

FOURTH EDITION

*American*

**CORRECTIONS**

**CLEAR AND COLE**

A STUDENT'S STUDY GUIDE  
IS AVAILABLE FOR THIS TEXT

*FOURTH EDITION*

# *AMERICAN CORRECTIONS*

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# Preface

*American Corrections* was inspired by our shared belief that undergraduates must be exposed to the dynamics of corrections in a manner that captures their attention and encourages them to enter the field. Because corrections has a rich history, is innovative in practice, and is challenged by societal problems, it deserves to be taught in both an interesting and accurate manner. Happily our teaching and research are in different areas of corrections, so each of us was able to focus on the aspects we know best, without forgetting that the other is equally expert and thus qualified to challenge interpretations. Ours has been a pleasurable intellectual and writing experience; we hope that our enthusiasm for our field and the satisfaction we have had in it are reflected in the book. Below we describe some of the major features and revisions that make *American Corrections* current, interesting, and classroom-friendly.

## *BASIC FEATURES OF OUR TEXT*

- Coverage of the philosophical changes from incarceration to a renewed interest in community corrections
- Corrections portrayed as a system of interrelated organizations seeking to achieve complex goals through professional and non-professional employees working together in authority over offenders. This organization helps students see how correctional policies can impact the entire corrections community.
- A new chapter (Chapter 18) on race, ethnicity, and corrections.
- Expanded coverage of women in corrections.

## *REVISION HIGHLIGHTS*

We have completely updated and rewritten this fourth edition on a line-by-line basis, adding new chapters and rearranging others. More than twenty instructors reviewed chapters of the third edition. They pointed out portions of the text their students found difficult, suggested additional topics that should be covered,

and noted sections that should be dropped. Many of their comments, while painful to our ears, forced us to recognize some of the problems they had experienced in teaching corrections—and in using our text in the classroom. However, their positive comments about the book provided the stimulus to write the best corrections text on the market. Drafts of revisions were submitted for review, and further suggestions were incorporated into the final product. Although the revisions in the fourth edition are too extensive to describe completely here, the following examples illustrate some of the changes that have been made.

### **New Organization, New Topics**

Reviewers suggested new topics to be included in the text. In response, we have an integrated focus and all new chapter on the important topic of race, ethnicity, and corrections, and we have included more material about women in corrections and on intermediate sanctions. We have retained the division of the book into three parts: “The Correctional Context,” “Correctional Practices,” and “Correctional Issues and Perspectives.” We believe that professors and students alike will find the textual material ordered in a logical manner.

### **Race, Ethnicity, and Corrections**

The fact that African Americans and Hispanics have become a significant portion of the correctional population has finally come to the attention of most Americans. In a new Chapter 18 we examine the various reasons advanced by criminal justice scholars to explain the presence of these groups in numbers out of their proportion of the general population.

### **Contemporary Policy Issues**

Certain correctional policy issues are now being debated by professionals and are of interest to students of corrections. Four chapters exploring key correctional issues and perspectives—incarceration trends; race, ethnicity, and corrections; the death penalty; and surveillance in the community—are found in Part 3. Each of these chapters and the Epilogue, “American Corrections Today and Tomorrow,” have been written so as to provoke class discussion and to involve students in the issues that will greatly affect their futures either as correctional professionals or as citizens.

### **Real-Life Examples**

Corrections is an exciting field in the 1990s. Approaches to dealing with offenders in ways that are just and that meet society’s demands for deserved punishment are constantly being rethought. We have tried to instill in the text a feeling for the dynamic qualities of corrections by using real-life examples, by having correctional practitioners describe their work, and by including graphics and photographs that emphasize the excitement of the field.

### **Strong Graphics**

Special care and attention have been paid to selecting and preparing the graphic features in this edition. Today’s students have been greatly influenced by televi-

sion. They are attuned to images that convey not only information but also values and emotions. We worked directly with a group of outstanding graphic artists to develop an extensive program of illustrations. Wherever possible, quantitative data have been converted into bar graphs, line graphs, pie charts, and other graphic forms so that they will be clearly understood. Explanatory summaries of the graphic presentations make them easier to grasp. Special care has been taken with regard to the placement of photographs and their captions so that the images are tied directly to the message of the text.

