



Contemporary Corrections

G. Larry Mays • L. Thomas Winfree, Jr.

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Wadsworth Publishing Company

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Designer: Harry Voigt
Photo Research: Linda Rill
Copy Editor: Erin Milnes
Illustrator: Joan Carol
Cover: Stephen Rapley
Compositor: TBH Typecast, Inc.
Printer: R. R. Donnelley & Sons, Inc./Crawfordsville
Cover Printer: Phoenix Color Corp.



*This book is printed on
acid-free recycled paper.*

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Printed in the United States of America
1 2 3 4 5 6 7 8 9 10

For more information, contact Wadsworth Publishing Company, 10 Davis Drive, Belmont, CA 94002, or
electronically at <http://www.thomson.com/wadsworth.html>

International Thomson Publishing Europe
Berkshire House 168-173
High Holborn
London, WC1V 7AA, England

International Thomson Editores
Campos Eliseos 385, Piso 7
Col. Polanco
11560 México D.F. México

Thomas Nelson Australia
102 Dodds Street
South Melbourne 3205
Victoria, Australia

International Thomson Publishing Asia
221 Henderson Road
05-10 Henderson Building
Singapore 0315

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1120 Birchmount Road
Scarborough, Ontario
Canada M1K 5G4

International Thomson Publishing Japan
Hirakawacho Kyowa Building, 3F
2-2-1 Hirakawacho
Chiyoda-ku, Tokyo 102, Japan

International Thomson Publishing GmbH
Königswinterer Strasse 418
53227 Bonn, Germany

International Thomson Publishing Southern Africa
Building 18, Constantia Park
240 Old Pretoria Road
Halfway House, 1685 South Africa

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Library of Congress Cataloging-in-Publication Data

Mays, G. Larry.

Contemporary corrections / G. Larry Mays, L. Thomas Winfree.

p. cm.

Includes bibliographical references and index.

ISBN 0-534-54216-6

1. Corrections. 2. Corrections—United States. I. Winfree,

Latham T. (Latham Thomas). II. Title.

HV8665.M39 1997

365—dc21

97-44689

To my family—Brenda, Gelaine, Greg, and (now) Lisa.
GLM

*To my parents, Adelaide and Tom, my wife, Eileen,
and my son, Matthew—thank you all.*
LTW



Preface

To the Student

This book is about a topic as old as human history and as current as the daily newspaper. It deals with one of the most fascinating and frustrating parts of the modern criminal justice system: the punishment or correction of law violating. As you read through the chapters you will see something of the dilemma facing us today as we decide who will be punished (or “corrected”), how, and for how long. You will soon come to realize the extent of the public’s disenchantment with the corrections enterprise in the United States today. People of all political persuasions, races, genders, religious backgrounds, and economic statuses are unhappy with the current state of U.S. corrections. However, there is very little consensus about other approaches we might take.

Much has been written about the field of corrections. This book will expose you to the tip of the iceberg. Certainly there is more information available to you. However, we have approached our book from the standpoint of providing the baseline information essential for an introductory course. Many schools offer higher-level courses in correction studies. In fact, a course could be (and at some institutions is) taught on the subject matter covered in each chapter of this book. However, we decided early in the process of preparing the manuscript that not all the research and data on corrections could or should be presented in one book. Nevertheless, we have devoted a substantial amount of coverage to all major topics.

We have tried to incorporate chapters into the book that will be useful not only today, but also as references for you in the future. This means that we have included some fairly “standard” chapters covering jails, prisons, inmates, probation and parole, and community corrections. In addition, we offer some unique chapters on administration and inmates’ rights and litigation. The careers in corrections features will interest many of you. Students

are always curious about what they can do with a particular college degree and what is waiting for them out there in the “real world.” Our final chapter does not simply summarize the book. It focuses on a number of the most enduring problems facing corrections agencies and personnel. We wanted to end the book with a bang, and we hope you feel inspired to begin forming your own conclusions.

For some of you, this may be the beginning of a life-long adventure. After taking the course for which you will use this book you might decide to seek work in the field of corrections. Some of you may decide to devote your lives to the study of corrections or punishments (“penology” as it traditionally has been called), and this could be the beginning of a research career. Wherever you find yourself, we want this course and this book to provide you with a firm foundation.

To the Instructor

This text is primarily intended for undergraduate students taking their first, survey course in corrections. In the process of creating this book a number of principles have guided our efforts, and we feel that these are particular strengths of this book. The following list will outline these principles or features for you.

