REAUNS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counseling</td>
<td>2</td>
<td>2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Subcategory 3**

**Religious Training**

To be a minister

| Believing in myself/God            | 4      | 3      | 2      | 3      |

Islamic religion

Closer to God

Becoming a deacon

**Subcategory 4**

**General And Continuing Education**

<table>
<thead>
<tr>
<th>Communication</th>
<th>2</th>
<th>3</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Pass the GED</td>
<td>2</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning Spanish</td>
<td>1</td>
<td>1,2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal finance</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

Public speaking

Inner working government

All about the law

All about the government
Table 27 continued

<table>
<thead>
<tr>
<th>Learning Projects</th>
<th>HUREAT</th>
<th>REAUNS</th>
<th>MAREAT</th>
<th>REAUNS</th>
</tr>
</thead>
</table>

**PRISON ADJUSTMENT**

Subcategory 1

**Safety**

Survive in here

To defy the odds 3,4 2

Inmate behavior

Subcategory 2

**Leisure Time Activities**

<table>
<thead>
<tr>
<th>Activity</th>
<th>1,2</th>
<th>1,2</th>
<th>1</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Photography</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Process of ceramics</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Play the guitar</td>
<td>4</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Woodworking</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Drama</td>
<td>1,4</td>
<td>2,3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Crossword puzzle</td>
<td>4</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Crochet</td>
<td>4</td>
<td>2,3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Coaching

**Legend:**

**Human Resources Attempted**

1. Inmates
2. Correctional staff
3. Immediate family/friends
4. Volunteers

**Reasons Unsuccessful**

1. Did not have knowledge
2. Did not have interest
3. Because I am an inmate

**Material Resources Attempted**

1. Equipment/supplies
2. Specific books

**Reasons Unsuccessful**

1. Administration denied it
2. Lacked the know how
3. Not available
Table 28

**Reasons Material Resources Wanted**

<table>
<thead>
<tr>
<th>Will Help Me Be Effective</th>
</tr>
</thead>
<tbody>
<tr>
<td>will help me take more pictures</td>
</tr>
<tr>
<td>will help me to keep better records in my ministry</td>
</tr>
<tr>
<td>will enable me to communicate with others</td>
</tr>
<tr>
<td>will enable me to listen to my Spanish tapes</td>
</tr>
<tr>
<td>will help me to analyze gemstones</td>
</tr>
<tr>
<td>will provide a place for me to study for my G.E.D.</td>
</tr>
<tr>
<td>will make it possible for me to play the sermons I received</td>
</tr>
<tr>
<td>so I could supplement my reading materials on the government</td>
</tr>
<tr>
<td>will help me to write and draw diagrams</td>
</tr>
<tr>
<td>will use to write down musical tunes</td>
</tr>
<tr>
<td>will help me do true teaching and preaching</td>
</tr>
<tr>
<td>will enable me to throw pottery and make large urns</td>
</tr>
<tr>
<td>so I can just sit there and write</td>
</tr>
<tr>
<td>will make it possible for me to produce more plays</td>
</tr>
<tr>
<td>it will give me a lots of religious books that I need</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Will Help Me Learn More About It</th>
</tr>
</thead>
<tbody>
<tr>
<td>it will give me updated information on coaching techniques</td>
</tr>
<tr>
<td>will provide additional resource material on different cultures</td>
</tr>
<tr>
<td>for terminology, references, and techniques in counseling</td>
</tr>
</tbody>
</table>
gave me a better understanding of me
provide me with another dimension of managerial skills
gave me scriptures to apply to my life

Table 29
Learning Projects By Resources Wanted

<table>
<thead>
<tr>
<th>Learning projects</th>
<th>HUREWA</th>
<th>REAWAN</th>
<th>MAREWA</th>
<th>REAWAN</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

GROWTH AND DEVELOPMENT

Subcategory 1

Personal Improvement and Family Living

Re-organizing structure 1 4 1 2
A self-analysis/attitudes 1,3 2,4
Overcoming drugs 2 2
Being mature
Accepting myself
Being independent 1 4 2 1
Re-establishing fam. ties 1 2

Subcategory 2

Occupational Training

Organized a foundation 3 2 5 1
Diamonds 2 1,3 4 1
Limited partnership 2 1,3
(Table 29 continued)

<table>
<thead>
<tr>
<th>Learning projects</th>
<th>HUREWA</th>
<th>REAWAN</th>
<th>MAREWA</th>
<th>REAWAN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greenhouse management</td>
<td>3</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Effective leader</td>
<td>2</td>
<td>4</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Proper protocol</td>
<td>2</td>
<td>4</td>
<td>1,4</td>
<td>1,2</td>
</tr>
<tr>
<td>Counseling</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

**Subcategory 3**

**Religious Training**

| To be a minister          | 2      | 4      | 2,3,4  | 1,2    |
| Believing in myself/God   | 3      | 2      | 1      | 2      |
| Islamic religion          |        | 3      | 1      |        |
| Closer to God             |        |        |        |        |
| Becoming a deacon         |        |        |        |        |

**Subcategory 4**

**General And Continuing Education**

| Communication             | 3      | 4      | 1,5    | 1,2    |
| Pass the GED              |        |        | 4      | 1      |
| Learning Spanish          | 3      | 4      | 4      | 1      |
| Personal finance          | 2,3    | 3      | 5      | 1      |
| Public speaking           | 1,2    | 2,4    |        |        |
| Inner workings government | 2      | 3      |        |        |
| All about the government  | 3      | 3      | 1      | 2      |
| All about the law         | 2      | 4      |        |        |

**PRISON ADJUSTMENT**
### Table 29 continued

<table>
<thead>
<tr>
<th>Learning projects</th>
<th>HUREWA</th>
<th>REAWAN</th>
<th>MAREWA</th>
<th>REAWAN</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Subcategory 1</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Public Affairs and Safety</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prison survival</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>To defy the odds</td>
<td>1,2</td>
<td>2</td>
<td>3,4</td>
<td>1</td>
</tr>
<tr>
<td>Inmate behavior</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Subcategory 2</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leisure Time Activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Photography</td>
<td>3</td>
<td>1</td>
<td>3,4</td>
<td>1</td>
</tr>
<tr>
<td>Process of ceramics</td>
<td>2</td>
<td>4</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Play the guitar</td>
<td>2</td>
<td>2</td>
<td>2,5</td>
<td>1,2</td>
</tr>
<tr>
<td>Woodworking</td>
<td>2,3</td>
<td>4</td>
<td>3,4</td>
<td>1</td>
</tr>
<tr>
<td>Drama</td>
<td>2</td>
<td>3,4</td>
<td>2,3,4</td>
<td>1,2</td>
</tr>
<tr>
<td>Crossword puzzle</td>
<td></td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Crochet</td>
<td>2,3</td>
<td>1,4</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>Coaching</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Legend:**

- **Human Resources Wanted**
  1. Immediate family/friends
  2. Volunteers
  3. Inside people

- **Material Resources Wanted**
  1. Specific textbooks
  2. General books/resources
  3. Space
  4. Equipment and tools
  5. Supplies

- **Reasons Resources Wanted**
  1. To give me advice
  2. Encourage me
  3. Inform me
  4. Help me be effective

- **Reasons Wanted**
  1. Learning aids
  2. Learn more about it
Table 30

Learning Formats Used

Old Fashion Communication

read books about the government
watched others use the photography equipment
listened to others talk about organizations
watched politicians on television
held discussions on my drug problem
wrote and rewrote my foundation proposal
talked to people about limited partnership
memorized scripture from the Bible
held demonstrations on how to make ceramics
asked questions about counseling techniques
studied my Spanish for long hours
portrayed certain characters in practicing for a play
sat for long hours working on my GED booklets
served as an information source on different academic subjects
got into books on being a deacon
exchanged scriptures with my friends
keyed in on the guitar player and his finger movements
debating with other inmates about legal issues
give and take in discussing various legal issues
taped my voice as I learned Spanish
(Table 30 continued)

prayed to God

Going Within Me

meditating on God's word
soul searching about the past
playing ignorant about drug involvement
internalized a lot of things about marketing diamonds
oppressing ideas about my criminal activities
reflecting on my plans for the day

Analyzing

observing different public speakers
researching various types of diamonds
comparing my academic achievement with the achievement of other inmates
evaluating my growth toward maturity with others
brainstorming with volunteers on investments
correcting mistakes I made during the day
reviewing minutes from various meetings

Commonsense

trying what works in growing plants
put out feelers in marketing my limited partnership
plug the answers in the crossword puzzle until I got it right
work from experience in taking photographs
practicing my guitar for long hours
designing furniture in my head
(Table 30 continued)

doing good deeds as I got closer to God

staying active by jogging

stopped everyone from coming in as I became independent
Table 31
Reasons for Learning Formats

<table>
<thead>
<tr>
<th>Reason for Learning</th>
<th>Format</th>
</tr>
</thead>
<tbody>
<tr>
<td>To Give Me Something Specifically</td>
<td>to give me information about porcelain</td>
</tr>
<tr>
<td></td>
<td>to provide information on mechanics</td>
</tr>
<tr>
<td></td>
<td>to help me with the timing</td>
</tr>
<tr>
<td></td>
<td>to help me with my learning styles</td>
</tr>
<tr>
<td></td>
<td>to give me information about abnormal psychology</td>
</tr>
<tr>
<td></td>
<td>to help me understand religious doctrines</td>
</tr>
<tr>
<td></td>
<td>to show me how to use photography equipment</td>
</tr>
<tr>
<td></td>
<td>to help me with phonetics</td>
</tr>
<tr>
<td></td>
<td>to measure my growth toward maturity</td>
</tr>
<tr>
<td></td>
<td>help me in my deliverance of my speeches</td>
</tr>
<tr>
<td></td>
<td>to make investments</td>
</tr>
<tr>
<td></td>
<td>to strengthen my counseling program</td>
</tr>
<tr>
<td></td>
<td>to give me understanding of the Bible</td>
</tr>
<tr>
<td></td>
<td>to help me speak the vocal</td>
</tr>
<tr>
<td></td>
<td>to help me learn complete sentences</td>
</tr>
<tr>
<td></td>
<td>so I can hear various sounds</td>
</tr>
<tr>
<td></td>
<td>to learn drama exercises</td>
</tr>
<tr>
<td></td>
<td>so I can work on crossword puzzles</td>
</tr>
<tr>
<td></td>
<td>to find out order of business</td>
</tr>
<tr>
<td></td>
<td>to help me with memorization of certain words</td>
</tr>
<tr>
<td></td>
<td>to increase my faith in God</td>
</tr>
</tbody>
</table>
Table 31 continued