### **Expanded Instructor's Resource Manual**

Many faculty have told us that they would like to have the assistance of teaching resources beyond a set of test items. We recognize these needs and have worked at fulfilling them. Dr. Martin S. Floss developed a comprehensive resource manual that includes suggestions for course syllabi, lecture outlines, teaching aids, and class projects. In addition, essay, identification, true/false, and multiple-choice questions are provided for each chapter.

### **Internet Investigator**

This new guide to many important internet web sites allows students to find online materials for current studies, resources, and interesting facts about corrections and criminal justice. Available packaged with *American Corrections* at no additional cost.

## **ACKNOWLEDGMENTS**

In writing this fourth edition of *American Corrections*, we were greatly assisted by people who merit special recognition. Instructors and students who used the third edition were most helpful in pointing out its strengths and weaknesses; we took their comments seriously and hope that new readers will find their educational needs met more fully. We also gratefully acknowledge the valuable contributions of the following reviewers: Thomas G. Blomberg, Florida State University; Janice Joseph, Richard Stockton College of New Jersey; William E. Kelly, Auburn University; Joan Petersilia, University of California at Irvine; Bert Useem, University of New Mexico; and Kevin N. Wright, State University of New York, Binghamton.

Alan Venable served as developmental editor and helped us to tighten our prose, made suggestions to make the text come alive, and helped us to develop our graphics program. Fine editors at Wadsworth Publishing Company gave us support and encouragement throughout the undertaking. We also wish to thank Robin Lockwood, production editor, and Christy Butterfield, text and cover designer. Phyllis Schultze, librarian of the Rutgers University–NCCD Collection, and Dana Nurge, Rutgers School of Criminal Justice, were most helpful in scouting out materials and updating statistical data.

# *Introduction*

There have been major changes in American corrections during the past few years. After a decade that focused on crime control through incarceration, there is renewed interest in community corrections through the use of intermediate sanctions. This shift in philosophy corresponds to increased public recognition that the crime problem is not being solved. Legislatures in many states recently have passed new sentencing laws, mandated prison terms for certain offenders, and stipulated that new priorities should guide corrections. Yet they also have become aware of the high cost of incarceration. As the judiciary responds to rising public sentiment for strong punishments, probation caseloads and prison populations continue to grow. Increased public and professional attention is given to research by scholars who have evaluated correctional practices. Many scholars have found these practices wanting and have urged alternatives.

In learning about corrections, students gain a unique understanding of the ways in which social and political forces affect the way organizations and institutions respond to a particular segment of the community. Social values come to the fore in the correctional arena because the criminal sanction reflects those values. In a democracy corrections must operate not only within the framework of law but also within the boundaries set by public opinion. As a public activity corrections is accountable to elected representatives, but it must compete politically with other agencies for resources and "turf."

Academically corrections is interdisciplinary. Sociology, psychology, history, law, and political science contribute significantly. The cross-fertilization is enriching, yet it requires both writer and teacher to be familiar with a vast literature. Because students often find the breadth of the field confusing, we have structured our text in the interests of coherence.

## *THE CORRECTIONS SYSTEM*

Corrections is a system composed of large and small organizations, administered by various levels of government, seeking to achieve complex and sometimes competing goals through professional and nonprofessional employees who are put in contact with one another in direct authority over offenders. We examine this framework as we discuss each element of the subject. Diverse aspects of this

complex yet dynamic field are unified for readers as students, as correctional researchers or practitioners, and as citizens.

The failure to perceive corrections as a system sometimes distorts our understanding of correctional practices and their context. Problems are often defined in terms that reflect the political or social attitudes of the observer. If a more analytic approach were taken, correctional policies would be more carefully planned, discrediting the crisis orientation that so often seems to characterize correctional leadership. For example, the current crisis of prison crowding should have been anticipated, given what we know of demographic shifts, changing public attitudes, and reforms in sentencing policy. But it was not until prison populations reached record levels that efforts were made to alleviate the situation.