We wanted to provide some historical background, but to deal primarily with the present reality of corrections in the United States. In doing so, we were committed to addressing not only what does not work with the system, but also what does work. We believe that we have achieved a text that is both objective and unbiased.

We have made every effort to present a book that is thorough in its background research and coverage, without overwhelming students with too much detail. Therefore, we have made every effort to include what we consider to be the essential elements necessary for this course, without straying into interesting, but ancillary areas. The result—the first “core” corrections book—is designed to be accessible to all college undergraduate students, and is priced to be affordable.

We have utilized a format that will make this book usable at institutions on both quarter and semester academic calendars. In most instances, unless the instructor decides to do otherwise, all of the material can be covered in one academic term. A quick scan of the table of contents shows that we begin with a brief history and coverage of some of the theories relating to crime causation. As we show later, these theories have clear implications for correctional programs and treatment approaches. We deal with the issue of sentencing and criminal sanctions to show how cases arrive at the doorstep of the correctional system. We also address correctional institutions such as jails

and prisons, as well as the numerous alternatives to incarceration incorporated in probation, parole, and community corrections.

We have tried not to divide the material into too many discrete units. Therefore, rather than offer catchall chapters on juveniles or female offenders, we have integrated this information at relevant points throughout the text. Although this material may not be presented in one lump, we have devoted as much space to these topics as most other textbooks, but in a more fluid manner.

We have attempted to maintain a practical focus throughout the text. For example, one element of particular interest to your students, and one designed to help you in advising, is the careers in corrections feature. This material should be especially helpful for students deciding whether a correctional position is in their future or not.

We have also touched on some of the hot button issues currently facing corrections. These topics appear in the two chapters on administration and litigation, and they should not only spark student interest but vigorous classroom debate as well. Additionally, the sections on corrections in the twenty-first century will provide students with a preview of the kinds of issues potentially facing them in the future.

We have provided boxed material covering some of the key theoretical elements in corrections, a number of the major historical figures in the field, and some of the most current statistics available on the state of corrections in the U.S. today.

Each chapter includes a list of key terms, a list of recommended readings, and critical review questions. The glossary presents brief definitions of all the important terms used in the book. We have also provided a thorough set of teaching supplements including an instructors manual with detailed chapter outlines, learning objectives, and a wide range of possible test questions from which to choose (these are available in both hard copy and in a computerized format as well). There is also a student study guide that includes much of this information to assist students in mastering the course material. Additionally, there will be a CD-ROM providing an overview of the criminal justice system, and the flow of cases through the system.

Finally, we see this as a work in progress. Both of the authors fully recognize that the last word has not been written or spoken on corrections, and the situation is changing very rapidly (as we discovered when we were trying to get the most up-to-date information into the book). New information and supplements are coming out almost daily from the Justice Department's Bureau of Justice Statistics and other federal and state agencies. We hope we have addressed some of the questions you might have, and some we have raised ourselves. If not, and you wish to contact us with questions or provide us with feedback, our e-mail addresses are *glmays@nmsu.edu* and *twinfree@nmsu.edu*. Feel free to write us.

Acknowledgments

A book such as this one is the product of the efforts of many people. We would like to mention as many as possible, and we hope not to inadvertently leave any out. First, our families were infinitely patient with us as we often worked double-time to complete the manuscript. We have dedicated this book to them and their names are mentioned individually in the dedication. Second, we sincerely appreciate our editor Sabra Horne, development editor Dan Alpert, and Melanie Field for their occasional nagging and frequent encouragement. The manuscript reviewers also proved to be extremely helpful in this process: Mary Brewster, West Chester University; Kevin Courtright, Hilbert College; Stephen Gibbons, Western Oregon State University; Philip Holley, Southwestern Oklahoma State University; Devereaux Kennedy, State University of New York College at Cortland; Lucien Lombardo, Old Dominion University; James Marquart, Sam Houston State University; Dale Mooso, San Antonio College; Gary Perlstein, Portland State University; Jerry Phillips, Linn-Benton Community College; and Harry Spiller, John A. Logan College. Finally, three of our graduate students—Conan Becknell, Dana Lynskey, and Brandi Woods—were instrumental in the production of this book. Two of our undergraduate students, Stephanie Hansen and Rachel Mangas, provided very capable research assistance in the final months of this project. They all served as researchers, gofers, and sounding boards for ideas (and for some of our complaints).

G. Larry Mays

L. Thomas Winfree

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