To give me some information

to give me ideas

to give me knowledge

for methods and insight

to show me how to do it

gave me suggestions and methodology

to give advice

to give me inspiration

gave me different viewpoints

to give me an understanding

to give me the meaning of words

to give me examples

to give me clues

to give answers to my questions

to give me instructions on how to do it

to give me feedback

to rap with me

To apply things I learned

to apply things I read about photography

to make changes in my foundation proposal

to keep your mind away from bad things

to avoid pressure from inmates
(Table 31 continued)

to reinforce my own attitude about drugs

to get distance from drugs

to perfect procedures on ceramics

to incorporate certain things in overall plan of coaching

to listen and give feedback in counseling

to hear the sounds of the words and make sure I had heard it

to help me make improvements in dealing with my situation

to look at all sides of the issue before making a decision

to make sure I had gotten the answer on the GED practice tests

to get better at my guitar playing

to bring others to God

To Know More About Me

to know about the bad things I've done

to measure my growth and success in being independent

give me a view of my own situation in overcoming drugs

to find the true me

to help me accept responsibilities in maturing

so I can decide where I am going

to see what I needed to do to improve my morals

for spiritual strength

to see myself in others

To Reason Out Naturally

so I can keep doing what was successful in growing plants
so I can learn the character of the inmates I was studying
so I can design furniture more artistically
so I can find out the most effective way to be a leader
so I can reason out answers to crossword puzzles
to help alleviate stress while serving my time
so I can put the crochet stitches together

Table 32

<table>
<thead>
<tr>
<th>Learning Projects by Learning Formats</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning Projects</strong></td>
</tr>
<tr>
<td>--------------------------------------</td>
</tr>
<tr>
<td><strong>GROWTH AND DEVELOPMENT</strong></td>
</tr>
<tr>
<td><strong>Subcategory 1</strong></td>
</tr>
<tr>
<td><strong>Personal Development</strong></td>
</tr>
<tr>
<td>Re-organization structure</td>
</tr>
<tr>
<td>A self-analysis/attitudes</td>
</tr>
<tr>
<td>Overcoming drugs</td>
</tr>
<tr>
<td>Becoming mature</td>
</tr>
<tr>
<td>Accepting myself</td>
</tr>
<tr>
<td>Being independent</td>
</tr>
<tr>
<td>Re-establish my family ties</td>
</tr>
</tbody>
</table>
(Table 32 continued)

<table>
<thead>
<tr>
<th>Learning Projects</th>
<th>Formats Used</th>
<th>Reasons</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Subcategory 2**

**Occupational Training**

<table>
<thead>
<tr>
<th>Learning Projects</th>
<th>Formats Used</th>
<th>Reasons</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organized a foundation</td>
<td>1,3</td>
<td>2,3</td>
</tr>
<tr>
<td>Diamonds</td>
<td>1,2,3</td>
<td>1,2</td>
</tr>
<tr>
<td>Limited partnership</td>
<td>1,3,4</td>
<td>1,2,5</td>
</tr>
<tr>
<td>Greenhouse</td>
<td>1,4</td>
<td>1,5</td>
</tr>
<tr>
<td>Effective leader</td>
<td>1,3,4</td>
<td>1,2,5</td>
</tr>
<tr>
<td>Proper protocol</td>
<td>1,3,4</td>
<td>1,2</td>
</tr>
<tr>
<td>Counseling</td>
<td>1,3,4</td>
<td>1,2,4</td>
</tr>
</tbody>
</table>

**Subcategory 3**

**Religion Training**

<table>
<thead>
<tr>
<th>Learning Projects</th>
<th>Formats Used</th>
<th>Reasons</th>
</tr>
</thead>
<tbody>
<tr>
<td>To be a minister</td>
<td>1,3</td>
<td>1,2</td>
</tr>
<tr>
<td>Believing in myself/God</td>
<td>1,2</td>
<td>1,2,3,4</td>
</tr>
<tr>
<td>Islamic religion</td>
<td>1,2</td>
<td>1,4</td>
</tr>
<tr>
<td>Closer to God</td>
<td>1,2,4</td>
<td>3,4</td>
</tr>
<tr>
<td>Becoming a deacon</td>
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<td>1,2</td>
</tr>
</tbody>
</table>

**Subcategory 4**

**General Education**

<table>
<thead>
<tr>
<th>Learning Projects</th>
<th>Formats Used</th>
<th>Reasons</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>1,3,4</td>
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</tr>
<tr>
<td>All about the law</td>
<td>1,3</td>
<td>2,3</td>
</tr>
<tr>
<td>Pass the GED</td>
<td>1,3,4</td>
<td>2,3</td>
</tr>
<tr>
<td>Learning Spanish</td>
<td>1,4</td>
<td>1,2</td>
</tr>
</tbody>
</table>
(Table 32 continued)

<table>
<thead>
<tr>
<th>Learning Projects</th>
<th>Formats Used</th>
<th>Reasons</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal finance</td>
<td>1,3,4</td>
<td>1,2</td>
</tr>
<tr>
<td>Public speaking</td>
<td>1,3,4</td>
<td>2,3,4</td>
</tr>
<tr>
<td>Inner workings of government</td>
<td>1</td>
<td>1,2,4</td>
</tr>
<tr>
<td>All about the government</td>
<td>1,3</td>
<td>1,2,4</td>
</tr>
<tr>
<td>All about the law</td>
<td>1,3</td>
<td>2,3</td>
</tr>
<tr>
<td>PRISON ADJUSTMENT</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Subcategory 1**

Public Affairs and Safety

- Prison survival: 1,2,3,4 (1,3,5)
- To defy the odds: 1,2,3 (1,2,3,4)
- Inmate behavior: 1,4 (2,4,5)

**Subcategory 2**

Leisure Time Activities

- Photography: 1,4 (1,2,3)
- Process of ceramics: 1,3,4 (1,2,3)
- Play the guitar: 1,3 (1,2)
- Woodworking: 1,4 (2,3,5)
- Drama: 1,4 (1,2,3,5)
- Crossword puzzle: 1,4 (1,2,5)
- Crochet: 1,4 (1,2,5)
- Coaching: 1,3,4 (1,3,5)
(Table 32 continued)

Legend:
Learning Formats
1. Old fashion communication
2. Going within me
3. Analyzing
4. Commonsense

Reasons for Learning Formats
1. Had something I wanted specifically
2. Had something I wanted generally
3. To apply things I learned
4. To know more about me
5. To reason out naturally
APPENDIX H

THE IMPACT OF THE ENVIRONMENT ON SELF-INITIATED LEARNING
Table 33

Facilitating Factors

Liberal Policy

gave me an example of government

gave me opportunity to take advantage of everything here

permitted people to come and go which was a big help in my adjustment

permitted me to become educated since you don't have to work

permitted the sale of ceramics products

allowed free movement

liberal policy on receiving material

allowed staff from the University of the District of Columbia to come in

ample opportunity for practical experience

allowed family gatherings

equipment and darkroom available

allowed me to use telephone

allowed me to watch T.V.

access to typewriters and other equipment

helped to get the things I needed

gave me space

they allowed the deacons ceremony to take place

Encouragement from Staff

made me see the urgency to do something about my attitude toward education
(Table 33 continued)

gave me inspiration by talking to me

uplifted me by letting me wear the coaching outfit

made drugs difficult to get

correctional staff made me feel good by saying positive things

gave me different viewpoints on how to communicate with people

helped me develop my law program by sending inmates
to me who needed help

helped me grow up by not just letting people walk in
their offices without an approval

encouraged me by giving me newspapers

supported me by letting me communicate with teachers

Encouragement from Residents

by commending me on the services that I was making available

by asking me various questions on the law

by bending their ear to me as I played the guitar

by coming to me with a legal problem

by helping me with my Spanish

made me realize I didn’t want to be like them

by sharing with me their experience in making group
decisions

Loose Knit Structure

motivated me to free myself from this prison

makes you want to reach for something different such as
your family

makes me see the urgency to do something positive such as
ministering to the needs of other inmates
(Table 33 continued)

forced me to access my religious beliefs
gave me a desire to live
made me want to overcome the norms of this environment
Table 34
Problems Encountered

Mentality of Men

the inmates always try to put pressure on you to break institutional rules
the inmates have disrespect for other inmates in authority
guys not respecting you when you are involved in religion
guys not sensitive to your needs for privacy and quietness
inmates try to keep you from making progress toward getting out of here
didn’t know when someone would turn on you and do physical harm

Didn’t Have the Atmosphere To Learn

they cut off the social science teacher from helping me on my proposal
did not have access to outside people to come in and help
had to depend on others to make telephone calls
not having privacy
building closed two days which kept me from working on my furniture
could not take complete control of my program
not a lot of opportunities to observe the leadership styles of staff
you have to get permission to do everything
not having proper exposure for my clothing
not being able to see my family as often as I wanted
not enough freedom to exchange literature
(Table 34 continued)

no conducive meeting place
no library for research
poor lights
no desk

Environment Throws Me Off

did not have anything to lean on in the environment, it is depressing
not having enough help from the prison to completely get over the urge of getting high
not being able to adopt high moral standards in a prison because of its make up
not wanting to remain consistent in working on my goal of adjusting to prison

Not Having Resources

not having access to the darkroom
not having access to camera
not having current communication books
not enough equipment and space for my woodworking program
struggle to get money to buy guitar strings
not having woodworking materials needed
not having information on diamonds needed made me impatience
Table 35

**Frustrations Encountered**

<table>
<thead>
<tr>
<th>Not Really Being in Control</th>
</tr>
</thead>
<tbody>
<tr>
<td>could not really see my kids when I wanted to</td>
</tr>
<tr>
<td>I had to depend on other people to make decisions on my program that I should have been making</td>
</tr>
<tr>
<td>having to wait to get requests approved for volunteers to visit me</td>
</tr>
<tr>
<td>having to depend on outside supporters to get things done who were seldom on time</td>
</tr>
<tr>
<td>having to go through someone to establish contacts in the community that could help me on my program</td>
</tr>
<tr>
<td>being fired up about my maturing but could not make any decisions</td>
</tr>
<tr>
<td>not being given enough time by the administration to practice my plays</td>
</tr>
<tr>
<td>not being able to study in the dorms because of the noise level</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Not Being Able to Achieve My Potentials</th>
</tr>
</thead>
<tbody>
<tr>
<td>not able to get the prints to come out right</td>
</tr>
<tr>
<td>cannot get the right notes on my guitar</td>
</tr>
<tr>
<td>couldn't get the mathematics concepts right off</td>
</tr>
<tr>
<td>not receiving recognition for my crafts</td>
</tr>
<tr>
<td>not being able to put on all plays desired because of institutional restrictions</td>
</tr>
<tr>
<td>not being able to express myself as I talked to people</td>
</tr>
<tr>
<td>not readily coming up with the answers for the crossword puzzles</td>
</tr>
</tbody>
</table>
not having practical experience in learning organizational structure

not being able to articulate scriptures of the Bible like I wanted to

Not Having Strength Desired

it was taking too long for me to make improvements in the way I act and behave toward people

would sometimes become depressed since I still had some bad habits

dissatisfied with my progress in completing my program on coaching

it was hard to be humble in an environment noted for aggression

it was hard to concentrate on positive things with all of the distractions in the dormitories