The main advantage of the system perspective is that it allows for a dispassionate analysis in which concepts developed by various human service agencies illuminate corrections. This is not a small advantage, for a weakness of corrections is its susceptibility to fads. A new panacea seems to be discovered every year or so—with group treatment popular one year, scaring delinquents the next, and so on. By maintaining a clear view of what is essential to the tasks of corrections, we can differentiate between the short-term, less consequential fluctuations in correctional practices and the field's continuing themes and struggles. Although the former make for interesting reading and are worth discussing, they can be understood properly only in the context of the more fundamental problems of corrections.

## *ORGANIZATION OF THE TEXT*

We explore the context, practices, and special interests of corrections in three major sections. In Part 1 we describe the historical problems that frame our contemporary experience by examining the context of the correctional system (Chapter 1), tracing the early history of correctional thought and practice (Chapter 2), focusing on the distinctive aspects of correctional history in America (Chapter 3), and analyzing current theory and evidence on methods of punishment (Chapter 4). In Chapter 5 we portray the correctional client: the offender. We consider the offender in relation to criminal legislation, criminal justice processing, and larger societal forces that are associated with crime. Part 1 is thus a delineation of the underpinnings—the constants—of American corrections: context, history, goals, organizations, and offenders.

In Part 2 we look at the current state of the major components and practices of the system. The complexity of correctional organization results in fragmentation and ambivalence in correctional services. Jails and other short-term facilities are scrutinized in Chapter 6; probation in the community, by which most offenders are handled, in Chapter 7; and the new focus on intermediate sanctions in Chapter 8. Because imprisonment remains the core symbolic and punitive mechanism of corrections, we examine it in detail. We discuss incarceration (Chapter 9); the prison experience (Chapter 10); incarceration of women (Chapter 11); institutional management (Chapter 12); educational, industrial, and treatment programs in correctional institutions (Chapter 13); and prisoners' rights (Chapter 14). Our perspective is both descriptive and critical, for we hope to raise questions about current incarceration policies. In Chapters 15 and 16 we examine

the process of releasing prisoners from incarceration and the ways in which offenders adjust to supervised life in the community. Thus, in each of the chapters in Part 2, we consider closely a functional area of the existing corrections system. We focus on the development, structure, and methods of each area, portraying them in light of the continuing issues described in Part 1.

In Part 3 we analyze issues that have become prominent relatively recently in the history of corrections and are of such importance that they deserve individual attention: incarceration trends (Chapter 17); race, ethnicity, and corrections (Chapter 18); the death penalty (Chapter 19); and surveillance in the community (Chapter 20). In the Epilogue we conclude by taking both a retrospective view of American corrections and a look toward its future. These chapters are designed to raise questions in the minds of readers so that they can examine and deal with these important issues.

## SPECIAL FEATURES

Several special features make this introduction to American corrections both informative and enjoyable.

- *Workperspectives.* We asked correctional practitioners—and offenders—to describe their roles and give their views of their field. Among these, a judge, a sheriff, a correctional administrator, a probation officer, a correctional officer, and an offender have written about what they do and what they think about it; through their eyes we can see how corrections actually operates.
- *Biographies.* Many people have contributed to the development of corrections. We present biographical sketches of some of the most important individuals, because familiarity with the lives of leaders helps us to appreciate their work.
- *Focus sections.* The real-world relevance of the issues discussed in the text is made clear by vivid, in-depth accounts by journalists, prisoners and parolees and their relatives, and correctional workers.
- *Glossary.* One goal of an introductory course is to familiarize students with the terminology of the field. We have avoided jargon in the text but naturally include terms that are in common use. Such indispensable words and phrases are set in bold type at their first appearance in the text and defined in the margin. In addition, a full glossary, with definitions of all terms, is located at the back of the book.
- *Graphics.* We have created tables and figures that clarify and enliven information so that it can be perceived easily and grasped accurately.
- *Photographs.* A full program of dynamic photographs is spread throughout the book. These reveal many aspects of corrections that ordinarily are concealed from the public eye.
- *Careers in corrections.* Because many readers of this book are considering corrections as their profession, we have gathered information in the Appendix to help students guide their decision.
- *Other student aids.* At the beginning of each chapter is an outline of the topics to be covered, to help students prepare and review; at the end of each chapter are a summary, discussion questions, and suggestions for further reading.