---

Table 56

Learning Projects by What the Experience is Like

<table>
<thead>
<tr>
<th>Learning Project</th>
<th>FACFACT</th>
<th>PROB</th>
<th>FRUS</th>
</tr>
</thead>
<tbody>
<tr>
<td>GROWTH AND DEVELOPMENT</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Subcategory 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal Development</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Re-organizing structure</td>
<td>4</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Self-analysis self-examination</td>
<td>1,3,4</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Self recovery from drugs</td>
<td>1,3,4</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Becoming mature</td>
<td>2,4</td>
<td>4</td>
<td>1</td>
</tr>
</tbody>
</table>
(Table 36 continued)

<table>
<thead>
<tr>
<th>Learning Project</th>
<th>FACFACT</th>
<th>PROB</th>
<th>FRUS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accepting myself</td>
<td>1,3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Being independent</td>
<td>1</td>
<td>1</td>
<td>1,3</td>
</tr>
<tr>
<td>Re-establishing my family ties</td>
<td>4</td>
<td>4,6</td>
<td>1,2</td>
</tr>
</tbody>
</table>

**Subcategory 2**

**Occupational Training**

<table>
<thead>
<tr>
<th></th>
<th>FACFACT</th>
<th>PROB</th>
<th>FRUS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organized a foundation</td>
<td>3,4</td>
<td>4,5</td>
<td></td>
</tr>
<tr>
<td>Diamonds</td>
<td>3</td>
<td>1,3</td>
<td>1,3</td>
</tr>
<tr>
<td>Limited partnership</td>
<td>3,4</td>
<td>2,4</td>
<td>1</td>
</tr>
<tr>
<td>Greenhouse management</td>
<td>1,3</td>
<td>3,4</td>
<td>3</td>
</tr>
<tr>
<td>Effective leader</td>
<td>1,2,3</td>
<td>2,4</td>
<td>1</td>
</tr>
<tr>
<td>Proper protocol</td>
<td>1,2</td>
<td>1,2,5,6</td>
<td>3</td>
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</tbody>
</table>

**Subcategory 3**

**Religious Training**

<table>
<thead>
<tr>
<th></th>
<th>FACFACT</th>
<th>PROB</th>
<th>FRUS</th>
</tr>
</thead>
<tbody>
<tr>
<td>To be a minister</td>
<td>3,4</td>
<td>3,5,6</td>
<td>3</td>
</tr>
<tr>
<td>Believing in myself/God</td>
<td>4</td>
<td>2,4,6</td>
<td>1,2</td>
</tr>
<tr>
<td>Islamic religion</td>
<td>1,2,4</td>
<td>1,2,4</td>
<td>1,2</td>
</tr>
<tr>
<td>Closer to God</td>
<td>1,2,3</td>
<td>1,2,4,6</td>
<td>2</td>
</tr>
<tr>
<td>Becoming a minister</td>
<td>3</td>
<td>2</td>
<td>2</td>
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</table>

**Subcategory 4**

**General and Continuing Education**

<table>
<thead>
<tr>
<th></th>
<th>FACFACT</th>
<th>PROB</th>
<th>FRUS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>1</td>
<td>1,3</td>
<td>1</td>
</tr>
<tr>
<td>Pass the GED</td>
<td></td>
<td>1,3,5</td>
<td>3</td>
</tr>
</tbody>
</table>
(Table 36 continued)

<table>
<thead>
<tr>
<th>Learning Project</th>
<th>FACFACT</th>
<th>PROB</th>
<th>FRUS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Spanish</td>
<td>1-3</td>
<td>2,4</td>
<td>1,3</td>
</tr>
<tr>
<td>Personal finance</td>
<td>3,4</td>
<td>4</td>
<td>1,3</td>
</tr>
<tr>
<td>Public speaking</td>
<td>2,3</td>
<td>3,4</td>
<td>1</td>
</tr>
<tr>
<td>Inner workings of government</td>
<td>2,3</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>All about the government</td>
<td>3</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>All about the law</td>
<td>1,2,3</td>
<td>1</td>
<td>3</td>
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</tbody>
</table>

**PRISON ADJUSTMENT**

**Subcategory 1**

**Safety**

<table>
<thead>
<tr>
<th>Activity</th>
<th>FACFACT</th>
<th>PROB</th>
<th>FRUS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prison Survival</td>
<td>1</td>
<td>2,6</td>
<td>1</td>
</tr>
<tr>
<td>To Defy the odds</td>
<td>1,3,4</td>
<td>2,3,6</td>
<td>2</td>
</tr>
<tr>
<td>Inmate behavior</td>
<td>3,4</td>
<td></td>
<td>1,3</td>
</tr>
</tbody>
</table>

**Subcategory 2**

**Leisure Time Activities**

<table>
<thead>
<tr>
<th>Activity</th>
<th>FACFACT</th>
<th>PROB</th>
<th>FRUS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Photography</td>
<td>3</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Process of ceramics</td>
<td>3</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Play the guitar</td>
<td>2,4</td>
<td>1,4</td>
<td>3</td>
</tr>
<tr>
<td>Woodworking</td>
<td>1,3</td>
<td>1,4</td>
<td>3</td>
</tr>
<tr>
<td>Drama</td>
<td>3</td>
<td>1,4</td>
<td>1,3</td>
</tr>
<tr>
<td>Crossword puzzle</td>
<td>1</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Crochet</td>
<td>1,2</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Coaching</td>
<td>1,2</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>
Legend:
Facilitating Factors
1. Encouragement from staff
2. Encouragement from residents
3. Liberal policy
4. Loose knit structure

Problems Encountered
1. Not having resources
2. Mentality of men
3. Environment throws me off
4. Didn't have the atmosphere to learn

Frustrations Encountered
1. Not really being in control
2. Not having strength desired
3. Not being able to achieve my potentials
APPENDIX I

THE MEANING OF THE EXPERIENCE
Table 37

**Benefits While Incarcerated**

<table>
<thead>
<tr>
<th>Opened Up A Few Doors For Me</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have reasoning skills to deal with situations</td>
</tr>
<tr>
<td>I have administrative and counseling skills</td>
</tr>
<tr>
<td>taught me how to deal with people under adverse conditions</td>
</tr>
<tr>
<td>I have skills to counsel my children</td>
</tr>
<tr>
<td>my overall personal intelligence has picked up</td>
</tr>
<tr>
<td>sharpened some of my office skills</td>
</tr>
<tr>
<td>can communicate in Spanish</td>
</tr>
<tr>
<td>learned to write proposals</td>
</tr>
<tr>
<td>learned to act in plays</td>
</tr>
<tr>
<td>have skills of getting along with men</td>
</tr>
<tr>
<td>I know how to conduct a meeting</td>
</tr>
<tr>
<td>I acquired a job in farm management</td>
</tr>
<tr>
<td>I benefited financially by investing in real estate</td>
</tr>
<tr>
<td>gave me freedom by letting me leave the institution five days a week</td>
</tr>
<tr>
<td>made the administration think I was serious, they transferred me to another institution</td>
</tr>
<tr>
<td>gave my father a new perspective of me</td>
</tr>
<tr>
<td>has meant better ties with my family</td>
</tr>
<tr>
<td>made me aware of how easy it is to motivate yourself</td>
</tr>
</tbody>
</table>

*My Attitude Has Changed*
(Table 37 continued)

learned to be objective in making job decisions
learned to respect for correctional officers
can now deal with people on a human side
I learned to think as a mature adult and not as a child
I am now more sensitive to the needs of other people
I have sense of obligations to fellowmen
I now follow through on my commitments
has given me direction in my life, I now know where I am going

Helped Me Do This Time

shown me how to get along with inmates of low repute
has motivated me to serve this sentence and given me a desire
to be productive upon release
it has kept me busy and consequently time has pasted fast
has kept me out of trouble by keeping me occupied with
productive activities
has helped me adjust and to accept the reality of my confinement
helps me to relieve the stress of prison by keeping my mind off
the length of my sentence
has helped me survive some physical threats

Table 38
Benefits of the Projects After Release

Will Open Up A Few Doors for Me

will give me confidence that you can do anything you want
to do
will have a better understanding of how the economic system works
will help me in making decisions in all my endeavors
will have a hobby that will keep me occupied
will be able to communicate in the business world
will have skills to do some volunteer work with senior citizens
has given me a foundation to continue my education
will be able to use the skills to teach young Spanish guys masonry
will be able to serve as a role model for kids by opening up business
will be able to contribute to the community by working in a productive job
will be able to organize and work with groups
will be able to serve as an effective leader of any organization
will increase my financial status
will increase my marketability
will help me reach my goal of being a businessman
will mean economic success
will mean a gig for me
will help me get a lot of trade in my business
I will do what I have learned in woodworing for a living
will help me get a job as a drug counselor
will be able to teach my kids quality education
(Table 38 continued)

Will Make Me A Tighter Individual

- will be rid of a bad personal problem which was abusing drugs
- will be deal with troubles out there by walking around it
- will understand my limits and not infringe on limits of others
- will remain a law abiding citizen by observing all rules and regulations
- will be an asset to the community and not a detriment by respecting the rights of others
- will now be thinking about consequences of all wrong doings
- will be independent and responsible
Table 39

Benefits of the Process While Incarcerated

It Helps You To Get In Tune With Yourself

it has made me feel good inwardly
it has given me a feeling of elation
it has given me a great deal of pleasure
keeps me mindful of the things I am responsible for
made me aware of who I am and where I want to go in life
forced me to take an inward look at myself to decide what I need
to do to be productive
it has given me a desire to do what is right
it has played a part in organizing my life
has made me feel responsible and worthwhile

My Character Has Changed

made me a better person all the way around
has made me more stable
has given me high morals
has changed my attitude about the kind of career I want
has taught me not to have a vindictive attitude toward those
who have done me wrong
has taught me to be humble and unselfish in my dealings with
people
has taught me to have respect for the property of others
has taught me to do what is right

Makes Me Feel There Is Nothing I Cannot Accomplish
(Table 39 continued)

I can do what I want if I apply myself
I am confident I can learn anything I set my mind to
I can accomplish anything I desire
has taught me not to give up on anything in life
has taught me to survive in any situation
can now complete any endeavors started
helps me see that I have unlimited capacity

Table 40

Benefits of the Process After Release

It Will Help Me Be A Better Person

I will be a different person since I know how to treat people
it will eliminate a flaw in my character
my attitude will be positive
will have discipline and high morals
I will be able to do legitimate things in making a living
will be more rational in my thinking
will be interested in saving a life not taking one
I will not be selfish in my relationships with people
will be able to remain in the community as a result of my independence
I will be capable of helping kids stay out of jail by counseling them to obey the law
will help me associate with people who are doing those things that are right

It Will Give Me Confidence

I will be able to do anything I am willing to devote enough time to it

I will be successful husband if I apply the things I learned in family relationships

I will be able to teach myself anything with enough resources

I will be successful in employment if I am responsible

I will never come back to jail because I know how to get along with people

I am confident that I can do anything because of my successes on these programs

Table 41

Learning Projects By Benefits

<table>
<thead>
<tr>
<th>Learning projects</th>
<th>BenInc</th>
<th>BenRel</th>
<th>BePrIn</th>
<th>BePrRe</th>
</tr>
</thead>
</table>

GROWTH AND DEVELOPMENT

Subcategory 1

Personal Development

<table>
<thead>
<tr>
<th>Re-Organization structure</th>
<th>2,4</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-analysis/attitudes</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Overcoming drugs</td>
<td>2,5</td>
<td>2,3</td>
</tr>
<tr>
<td>Becoming mature</td>
<td>2,3</td>
<td>3</td>
</tr>
</tbody>
</table>

4
(Table 41 continued)

<table>
<thead>
<tr>
<th>Learning projects</th>
<th>BenInc</th>
<th>BenRel</th>
<th>BePrIn</th>
<th>BePrRe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accepting myself</td>
<td>1,2</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Being independent</td>
<td>1,2,4</td>
<td>3</td>
<td>2</td>
<td>1,3</td>
</tr>
<tr>
<td>Re-establish family ties</td>
<td>4,5</td>
<td>3</td>
<td>1,2</td>
<td>1</td>
</tr>
</tbody>
</table>

Subcategory 2

**Occupational Training**

<table>
<thead>
<tr>
<th></th>
<th>BenInc</th>
<th>BenRel</th>
<th>BePrIn</th>
<th>BePrRe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organized a foundation</td>
<td>4</td>
<td>3,4</td>
<td>1,2,4</td>
<td>1</td>
</tr>
<tr>
<td>Diamonds</td>
<td>3,4</td>
<td>1,2</td>
<td>4</td>
<td>1,3</td>
</tr>
<tr>
<td>Limited partnership</td>
<td>1,3</td>
<td>1,2</td>
<td>2,3</td>
<td>1,3</td>
</tr>
<tr>
<td>Greenhouse management</td>
<td>3</td>
<td>1,4</td>
<td>1,4</td>
<td>3</td>
</tr>
<tr>
<td>Effective leader</td>
<td>1-5</td>
<td>1,3,4</td>
<td>1,4</td>
<td>1</td>
</tr>
<tr>
<td>Proper protocol</td>
<td>4,5</td>
<td>3</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Counseling</td>
<td>1,2,5</td>
<td>2,3,4</td>
<td>1,4</td>
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Subcategory 3

**Religious Training**

<table>
<thead>
<tr>
<th></th>
<th>BenInc</th>
<th>BenRel</th>
<th>BePrIn</th>
<th>BePrRe</th>
</tr>
</thead>
<tbody>
<tr>
<td>To be a minister</td>
<td>1,4</td>
<td>5</td>
<td>2,4</td>
<td>1,2,4</td>
</tr>
<tr>
<td>Believing in myself/God</td>
<td>4,5</td>
<td>3</td>
<td>2,3</td>
<td>1,3</td>
</tr>
<tr>
<td>Islamic religion</td>
<td>2,5</td>
<td>3</td>
<td>1,3,4</td>
<td>3</td>
</tr>
<tr>
<td>Closer to God</td>
<td>2,5</td>
<td>3</td>
<td>1,4</td>
<td>1</td>
</tr>
<tr>
<td>Becoming a deacon</td>
<td>1,5</td>
<td>3</td>
<td>1</td>
<td>1</td>
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</table>

Subcategory 4

**General And Continuing Education**

<table>
<thead>
<tr>
<th></th>
<th>BenInc</th>
<th>BenRel</th>
<th>BePrIn</th>
<th>BePrRe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>5</td>
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<td>2,3,4</td>
<td>1</td>
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<td>BenRel</td>
<td>BePrIn</td>
<td>BePrRe</td>
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### PRISON ADJUSTMENT

#### Subcategory 1

**Safety**

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#### Subcategory 2

**Leisure Time Activities**

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Legend:

Benefits While Incarcerated
1. Gives me a new skill
2. My attitude has changed
3. Opened up a few doors for me
4. Helped me do this time
5. Made me a tighter individual

Benefits After Release
1. Financial livelihood
2. Opened up a few doors for me
3. Made me a tighter individual
4. My scope has been broaden

Process while Incarcerated
1. Makes me feel good inside
2. My character has changed
3. Makes me feel there is nothing I cannot accomplish
4. Helps you to get in tune with yourself

Process After Release
1. It will help me be a better person
2. It will give me confidence
APPENDIX J

SUMMARY OF THE LEARNING PROJECTS
Mr. Downs is a 37 year old inmate who has served four years of a 10 year sentence for armed robbery. He has earned 60 hours in the college program and is classified as a sophomore. He works as the institutional inmate photographer, a non-industrial job assignment. Mr. Downs initiated learning projects on "photography" and "organization structure" during the year. The photography project was concerned with "shooting pictures and learning the darkroom process." He said he started the project mainly because "it seemed interesting" and he considered factors such as "the amount of time it would take and equipment."

The respondent used resources such as "university teachers," "residents," "photography supplies" and various "photography books." He attempted to use some additional human resources but they were not available and would have liked "more teachers in various areas of photography."

Several learning formats were used in this project. He said "I read and practiced all of the time," "I tried to work from experience," and "I also watched as others demonstrated how to use equipment."

The respondent said that the prison environment facilitated his learning by making equipment and space available. In addition he said the major problem was "not having access to a camera" and he said "I was frustrated with myself when the prints might not come out and not having no one to advise me."

The inmate thought about beginning self-initiated learning
projects on "writing a book," "fundraising," and "learning about alternatives to corrections." He said "I did not start the book because of other commitments and the other two because I am still collecting information." He said "I started learning about drugs but did not finish because the institution had one I could benefit from." Prior to incarceration he learned how "to communicate with organizations" on his own. The major differences in learning in the community and learning in prison according to him were "in the community I was more lax and in here my purpose had more meaning."

As a result of learning photography he mentioned several benefits. He said some of these were: "I acquired a job as a photography in the institution," "it has made me a better person," and "it has taught me patience." In addition he said "it will provide a financial livelihood when I am released."

In the second learning project the respondent said "I learned about organization structure which was concerned about the structure and discipline and the things that were necessary in organizing yourself." He engaged because he said "I lacked the ability to follow through" and considered factors such as being "disorganized and irrational" before starting.

The resources used were books on "drugs," "psychology," and "organization structure" that gave him "a new perspective." He said "I would have liked more books on various subjects so that I could just read, comprehend, and learn about self."

In learning about "organization structure" he used several
learning methods. He said they were "mediating to myself," 
"listening to how others handle situations," and "reading."

The respondent said the prison environment facilitated this
project by "motivating" him to free himself from "this prison." In
conducting the project he said he experienced problems such as
"delays in receiving books and materials" and was frustrated mainly
with himself.

He said he received a number of benefits from the project such
as "it has made me more stable and it has made my life more
orderly." He also said this project will keep him from returning
to prison since he is "a different person."

passed, and the constitution." He said "I engaged in this project
to find out how it works and to know what my rights are." He
considered the availability of resources before he started. He
used resources such as "one comrade," "a law librarian," "a
political science book," and a book "on the constitution." He
would have liked, however, "some professional instructors" to
inform him of "what's going on" in the government. In learning
about the government, the respondent used several learning
methods. They were "discussions," "reading," and "watching
television to see the actors in government." He said other methods
included "research," "examination," and "comparing my notes."

He said the prison facilitated his learning by "giving me an
example of government and a chance to take advantage of everything
His major problem was obtaining resources as indicated by the following: "I needed current books like a black man's perspective [on government] so I can compare."

The respondent started a project on "Christian religious expression" but did not finish it because he said "there were too many groups and I did not want to be an addition to the same thing." Before incarceration, he learned about psychology. According to him some of the differences between learning in the prison and in the community were "more frustrations out there than here, but more freedom, more movement. In here resources are limited, freedom is restricted."

He said he had received several benefits from the project. Some of the immediate benefits mentioned were: "I know that I can legally write to my congressman," "I know what my rights are even as a prisoner," "I can vote and seek the things I have a legal right to," "I feel better about myself," and "I have accomplished something."

In the second learning project, the respondent said "I learned about self analysis because I did not like the idea of being negative." The main factors considered before starting were his "[schizoid] attitude" and "wanting to learn more about" himself. In the project he used resources such as "evangelists on T.V., an "ex-offender" who served as a role model, "the Bible," "philosophy books," and "ethics books." He said he was unsuccessful in using such resources as "the members of my church and my brothers and
sisters." He said "they were either too busy, or didn't have time, or they didn't care. He used three methods to accomplish the objectives of this project. He said "I examined myself;" "read books for methods, insight, and role models;" and "watched personalities on television."

The respondent said the environment facilitated his learning since "it has helped me to develop" and "it is positive." "Peer pressure" was the major problem cited and he was frustrated with "the length of time it was taking to change."

The main benefit was being able to "handle situations objectively." After release he said that "it will help with my association because I know how to act." He said "I will also be able to teach my children quality education" and it has helped him not to have "a vindictive attitude" against society for the time served.

Mr. Lawrence Moore is a 36 year old inmate who has served three years of a fifteen year sentence for grand larceny, a crime against property. Mr. Moore has a six grade education and is not participating in a work assignment. He conducted one self-initiated learning project on "organizing a foundation" during the year.

In "organizing the foundation" the respondent said he "learned how to put a foundation together and to write it up." He engaged in this project "to assist people" and to provide for himself "financial [sic] upon release." Before starting the project he
considered factors such as "social security" and his lack of skills. The human resources used were "the Ford Foundation" that sent him some information, his "mother," "an English teacher," "guidelines for setting up a foundation," and various "business" books which he said were "just like having a teacher." The respondent wanted to use a social science teacher (from the prison) more often, but he said "the institution cut me off." In setting up the foundation, the respondent used several learning methods. He said "I observed teachers in the formal program, "I listened to the teacher," "I did some reading," and a "lots of research." He said "I then evaluated myself with the guys with degrees to see if I knew as much as they did."

The respondent said the prison environment did not facilitate his learning since he considered it "a hazard, it makes the inmates the way they are." As far as problems were concerned he said "they did not have the atmosphere in which learning could advance" and "it throws me off.

He thought about beginning a project on "improving security" but said he did not begin it because of "some domestic problems I was having." He further said "I finished all projects started." He was not involved in self-initiated learning before prison because of his involvement in non-educational activities.

The respondent said the major immediate benefits of the project were: "it has shown me how to get along with people of character of low repute," "I have never been so happy," "it has made me feel
good," and "I am not selfish, I encourage guys to get degrees and it is strange I don't have none." In addition he said, "I will know the things I need to know about running a business."

Mr. Harmon Turner is a 29 year old inmate who has served one year of a four year sentence for assault, a crime against person. He is in the college program and has earned 15 semester hours. He works as an electrician helper, a non-industrial job assignment. During the study period he conducted self-initiated learning projects on "re-establishing family ties" and "self recovery from drugs."

According to the respondent, "re-establishing family ties meant a reconciliation with my wife." He said "I started this project because it was an excellent opportunity" and "I considered my predicament before I started." He used resources such as his "mother," his "wife," his "uncle," "school supplies to write letters," and "the telephone." He didn't use books because as he indicated "most of the things we know, but the problem is just doing it." The respondent said he used the following learning formats in this project: "an awful lot of writing," "visiting with my family," "just listening to other people," and "old fashioned communication." He also said "family socials and functions" provided an opportunity "to share moments of enjoyment and fun."