In *American Corrections*, Fourth Edition, we offer an accurate analysis of contemporary corrections that is based on up-to-date research. We acknowledge the problems with the system, and we hope that our exposition will inspire suggestions for change. We are aware, however, that correctional professionals tend to grasp at one proposed innovation after another. We believe that when human freedom is at stake, policies must reflect research and must be formulated only after their potential effects have been considered carefully. We hope that a new generation of students will decide that a career in corrections is for them. We also hope that they will have a solid understanding of all the aspects of their complex field.

# *Brief Contents*

*Preface xvi*

*Introduction xix*

## **PART 1 THE CORRECTIONAL CONTEXT 2**

CHAPTER 1 The Corrections System 4

CHAPTER 2 The Early History of Correctional Thought and Practice 30

CHAPTER 3 The History of Corrections in America 48

CHAPTER 4 The Punishment of Offenders 76

CHAPTER 5 The Correctional Client 106

## **PART 2 CORRECTIONAL PRACTICES 140**

CHAPTER 6 Jails: Detention and Short-Term Incarceration 142

CHAPTER 7 Probation 174

CHAPTER 8 Intermediate Sanctions and Community Corrections 210

CHAPTER 9 Incarceration 240

CHAPTER 10 The Prison Experience 266

CHAPTER 11 Incarceration of Women 294

CHAPTER 12 Institutional Management 322

CHAPTER 13 Institutional Programs 356

CHAPTER 14 Prisoners' Rights 388

CHAPTER 15 Release from Incarceration 414

CHAPTER 16 Making It: Supervision in the Community 442

## **PART 3 CORRECTIONAL ISSUES AND PERSPECTIVES 478**

CHAPTER 17 Incarceration Trends 480

CHAPTER 18 Race, Ethnicity, and Corrections 498

CHAPTER 19 The Death Penalty 514

CHAPTER 20 Surveillance and Control in the Community 538

*Epilogue: American Corrections Today and Tomorrow 552*

*Appendix: Career Opportunities in Corrections 561*

*Glossary 565*

*Index 573*

*Photo Credits 586*

# *Detailed Contents*

*Preface xvi*  
*Introduction xix*

## **PART 1: THE CORRECTIONAL CONTEXT**

### **CHAPTER 1 The Corrections System 4**

#### **The Purpose of Corrections 8**

#### **A Systems Framework for Studying Corrections 10**

- Goals 10
- Interconnectedness 11
- Environment 13
- Feedback 13
- Complexity 13

#### **The Corrections System Today 13**

#### **Key Issues in Corrections 18**

- Managing the Correctional Organization 19
- Working with Offenders 25
- Connecting Corrections and Social Relations 27

#### **Summary 28**

### **CHAPTER 2 The Early History of Correctional Thought and Practice 30**

#### **From the Middle Ages to the American Revolution 32**

- Galley Slavery 33
- Imprisonment 34
- Transportation 35
- Corporal Punishment and Death 36

#### **On the Eve of Reform 37**

**The Age of Reason and Correctional Reform 37**

- Cesare Beccaria and the Classical School 39
- Jeremy Bentham and the “Hedonic Calculus” 40
- John Howard and the Birth of the Penitentiary 42
- What Really Motivated Correctional Reform? 45

*Summary* 46

**CHAPTER 3 The History of Corrections in America 48****The Colonial Period 50****The Arrival of the Penitentiary 51**

- The Pennsylvania System 53
- The New York System 55
- Debating the Systems 56

**The Reformatory Movement 57**

- Cincinnati, 1870 59
- Elmira Reformatory 60
- Juvenile Corrections 61
- Lasting Reforms 63