In describing what it is like to learn in a prison, he said the prison environment facilitated his learning by "making me reach for my family." He called it "hostile," "cold," and "contagious."
According to him the major problem was having "nothing here to lean on and nothing to make a quality personality." A major frustration was "just the depression of being down here."

He said he thought about a learning project on "perfecting my French," but did not have the materials. He also tried "to get Lorton a general library," but did not complete it because he said "I got exhausted with the bureaucracy." Before incarceration, he completed a self-initiated project on "typing." He said "there are more resources and more space in the community." In here there is "more time and the incentive is greater."

He said he received the following immediate benefits from the project: "it has lifted my spirits," motivated him "to see this thing through," gave him "encouragement," and it has helped "to develop a more positive attitude." In addition he said, it will help him stay out of jail since he said he cannot care for his family "locked up" and it "will make me a more balanced person."

In the "self recovery from drug project" the respondent said "I learned to avoid withdrawal symptoms because drugs had changed my behavior." Before starting the project he said "I considered factors such as my integrity and my behavior." The respondent used resources such as his "family," "inmates who were on drugs," "a study on women drug addicts," and "a technical study on symptoms of withdrawal." He said he needed additional resources such as "more books for research." He used such learning formats as "reading and staying active through the day," "soul searching," "long distance
jogging," "preaching against drugs," and "playing ignorant to
distant myself from drugs."

In describing the experience he said the prison facilitated his project by "making drugs difficult to get." Problems encountered were "the urge to get that feeling again," "pressure from inmates to use drugs," and a "depressing environment."

He had received a variety of immediate benefits such as "my health is better," "my emotions are more stable," and "I feel better about myself." Also he said "it [the project] might help me get a job as a drug counselor" and "I will remain in the community because it has eliminated a big flaw in my character that helped me to come here."

Mr. William Palmer is a 38 year old inmate who served three years of a five year sentence for grand larceny, a crime against property. He has earned 45 hours in the college program and is classified as a sophomore. He works as an instructor in the Arts and Crafts Program, a non-industrial job assignment. During the study period he conducted self-initiated learning projects on "how to be a minister" and "the process of ceramics."

In becoming "a minister" in the Nation of Islam, the respondent said "I learned to apply the scripture, administrative skills, and how to motivate other inmates in responding to a recognized need." Before beginning this project he considered his "commitment" "peer pressure," and "flack from the administration."

The respondent used resources such as "the inmates," "Minister
Farrakhan, "a professor from Howard University," the "Koran," "psychology books," "tapes of speeches," and "the chapel where the services were held." He would have liked some "theologians and other professionals to study under" as well as some additional equipment, books, and space. The primary learning formats used were "speaking in public," "reading," "analyzing speeches," "listening to speeches," "writing an awful lot," and "memorizing scripture."

He said the prison environment facilitated his learning since it "is a great place to become educated, you don't have to work, there is an opportunity for study, and you have the time." He had problems such as "not enough freedom," and lack of "encouragement by staff." He was frustrated by a "delay in letting people in [the facility] and problems with getting literature on time."

The respondent said "I thought about learning engineering but I did not start because of the logistics and they did not have facilities." He also said "I started to learn to make shoes but I did not finish because I needed more resources [books and equipment] than I could get."

He received numerous immediate benefits from the project such as "it has kept me busy," "it has kept me out of trouble," "it has made me count my blessings," "I am more humble," "I can do anything I devote my time to," and "it has given me discipline and high morals that will last a lifetime." In addition he said "it will open up a lot of things for me, my scope has been broaden."
In the second learning project, the respondent said "I learned the process of making ceramic products to broaden my perspectives in the arts and to make some money." Before beginning the project he said "I considered such factors as was it productive, could I teach it to somebody else, and the availability of equipment and supplies."

The resources used were his "supervisor," "inmates," "merchants and crafts," "ceramic supplies" and "ceramics and porcelain books." The respondent said he was unsuccessful in using "the administration" to provide equipment and supplies. He wanted "more craftsmen to give seminars" and a "full fledged ceramics shop."
The learning formats used included "research to find out about it," "reading," "observation," "practice to perfect procedures," "demonstrations for other guys," and "trial and error."

He said "the institution did not facilitate my learning" but the outside community did by "donating equipment and purchasing ceramics." His main problems were "not enough space and equipment." Some of the frustrations included "having to depend on people, having to wait, and not really being in control."

The respondent realized benefits such as making him "useful," giving him "a lot of respect," and "an additional skill." In addition he said "I became unselfish," "I learned how to sacrifice," it has given "me confidence," and "it has helped me not to succumb to negative forces."

Mr. Daryl Forney is a 30 year old inmate who has served eight
years of a ten year sentence for armed robbery which is a crime against person. The respondent has earned 60 semester hours in the college program and works as a clerk in the Academic School. During the study period, he conducted self-initiated learning projects on "personal finance," "all about diamonds," and "organizing a limited partnerships."

In the "personal finance" learning project the respondent said "I learned how the stockmarket operates and the functional aspects to increase my knowledge and marketability." Before starting the project the respondent said "I considered factors such as materials [on finance], practical experience, and people who could share their knowledge."

He said he used resources such as "staff members," "instructors from the college," "newspapers," "finance textbooks," "money to make investments," the "television," and "magazines." He was unsuccessful in using "some teachers," "attorneys," and "business people" who according to him "did not have the knowledge." The respondent would have liked additional resources such as "business people, teachers, and a personal computer." Some of the learning formats he used were "research and reading for knowledge and insight;" "watching television and listening to the radio;" "discussions;" and "practical experience in investing."

He said that the prison environment facilitated this project by having "a close knit structure," "free movement," and "limited restrictions on receiving materials." He said "I encountered
problems such as mail was usually late and I could not just pick up
a telephone and call." He was frustrated by "the loss of some
money and "outside supporters not getting things done."

During the study period the respondent said "I thought about
beginning learning projects on locksmithing, mechanics, and
telephone repair." He said "I did not start locksmithing because
it did not fit my overall schedule, mechanics because my interest
petered out, and telephone repair was not high on my list." He
said he started learning about "electronics" but did not finish
because he could not "reap immediate benefits."

The respondent said he had received the following immediate
benefits from the project: "knowledge of the stockmarket," "a
certain aura where people will seek you out," "it makes me feel
there is nothing I cannot accomplish," and "I have confidence." In
addition he said "it will let me know I can do legitimate things
[to make a living]" and "it will increase my financial status and
my marketability."

In the the second learning project the respondent said "I
learned about diamonds which included their dimensions,
specifications, and all about importing them primarily to
incorporate a business deal." Before starting the project he said
"I considered such factors as the availability of information and
how successful I would be.

He used resources such as "instructors [from the prison],"
"friends and relatives," "diamond guys who gave helpful hints,"
"pamphlets," and "office supplies." He was unsuccessful in using "diamonds" because he said people had problems coming in. He would have liked "diamond instructors" to give him advice as well as a "gemlight, a meter, and diamonds." A number of learning formats were used which were "reading," research," "group discussions," "internalization," and "one on one discussions."

The respondent said the prison environment facilitated his learning project by "its liberal policy on receiving literature" and "policy on allowing people to come in." He said "I encountered problems such as acquiring equipment and diamonds and not being able to get help from the diamond industry." He said "my biggest frustration was "my inability to establish contacts [in the community]."

The respondent said he received the following immediate benefits from the project: "knowledge about diamonds," "community contacts," "it gave me a rewarding feeling, a personal triumph," and "it has built my confidence." In addition he said, "it will help me reach my goal of being a businessman" and "I will be able to assist my family members in buying gems."

In the third learning project, Mr. Forney said "I learned how to put a limited partnership together for the purpose of investing in real estate." Before he started he said he considered factors such as "how difficult it would be," and "the amount of time I had." He used resources such as "real estate brokers," "a librarian," "office supplies," "textbooks," "magazines," and
"prospectuses." He said he would have liked "people who had been successful in limited partnerships." In addition he said he used the following learning formats: "research, reading, putting out feelers, talking to people, writing to people for information, observing, watching television, brainstorming for ideas, and practical experience."

The prison environment facilitated this project by affording the respondent "time" and "access to typewriters and other equipment." He said "I encountered problems such as miscommunication with family, no immediate access to telephones, and not being able to see the property myself."

The respondent said he received the following immediate benefits from the project: "it taught me how to deal with people," "it has provided me another skill," "it gave me experience I can share with others," "I am able to look at things objectively," and "I am unselfish." He further said "it will help me financially" and "it will help me in making decisions."

Inmate Bobby Lowe is a 34 year old felon who has served ten years of a twenty year sentence for murder, a crime against person. He has earned a Bachelor's degree in Urban Studies while incarcerated. He is presently working as a farm mechanic, a non-industrial job assignment. Mr. Lowe conducted self-initiated learning projects on "greenhouse management, coaching, and counseling" during the period.

In the "greenhouse management" project the respondent said "I
learned to grow and care for plants to fill a void in my schedule, and also for "self-fulfillment." Before starting the project he said "I considered factors such as equipment, finance, and supplies." He used such resources as "the landscape foreman," "correctional officers," "greenhouse supplies and equipment, garden tools," and books on "house plants." He said "I would have liked to attend a couple of classes to get sprayer license." He said he used the following learning methods: "reading to acquire knowledge and technical information; hands on, I would do this and if successful I would keep doing it; trial and error; and discussions with landscape foreman."

The respondent said the prison environment facilitated the learning project by giving him "recognition, supplies, and equipment." He said the environment also created some problems such as "getting repairs done and correctional officers stealing." He was frustrated "by plants dying and catching certain diseases."

The respondent did not begin any projects or start any that were not finished during the year because of his "tight schedule." In addition he said that he did not engage in any self-initiated learning projects before prison. All of his learning was formal in nature.

The respondent accrued a number of immediate benefits from the project such as "it helped me get the job on the farm," "physical freedom," and "it makes me feel good." Also, he said "I will be able to broaden my horizons," "there will be no limits on what I"
can do," "it will give "economic success," and "I can serve as a role model for my kids."

In the second learning project the respondent said "I learned defensive football coaching which entailed secondary coverage, tackling techniques, and the philosophy of the game because I wanted to be involved and I was interested in dealing with people." Some of the factors considered before starting this project were his desire, qualifications, and ability. The resources used were "the coaching staff," "coaches on television," "two inmate assistants," and one book on "grass drills." The respondent learned coaching mainly by "observing others," "trial and error," "asking questions," "holding discussions with staff," and "having a skilled ear to listen while talking."

He said the project was facilitated by "residents' positive comments" and by the prison administration that gave him "permission to wear a coaching outfit." His major problem was with the inmates on the team when he "had to make unpopular decisions." He was frustrated when "guys would say man you don't know what you are talking about."

The respondent received benefits such as the following: "it gave me more recognition," helped me to leave the institution a number of times," "it will give me the skills to be tight," "it has forced me to take an inward look at myself," and "helped me rise above negative things."

In the final learning project, Mr. Lowe said "I learned
Mr. Balwins is a 23 year old inmate who has served two years of a six year sentence for committing a crime against property. He
works as a clerk in the vocational school, a non-industrial job assignment. He has completed 15 semester hours in the college program. During the past year he completed self-initiated learning projects on "defying the odds" and "believing in myself through God."

In "defying the odds," the respondent said "I learned about my shortcomings and how the shortcomings are transferred to positive aspects of life for bettering myself and my characteristics." Before starting he said "I considered such factors as was it worth it and why attempt to do it here." He used resources such as "my grandmother who sent me tapes," "inmates," "sermons," "school supplies," and "a mirror to check on progress I was making." He needed some additional resources to help him such as "a park with a stream to just sit there and write." He said he used the following learning methods: "correcting the things I did wrong, going within and find [sic] the true me, watching the mirror for self acceptance, working on a shortcoming, observing others, and writing down those things I did negatively."

He said the prison environment facilitated this project by giving him "time for being by" himself," and "it has made it possible for college teachers to come in and say positive things." He has experienced some problems such as "not wanting to remain consistent, guys not respecting you, and C and P Officers don't talk to you about change." He said he was frustrated with his "predicament, if only I had listen to my thoughts."
He said "I thought about beginning a project on literature and learning to draw but I did not begin them because of procrastination." In addition, he said "I started writing short stories but I did not finish them because I lost interest." The respondent was not involved in self-initiated learning before incarceration. He said "I used the excuse that I was constantly on the go. My youth was wasted."

The respondent said he had received the following immediate benefits from the project: "it has helped me to prepare for the future," "it has helped me prepare for life," "it has taught me respect for others," "it has taught me not to give up," and "it has given me faith." Also he said, "I will have a better understanding of myself," "I can deal with trouble out there," and "I will not infringe on the limits of others."

In the second learning project the respondent said "I was concerned with believing in myself through God and it encouraged me to stand up for what I believed in and not to look at the attainments of others." He said "I started this project to find out who God was and the role he was suppose to play in my life." Before starting this project he said "I considered factors such as is there really a God and can he help a person like me?"

The respondent said "I used resources such as my mother, volunteers, my pastor, the Bible, reference material from the chapel, and [religious] sermons on cassettes." He said "I was unsuccessful in using my pastor's son to share everything with, but
it was too hard to write him." He said there were a number of learning formats used such as "reading for understanding, exchanging and discussing scripture, soul searching, writing verses on index cards, and praying, constant prayer."

He said the "negative" prison environment facilitated this project by forcing him "to believe in myself." He also said "unrest, and my confinement" all facilitated the project. He experienced such problems as "limited books," "peer pressure," and "no privacy." He was mainly frustrated "at having to stay here and trying to live humble [sic] in an environment like this."

He said he received the following immediate benefits: "it has helped me accept the reality of my confinement," "my character has changed," "it has helped me to do this time," "it has made me feel great about myself," and "it has allowed me peace and tranquility." Also, he said "it will help me remain free because I will follow teachings of God and remain a law abiding citizen."

Mr Lawrence Stith is a 34 year old inmate who has served one year of a five year sentence for robbery, a crime against property. Mr. Stith has earned his GED and works as a janitor in the dormitory, a non-industrial job assignment. He engaged in self-initiated learning projects during the past year on "learning to play a guitar" and "communications."

In learning to play the guitar, the respondent said "I learned coordination, how to pick, timing, and names of chords because I liked music." Before starting the project he said "I thought about
factors such as the help needed and could it be done from here." He used such resources as "few inmates," "groups performing on television," "the guitar," "reading material," and "the television." He said he would have liked "professional guitar players that learned on their own to study under" and "more books on the guitar." Learning methods used were "listening," "observing," "memorizing," "watching television to key directly on that guitar player," "reading stories [about musicians]," and practicing."

He said the project was mainly facilitated by "the negative sayings of inmates that gives me that push." He said "I encountered some problems such as you are constantly being bothered by noise and distractions in the dorm." His major frustration was with himself. He said, "I started to break it [the guitar] up two or three nights when I cannot get the notes right."

During the past year the respondent thought about beginning learning projects on playing the piano and organ, but decided "to come back after the guitar." He started "writing songs and poems" but said "I lost interest." Prior to incarceration, the respondent said he learned to become "a vendor" on his own. Some of the differences between self-initiated learning in prison and in the community are: "Here you have time. Didn't have the patience on the streets. In here I learned to be successful, I had to work on it. Resources in the community are easier to come by than here."

The respondent realized some benefits from the project such as
"I have done something with my time," "it has kept me from getting involved in negatives," "it has taught me patience," and "it is a pleasant feeling." He added "I know I will be successful if I apply the proper amount of time to it" and "it will mean a gig."

In the second learning project, Mr. Stith was concerned with learning to "communicate." He said "I was interested in learning to express myself clear [sic], to speak loudly, stop using slang when I talk, and overcome shyness and speech defect." Before starting the project he said "I thought about books and materials and will I be able to understand the books." He used resources such as "professional people of authority," "an English teacher," "some magazines and newspapers," and "tapes of speeches." He said he would have liked "an English class where I could get the proper attention and proper dialogue and more books." He used learning methods such as "listening," "memorizing everything," "debating," "talking," "observing people," and practicing out loud.

He said the prison environment facilitated this project by giving him "different viewpoints to learn from and different types of communication." He experienced such problems as "not too much support here and they don't take time with you." His major frustration was not being able to "watch news programs on television" for speech "concepts."

The respondent said he realized the following immediate benefits: "I can represent myself," "I can say exactly what I want," "my attitude is better," "I can speak," and "it helps me to
be accepted." He also said "I will be able to communicate in the business world."

Mr. Carl Harlon is a 57 year old inmate who has served nine years of a fifteen year sentence for robbery, burglary, and assault with the intent to kill. Mr. Harlon has completed the 11 grade and is not involved in any formal educational program. He is a clerk in furniture repair, an industrial job assignment. During the year Mr. Harlon completed learning projects on "all about the law" and "inner workings of the government."

In the learning project on "all about the law," the respondent said "I learned to write motions, get cases through the courts, interpret the law, and how to research to bridge the gap between the inmates and the courts." Prior to beginning this project he said "I thought about the unfair [criminal justice] system and willingness to help other inmates." He used resources such as "the law librarian," "two inmate clerks," "the D.C. and Federal Codes," "court circulars," "office supplies," and Black's Law Dictionary." He would have liked "more legal attorneys to cut through the mustard." He said he used methods such as "reading as much as I could," "indepth research," and a method he called "give and take." Its purpose was to come up "with a idea and just go at it with another inmate."

He said this project was facilitated by "inmates coming to me with legal problems, being recognized by staff members, and no negatives involved." The major problem was "getting supplies on
The major frustration was with the inmates. He said "I was frustrated at the inmates for lying, they constantly lie about their case."

The respondent said he did not think about beginning any self-initiated learning projects and neither did he start any that he did not finish since according to him "I have been trying to get a time cut. This used a lot of my time." Prior to incarceration, he learned "to cook" on his own. He said "it is easier to do things in prison because of time. In the community [there are] so many distractions."

He said he had received the following immediate benefits from the project: "it helped me realize the needs of other people," "sharpened some of my skills like typing," "I am not selfish any more," "I feel good inside," and "I am now capable of helping people." Also, he said "I will open up a private investigative firm and I will still be able to help people."

In the second learning project the respondent said "I learned the inner workings of the government which consisted of its functions, how laws are made, and the influence the average citizen has, because of my curiosity and also, to provide information and services to other inmates." The respondent said "I considered factors such as the people needed and desire to help others before I started." The respondent used resources such as "staff members from the District Committees [in Congress]," "a city council member," and "representatives from various District Departments who
explained their services and resources." He said "I preferred the actual communication with people, a better source to me than any book." The major learning method used was interacting with people. According to him this included "sitting down to ask and answer questions," "discussions," "corresponding through the mail," "telephone conversations," and "group sessions."

He said this project was facilitated by the "inmates," who encouraged him and the "administration" who authorized "people to come in." He did not encounter any problems or frustrations as he learned about the government but only as he tried to make information available to other inmates.

The respondent said he received the following immediate benefits: "it has increased my awareness of what's going on around me," "it gave great strength to my commitments," "it taught me how to get services from the government," "it changed me from an inward person to an outward person," "it has made me feel good," and "it helped me find my niche in life." Also he said "I will have skills to do some volunteer work."

Mr. Langston Taylor is a 24 year old inmate who has served two years of a five year sentence for armed robbery, a crime against person. More than eighteen of these months were spent in the maximum security facility. He works in the Academic School as a teachers aide. He has recently earned his GED which is the nature of his self-initiated learning project.

The nature of the project was that of preparing and passing the
General Education Development (GED) on his own. The respondent engaged in this project because he said "I wanted to make a positive move and I always wanted to finish high school." Before starting he said he considered "getting materials and my location on administrative segregation [in the maximum security facility]." The respondent said he used such resources as the "school coordinator," "my algebra, science, and social science books," "the GED test booklets," and school supplies. He said "I was unsuccessful in using my C and P officer to bend the rules and let me take the test in segregation." He said he would have liked "a desk" since he had to "study on the floor" in his cell." The respondent said he used such methods as "I would read and review, I went at it with a passion, and I spent six or seven hours at a time." He also "evaluated" himself and "spent lots of time practicing on the tests."

The respondent did not feel that the environment facilitated his project. He said "I did it on my own, they did not ask me to do it, and I did not receive any encouragement from the outside." The problems experienced were "poor lights, no desk, no access to help, and getting books was difficult at first."

The respondent started a self-initiated learning project on "[learning to speak] Spanish" but said he did not finish it because "I found out I could not learn it on my own." Also the respondent learned to "cook" on his own before incarceration. According to him there are "more distractions and more materials in the
community, but more time here."

He said he realized the following immediate benefits: "it has opened up a few doors for me," "it helped me get out of maximum security," "it made the administration think I was serious," "it makes me feel good about myself," and "I don't think it is anything I cannot teach myself." He further said "I will be successful on any job if I work at it."

Thomas Lott is a 48 year old inmate who has served five years of a 15 year sentence for manslaughter, a crime against person. Further Mr. Lott has earned 32 semester hours in the college program. He works in the print shop, an industrial work assignment. During the period he conducted self-initiated learning projects on "Spanish" and "understanding inmates' behavior."

The respondent said "I learned to communicate with people of other languages by learning Spanish." He said "I started this project because of curiosity and a desire to identify with other people." He said "I considered factors such as length of time it would take and my desire to communicate on a small scale." He said he used such resources as "a university class," "few Spanish inmates," "a tape recorder," "Spanish books, and "cigarettes to befriend Spanish inmates." He said he would have liked additional resources like "more Spanish people around and a total Spanish environment." He said he used such learning formats as "learning to speak the vocal, writing, memorizing complete sentences, reading books, taping my voice, and listening to tapes."
He said it was hard to describe how the prison environment facilitated this project. He did say, however, it was promoted by "people who came to prison not speaking English that exposed him to a lots of raw Spanish." Problems encountered were "people offended by persons trying to pick themself up and at attitudes of the inmates in general." He was also frustrated by the problems and at times he said he wanted "to strike out and to say shut up at the loud noise."