**The Rise of the Progressives 64**

- Individualized Treatment and the Positivist School 64
- Progressive Reforms 65

**The Rise of the Medical Model 68****From Medical Model to Community Model 70****The Crime Control Model: The Pendulum Swings Again 71**

- The Decline of Rehabilitation 71
- The Emergence of Crime Control 72

**Where Are We Today? 72**

*Summary* 72

**CHAPTER 4 The Punishment of Offenders 76****The Purpose of Corrections 77**

- Retribution (Deserved Punishment) 78
- Deterrence 79
- Incapacitation 80
- Rehabilitation 82
- Criminal Sanctions: A Mixed Bag? 83

**Forms of the Criminal Sanction 84**

- Incarceration 85
- Intermediate Sanctions 88
- Probation 90
- Death 91
- Forms and Goals of Sanctions 92

**The Sentencing Process 93**

- Attitudes and Background 93
- The Administrative Context 98
- Sentence Disparity: One Result of the Process 98
- Sentencing Guidelines 98
- The Presentence Report 101

**The Politics of Sentencing Reform 102**

*Summary 102*

**CHAPTER 5 The Correctional Client 106****Selection for the Corrections System 108****Types of Offenders and Their Problems 110**

- The Situational Offender 110
- The Career Criminal 112
- The Sex Offender 114
- The Substance Abuser 117
- The Mentally Ill Offender 122
- The Mentally Handicapped Offender 125
- The Offender with AIDS 127
- The Elderly Offender 131
- The Long-Term Offender 133

**Classifying Offenders: Key Issues 134**

- Overlap and Ambiguity in Classification Systems 134
- Offense Classifications and Correctional Programming 134
- Behavioral Probabilities in Classification 135
- Sociopolitical Pressures and Classification 136
- Distinctions in the Criteria for Classifying Offenders 136

*Summary 137*

**PART 2: CORRECTIONAL PRACTICES 140****CHAPTER 6 Jails: Detention and Short-Term Incarceration 142****The Contemporary Jail: Entrance to the System 144**

- Origins and Evolution 145
- Population Characteristics 146
- Administration 147
- The Influence of Local Politics 150
- Regional Jails 150

**Pretrial Detention 151**

- Special Problems of Detainees 155
- Release from Detention 158

**The Sentenced Jail Inmate 161****Alternatives to Incarceration 162**

**Issues in Jail Management 163**

- Legal Liability 163
- Jail Standards 165
- Personnel Matters 165
- Jail Crowding 166
- The Jail Facility 168

**The Future of the Jail 170**

*Summary 170*

**CHAPTER 7 Probation 174****The History and Development of Probation 176**

- Benefit of Clergy 176
- Judicial Reprieve 177
- Recognizance 177
- The Modernization of Probation 179

**The Organization of Probation Today 181**

- Should Probation Be Centralized or Decentralized? 181
- Who Should Administer Probation? 181
- Should Probation Be Combined with Parole? 182

**The Dual Role of Probation: Investigation and Supervision 183****The Investigative Role of Probation 184**

- Contents of the PSI 185
- Recommendations of the PSI 191
- Disclosure of the PSI 191
- Private PSIs 192

**The Supervisory Role of Probation 192**

- The Officer 193
- The Offender 195
- The Bureaucracy 195

**The Effectiveness of Supervision 197**

- Case Management Systems 198
- Specialized Supervision Programs 199

**Revocation and Termination of Probation 201****Probation in the Coming Decade 203**

*Summary 206*

**CHAPTER 8 Intermediate Sanctions and Community Corrections 210****The Case for Intermediate Sanctions 212**

- Unnecessary Imprisonment 212
- Limitations of Probation 213
- Improvements in Justice 213