The respondent did not think about beginning any additional learning projects and neither did he start any that he did not finish. He is pursuing a degree in the college program. He was not involved in self-initiated learning on his own before incarceration.

Some of the immediate benefits from the project were "I have a better understanding of people," "I can communicate in Spanish," "it has given me a great deal of pleasure," and "I feel like two men, I can speak two languages." Regarding expected benefits he said "it will enable me to work with the Spanish people" and "I will be able to teach the young Spanish guys."

In the second learning project the respondent learned about "inmate's behavior." He said "I was concerned mainly with attitudes and behavior of inmates to assure myself since it can tell a lot about myself." Before starting the project, the respondent said "I considered such factors as my own attitude, criminal background, and interest in people." The resources used
were limited to "the residents here, those in my dorm" and "some college professor to help me analyze the findings." He did not use material resources but said he found "my Urban Studies books contained a lot of the things I had been observing." He said he used learning formats such as "commonsense where I would study the individual first before approaching." Other formats were "rapping," "introducing new guys to dangers in the dorm," and "assisting the new guys to get them off to a good start."

He said the environment facilitated this project by "providing the source of "inmates who lived in close proximity." He did not have any problems but he said "I was frustrated at individuals to whom I was observing since they were not aware that they could do anything."

He said he received the following immediate benefits: "it was responsible for my transformation," "my attitude has changed," "I know how to walk around things," "I am balanced," and "I want come back because I have been transformed." He also said "I will know how to make the community a better place," "I will be a constructive citizen," and "it will give me a feeling of worth."

Mr. Sellers is a 35 year old inmate who has served six years of an eight year sentence for armed robbery, a crime against person. Mr. Sellers has a GED and works as a welder, a non-industrial job assignment. He conducted two learning projects during the period: "woodworking" and the "maturing process."

In the first project, the respondent said "I learned
woodworking, an art to design picture frames and other furniture because I didn't have a choice, I wanted a picture frame and didn't have the money to buy one." Before starting the project he said "I considered such factors as how fast I could go, was it an area I could excel in, and can I do it alone." He said "I used resources such as a fellow inmate, staff members, the prison superintendent, tools, materials, and woodworking books." He would have liked additional resources like a master cabinet maker "to study under" and "a whole bunch of tools." He said he used several learning methods such as "trial and error," "designing on paper," "reading" "talking to my friend," and "watching people to see how they made things."

The prison facilitated this learning project by providing "some recognition" for his work and by letting him "use the [arts and crafts] facility." He said he experienced problems such as "getting me materials, funds to buy supplies, and space to work." He said he was frustrated by people offering a price lower than "the stuff cost."

The respondent thought about beginning a self-initiated learning project on "drawing" and "writing an autobiography." He said "I did not begin either because in drawing I could not release myself and with the autobiography I didn't want that much personal information in here." The respondent said he did not conduct self-initiated learning before incarceration.

He said he received the following immediate benefits: "I have
been able to give my family beautiful gifts," "it has given my father a new perspective of me," "I have gained a lot of insight into myself," and "I feel good, a deep feeling of satisfaction."

He also said "I will be able to do it for a living," "it will keep me out of jail, and the satisfaction I used to get from other things I now get from woodworking."

In the "maturing process" learning project, the respondent said "I learned to accept responsibility for my own growth and to be productive in society in order to grow up and change." Before starting this project he said "I considered the hard time of maturing in this environment and peer pressure." He said he used such resources as "every convict that I came in contact with," "my girlfriend," "family members" and "visitors." He did not need any additional resources but read black literature "about struggles" that he could relate to. He used such learning methods as "meditation," "talking to people," and "speeding" which he described as "getting real silly and then switching up to let them know where I am."

He said the environment facilitated the project by giving him "a desire to live" and providing him "with so many guys who were like children" that made him realize he "did not want to be like them." He encountered problems such as "I could only take charge to a limit and really couldn't take complete control of my life." In addition he said "it was painful being fired up about the new discovered person you are but not really having no place to go."
In responding to the question about immediate benefits, the respondent said "I am a different person," "I don't think the same way," "I don't disregard others," "I am in touch with the spiritual part of me," and "I don't have a need for physical pleasures." He also said "it will help me stay alive in here," "I will be thinking about positive things [after release]," "I will think about consequences," and "I will be mature."

Mr. Jerry Gross is a 28 year old inmate who has served four years of an eight year sentence for armed robbery, a crime against person. Mr. Gross has earned 60 semester hours in the college program. He is a clerk in the administration building, a non-industrial job assignment. He conducted self-initiated learning projects on "drama" and "to be an effective leader" during the study period.

In the "drama" learning project the respondent said "I learned techniques of acting, how to direct, and the origin of the theatre because I was fascinated by it and wanted to learn it." Before starting the project he said "I considered factors like my nervousness, community help, and the administration." He said "I used resources such as people who had knowledge of theatre, volunteers, community supporters, outside drama groups, space [in the chapel for practice], books, lots of plays, and a cassette recorder." He was unsuccessful in using "some correctional staff to act since the administration denied it." He said he used learning formats like "workshops to learn drama exercises,"
improvisations, portraying certain characters, and reading excerpts from plays."

He said the administration facilitated the project by "giving space to practice and allowed people to come in." He encountered some problems such as "not enough space and materials and interference from other institutional things you are assigned to do." He said "I was frustrated at the administration for reducing the amount of time I could use the chapel for rehearsals and at being limited to what you could do here."

The respondent did not think about starting any additional self-initiated learning projects and did not start any that were not finished. He said he was too busy working on his degree. Before incarceration he learned to "write poetry" on his own. Some of the differences cited were "more to work with in the community, fewer people try to hinder you, so many obstacles here, so many channels to go through, and you are limited in what you can do here."

From the project he said he received the following immediate benefits: "I am comfortable when I speak in front of people," "I am more sensitive," "it has helped me in my study habits," "I have an offer from a drama group," "it has given me a great degree of confidence," and "it helps you to get in touch with yourself."

In the second project the respondent said "I learned to be an effective leader in working with people to get things accomplished." He said "I started this project in order to be
successful as president of a student organization." Prior to beginning this project he said "I considered factors such as the people I was working with and my leadership style." He said he used resources such as "inmates," "staff members," "businessmen who gave me pointers," and "the television to observe leadership styles." He would have liked to serve as an intern in an "administrative office" or a "corporation." The major learning method employed in this learning project was "observation." He said "I did a lots of observation and tried the most effective things I observed."

The prison facilitated this project in a variety of ways. He said "you have a lot of people in the [inmates'] communities here with experience with groups and it gave me an opportunity to develop." Some of the problems were "the administration had a negative attitude against anything new and not a lot of opportunities to observe staff members leading." He became frustrated with those inmates in his organization who "did not want to work but to receive the benefits."

He said the project benefited him in such ways as "I have learned to work within a group," "it is a survival tool," "it gives me some insight on self and capabilities," "it can help me in a job situation," "it has given me skills I can use in the community," "it has made me feel good about myself," and "it gave me some skills I can use in keeping myself together."

Mr. Kelvin Goode is a 25 year old inmate who has served four
years of a fifteen year sentence for armed robbery, a crime against person. Mr. Goode has a GED and serves as a teacher's aide in the Academic School, a non-industrial work assignment. During the period, Mr. Goode conducted self-initiated learning projects on "public speaking" and "being independent."

In the "public speaking" learning project the respondent was concerned with "capturing audience attention and keeping their attention" primarily to overcome his "shyness" and "to get across a message." Before starting the project the respondent said "I considered my time and myself stumbling." He said "I used resources such as my mother," "a fellow inmate," "my brother," "guys in the chapel sitting around," "newspapers," "the television," "a tape recorder," and "a mirror to watch my movements." He said "I would have liked my father to encourage me and more outside speakers to learn from." He said "I used such learning methods as reading speeches to get ideas on how to speak, observing other speakers, watching my movements, and practicing in front of others."

The respondent said the environment facilitated his learning by "providing the audience and inmate help." He encountered such problems as "the noise in the dorms and non supportive officers not letting you practice unless you had a mat [approval]." He was frustrated at the administration for "disapproving a mat for someone to come in to help the day they were to come in."

The respondent said he thought about starting a self-initiated
project on the "stockmarket", but did not because of other priorities. He did not start any, however, that he did not finish. Before incarceration he said was not involved in self-initiated learning. He said his energies were exerted in "negative fields."

He said he received the following immediate benefits from the project: "I learned to communicate," "I learned to get points across without debating," "learned discipline," "it boosted my spirits," and "it makes me feel good." Also he said "I might be able to get a job speaking to kids" and "I could be a spokesman for a major company."

In the second learning project the respondent said "I learned to be independent and to stand up on my own. He said "I started this project to prepare for my adjustment here and be on my own in the community." The factors considered before beginning were "how rough it will be and what things I needed to do on my own." The respondent said "I used mainly human resources such as my father who had a lot of information I needed," "fellow inmates," and "friends." He said "I would have liked my older brother because he was successful in being independent but he was not in the area." In "becoming independent" the respondent mainly "observed other inmates" for "examples." He also said "I stopped everyone from coming to see me for six months" and "began doing some of the things my C and P Officer had done for me."

He said the administration facilitated this project "by not
letting people walk in offices without making arrangements first. This made me grow up to do things myself." The only problem encountered was not enough "role models." His major frustrations were "not being able to express myself, trying to please my friends, and pressure from peers."

He said he received benefits such as "it has changed my attitude toward self," "I have grown up," "it helped my adjustment," "I can do things on my own," "I can make decisions on my own," and "my attitude has changed, I am not as radical in my dealings."

Mr. Jesse Barbor is a 41 year old inmate who has served nine years of a 15 to life sentence for murder, a crime against person. He has earned 60 semester hours in the college program. During the last year he conducted self-initiated learning projects on "crossword puzzles" and "[prison] survival."

In the first project the respondent said "I learned how to work crossword puzzles to occupy my time." Before beginning the project he said "I considered such factors as I had a lot of time and I wanted to increase my vocabulary." He said he used resources such as "staff members," "family members," "inmates," "teachers," "crossword puzzle books," "crossword puzzle and regular dictionaries," and "ink pens to mark my answers." He said the major learning method was "trial and and error." In describing this method the respondent said "I would plug it in until I got it." Other methods included "making out a list of words,"
"defining words," watching television for clues," and commonsense."

He said the prison environment facilitated this project by giving him "help and some newspapers and books." In addition he saw his immediate family as facilitating the project by "giving him puzzles and buying the dictionary." The major problem encountered was the "process" [of getting things done]. He said "you have to get permission to get anything, the bureaucracy is something you don't want to mess with." Other problems were "getting things on time and the noise is unbelievable." He said "I thought about beginning a self-initiated learning project on computers and electronics." He said "I did not begin the computer learning project because the administration disapproved it and the electronics project because he said I did not have the time."

Also, he said he did not start any projects that he did not finish. Prior to incarceration, he was not involved in self-initiated learning because he said "he said it was not enough time and I was involved in the formal thing."