**The Continuum-of-Sanctions Concept 213**

**Problems with Intermediate Sanctions 216**

- Selecting Agencies 216
- Selecting Offenders 218
- Widening the Net 218

**Varieties of Intermediate Sanctions 219**

- Sanctions Administered Primarily by the Judiciary 219
- Sanctions Administered in the Community 222
- Sanctions Administered in Institutions and the Community 227

**Making Intermediate Sanctions Work 228**

- Sentencing Issues 228
- Selection of Offenders 229
- Surveillance and Control 231
- The New Corrections Professional 232
- Community Corrections Legislation 233

**The Future of Intermediate Sanctions and Community Corrections 237**

*Summary 237*

**CHAPTER 9 Incarceration 240****Links to the Past 243****The Goals of Incarceration 245****Organization for Incarceration 247**

- Federal Bureau of Prisons 248
- State Prison Systems 249

**The Design and Classification of Prisons 251**

- Today's Designs 252
- The Location of Prisons 254
- The Classification of Prisons 255
- Private Prisons 258
- Correctional Facilities Today 261

**Who Is in Prison? 261**

*Summary 263*

**CHAPTER 10 The Prison Experience 266****Prison Society 267**

- Norms and Values 272
- Origins of the Prison Subculture: Indigenous or Imported? 274
- Adaptive Roles 274

**The Prison Economy 276****Prison Violence 282**

- Assaultive Behavior and Inmate Characteristics 282
- Prisoner–Prisoner Violence 284
- Prisoner–Officer Violence 286

- Officer–Prisoner Violence 287
- The Institutional Structure 288
- What Can Be Done About Prison Violence? 288

**Prison Society: Past, Present, and Future 289**

*Summary 290*

**CHAPTER 11 Incarceration of Women 294**

**Women: Forgotten Offenders 295**

**Historical Perspective 298**

- The Incarceration of Women in the United States 299
- The Reformatory Movement 300
- The Past Sixty Years 302

**Trends and Issues in the Incarceration of Women 304**

- Characteristics of Women in Prison 304
- The Subculture of Women's Prisons 307
- Male Versus Female Subcultures 310
- Educational and Vocational Programs 311
- Medical Services 312
- Policy Issues 313
- Mothers and Their Children 314

**Release to the Community 317**

*Summary 317*

**CHAPTER 12 Institutional Management 322**

**Formal Organization 324**

- The Organizational Structure 326
- The Impact of the Structure 329

**Governing Prisons 333**

- The Defects of Total Power 335
- Rewards and Punishments 336
- Co-optation of Correctional Officers 337
- Inmate Leadership 338
- Discipline of Prisoners 338
- Leadership: The Crucial Element of Governance 340

**Correctional Officers: The Linchpin of Management 341**

- Characteristics of Officers 342
- Role Characteristics 347
- Job Assignments 349
- Problems with the Officer's Role 350
- Unionism 351

*Summary 352*

**CHAPTER 13 Institutional Programs 356****Managing Time 357**

Constraints of Security 358

The Principle of Least Eligibility 359

**Classification 360**

The Classification Process 361

Objective Classification Systems 362

**Rehabilitative Programs 363**

Psychological Programs 363

Behavior Therapy 367

Social Therapy 368

Vocational Rehabilitation 369

Substance Abuse Programs 372

Religious Programs 374

**The Rediscovery of Correctional Rehabilitation 375****Prison Industry 376**

The Contract Labor, Piece-Price, and Lease Systems 376

The Public Account System 377

The State Use System 377

The Public Works and Ways System 378

**Prison Industry Today 378****Prison Maintenance Programs 380****Prison Recreation Programs 383****Prison Programming Reconsidered 384***Summary 385***CHAPTER 14 Prisoners' Rights 388****The End of the Hands-Off Policy 390****The Foundations of Prisoners' Rights 391**

The Constitution of the United States 391

State Constitutions 392

State Statutes 392

Federal Statutes 392

**Constitutional Rights 393**

The First Amendment 393

The Fourth Amendment 396

The Eighth Amendment 397

The Fourteenth Amendment 399

A Slowing of the Pace? 402

**The Problem of Compliance 404****Prisoner Litigation: The Best Route? 405**