He said the project benefited him in ways such as "my vocabulary has increased," "I am able to speak better," "it occupies me," "it keeps me out of trouble," "it makes my day better," "it's therapeutic," and "it makes you a little arrogant when you learn something on your own."

In the second learning project the respondent said "I learned to survive and to get through this situation as smoothly as possible for the purpose of self defense and survival."
starting the project he said "I considered factors such as could I make it through without doing it, my physical size, and my desire to get out [of prison] alive." He said "I used such resources as all of the inmates that I came in contact, the correctional staff, and psychology books to get an understanding of people." He said "I would have liked a psychiatrist to help me survive. He said "I have been locked up three times and a psychiatrist could help me understand me better and I should be able to understand others." He said "I used such learning formats as oppressing the idea of being too smart, being an information source, watching the way you carry yourself, learning the first names of inmates, and staying involved in positive things."

In describing how the environment facilitated this learning project he said "I received encouragement from staff and support from my family who visited me." He said he encountered two problems like "listening to people when I did not want to and not knowing when someone would turn on me."

He said he received such immediate benefits as "I have learned to survive," "I have learned to endure," "I learned to be an effective listener," and "it has given me tolerance." Also, he said "I will not quit anything again" and "I will be able to survive in any situation."

Mr. Carl Kirkland is a 21 year old inmate who has served two years of a six year sentence for grand larceny, a crime against property. He has earned 30 semester hours in the college program.
He is a janitor in his dormitory, a non-industrial job assignment. During the study period he conducted self-initiated learning projects on "proper protocol" in conducting a meeting and learning about "the Islamic Religion."

In the learning project on "protocol" the respondent said "I was concerned about learning how to conduct a meeting for the purpose of being effective in an inmate organization. Before beginning this project the respondent said "I considered factors like being organized, my experience in an organization, and a desire for accurate records of procedures." He said "I used resources like inmates in the organization, other leaders of inmates' organizations, staff members, Robert's Rules of Order, minutes from previous meetings, and management books." He would have liked more opportunities to learn "how to manage." He said "I used learning formats such as reading, observing meetings, reviewing what had gone on, conclusive analysis on my part, and putting into practice what I had read and observed."

He said the project was facilitated by "the administration that helped me develop my leadership by requiring me to comply with their reporting measures." The major problems encountered were "difficulty in learning about organizations, not having the resources, and the mentality of men do not foster learning." He said it was "most frustrating without practical application."

The respondent thought about beginning a self-initiated learning project on "the economic status of blacks." He did not
start because he did not have "resources and data." He started to learn "typing" on his own, but did not finish because he needed "ribbons and a typewriter." He did not engage in self-initiated learning before incarceration. He said "it was not enough time and I was heavily involved in drugs."

He said he received the following immediate benefits from the project: "it has given me direction," "it has given me business sense," "I have skills of dealing with men," "I have learned how to conduct a meeting," and "it helps me to think straight." Regarding expected benefits he said: "I can be effective in other endeavors started," "I have organizational skills that can be used in a career," "I can be a better citizen with knowledge and skills of organization," and "I can be effective in other endeavors started."

In the second learning project the respondent said "I learned about the principles, doctrines, history, and teachings of the Islamic religion" to close the gap in his life. Before beginning this project he said "I considered factors such as the need to identify with something and beliefs of people about this religion." He used such resources as "a few inmates," "religious officials" "literature and articles related to the religion," "encyclopedias and textbooks," "tapes on the beliefs of the religion," and "the Holy Koran." He said "I used learning formats such as writing down passages until I memorized them," "reflecting," and "talking to other brothers."

In describing how the prison environment facilitated the
project he said "the general setting, the brutish attitude, and the
degrading mental support made me want to overcome and not succumb
[to the vices of the prison]." The major problem cited was "lots
of inmates don't support religion." The major frustration "was
having the fear of not being able to articulate a scripture
surrounding a religious doctrine."

Regarding the immediate benefits of the project the respondent
said "it gave me a new look on life, respect for womanhood, sense
of obligation to my fellowman, and a sense of mind set;" "it has
taught me how to be and how not to be;" and "it has helped me see
that I have unlimited capacity." Regarding the expected benefits
he said "I will be a better citizen" and "I will be an asset to the
community and not a detriment."

Mr. David Harold is a 41 year old inmate who has served 11
years of a 20 year sentence for murder, a crime against person.
Mr. Harold has a 10th grade education and works in the Furniture
Repair Shop as a clerk, an industrial job assignment. During the
study period, Mr. Harold conducted a self-initiated learning
project on "crocheting."

In this learning project the respondent said "I learned to
crochet clothing apparel like sweaters, scarfs, ties, and caps to
learn the art itself and as a hobby." Before starting the project
he said "I considered factors such as the upkeep of it, materials,
and a desire to amaze my family." He said "I used such resources
as an inmate, my family, institutional staff, crochet supplies like
needles, a supply of yarn, and also the television, and magazines." He would have liked "experts to give advice, people to assist in drawing, more outlets to market the products, and various types of fabrics like angora, mohair, and cashmier."

Various methods were used by the respondent to master this learning project. He said they were "freehand where I just made them [clothing items], reading about the craft, hands on to get practice, trial and error, talking to other inmates, and watching other inmates produce their clothing products."

He said the prison environment facilitated this project "by allowing me to have many hours to myself," "I had freedom," and "I was allowed to model some of my products through a small fashion show." He experienced problems such as "not having the proper exposure" and "commitments to have the products displayed." The major frustration according to him was "not being able to achieve my potentials on what I know can be done."

In addition to learning how to crochet on his own, the respondent thought about beginning a project on "art." He did not begin it because as he said "I try to keep myself going in one direction." He did start a self-initiated learning project on "photography," but did not finish it because he lacked the background needed. Prior to incarceration, he was not involved in self-initiated learning.

He said he realized the following immediate benefits from the project: "it breaks the boredom," "I have met an array of people
through my craft," "I have an income for my family," "it keeps me out of trouble," "it gives me a certain comfort and peace of mind," "I acquired patience," and "it lets me know I can venture into something mental." Also he said "it will help me be a better business person" and "it will help me do what I have to do to remain free."

Mr. Frank Sanuels is a 52 year old inmate who has a 10th grade education. He has served three years of a six year sentence for committing a crime against person. He works as a laborer in the dining hall, a non-industrial job assignment. He conducted a self-initiated learning project on "getting closer to God" during the year.

In this project the respondent said "I learned to get closer to God by doing His will and following His instructions to keep a vow and to save myself." Before starting this project the respondent said "I considered such factors as my sentence, the need to change my life, available time, and my strength." He said he used such resources as "family," "the brothers here," "the chaplain," "the Holy Bible and the Koran," "Daily Bread," "a dictionary," and "magazines that would direct my attention toward the Almighty." He would have liked "a library with more [religious] books." He said he used learning methods like "I would pray for strength, read my Bible, meditate on my wrong doings, obey the scriptures, talk to others about Him, do good deeds, and follow instructions."

He said the project was facilitated by "family gatherings of
those practicing religion, [correctional] officers giving me
religious materials, chaplain giving me counseling and materials,
and some residents being in accord." The problems encountered were
"some inmates being disrespectful, not being able to see family
when I wanted to, and dwelling on the past." The major frustration
was "not having the strength to meditate" as often as he liked.

During the year, the respondent thought about learning
"building construction" on his own. This project was not started
because he did not have "the resources." He did not start any
projects that were not finished during the year and was not
involved in any self-initiated learning before incarceration.

The respondent said he received several benefits from the
project such as "learning to follow instructions," "learning to do
good deeds," "learning to help others," and "learning to get my
life together." He also said "I learned not to talk back and not
to get upset." Upon his release he said "I will be able to get
those things I lost" such as "family, house, and job." In addition
he said he will be "a good father, a law abiding person, and
responsible." Regarding the process, he said "I feel good, I feel
overjoyed and good, it helps me pick myself up, and I feel
worthwhile."

Mr. Walter Little is a 40 year old inmate who has served 10
years of a 20 year sentence for second degree murder, a crime
against person. He works as a utility supervisor in the culinary
unit, a non-industrial job assignment. He has a high school
diploma and conducted self-initiated learning projects on "becoming a deacon" and "accepting myself."

According to him in becoming a deacon he learned to "set up the [religious] services, set up for communion, conduct services, and counsel brothers for the purposes of responding to a spiritual awakening of God and a calling from God." Before starting this project he said "I considered whether or not I wanted to give up my hangups or the little things in my closet." He used various resources such as "a ladyfriend," "inmates," "the chaplain," and books such as "The Ledership in the Church and the Holy Bible" which gave him the "responsibilities and expectations" of a deacon. He was successful in using all resources and neither did he want any additional resources. He used several learning methods to reach his objectives like "getting into the books, meeting with ordained deacons, listening to concepts, and sessions with inmates."

The respondent felt that the prison environment facilitated this project by "giving a space in the chapel," allowing "deacons from other denominations to come in," letting "convicts become deacons," and allowing him to "conduct and carry on services in the absence of the chaplain." The major problem was with the inmates that he was leading. He said "when one is in authority, they don't want to listen because you are a resident too." He was frustrated initially for not wanting to give up a vice like "smoking" to lead church services.
During last year he thought about "doing a religious record" on his own. He did not begin because he said "the young men I am working with are not ready." He started working on his "timing" in his music but has not finished it since he said "I have not gotten my resources." Prior to prison he was not involved in self-initiated learning since according to him "I was basically into wrong things like narcotics."

The respondent said he has received several benefits from the project. Some of these were "I have learned to deal with myself," "I have learned to deal with inmates and staff," "it has made me more responsible," "I have respect for man's law and God's law," "it has given me a feeling of joy," and "it has given me a positive attitude." In addition he said the project will keep him from returning to jail. In his words he said "as long as I do in the community what I did in here I will not come back, it brings out the best in me."

In the second learning project the respondent was concerned with "accepting himself" the way he was which meant accepting "his size" and inability "to pronounce words" as well as others. He felt that not accepting himself was the main reason that he was in jail. To overcome this problem would mean staying in the community upon release. Before starting this project he considered factors such as his desire to change, how others would feel, and a realization that something was "lacking" in his life.

In learning to "accept" himself he said "I used such resources
as former residents who were his role models, church people, a ladyfriend who made me want to change, books on why people do what they do, and the Holy Bible." He was successful in using all resources attempted and did not want additional resources since he felt that the change had to come from himself. He used various methods to accomplish his objective such as "talking to brothers with low self-esteem," "reading for information," "talking to friends who made" him want to accept himself, and "soul searching" he said to "check me out."

He said the prison did not facilitate this project directly. It was the "church people who came in and greeted you like you were somebody [which] helped me to understand myself better and to accept myself." The major problem in "accepting" himself was controlling his "temper." Before this project he said his philosophy was "removing" a person who made fun at him but now his philosophy is "love and understanding."

According to the respondent he has received several benefits from the project. Some of these were "I learned to accept me and things I cannot change," "I learned to control me," "I learned I cannot let myself go to war with anyone," "I know now that life gives off what you feed into it," and "my attitude is positive." In addition, he said "I can remain in the community if I still feel good about myself and do those things that are right."
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