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GROUP THERAPY—IRRADIATION

A Review and Analysis

ARTHUR MANN

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EDITOR.

Where, in the penal plan, can group therapy be made to work realistically? Certainly men cannot be most carefully watched when they are in groups. In certain situations they have been known to develop what can be termed a "mob mind." And in the light of certain penological concepts, which are at last losing their force, proceedings which involve group relationships should be avoided, since the very nature of a group of criminals connotes an interchange of anti-social attitudes. The security of society, and punishment as a means thereto, are motivating forces in the penological set-up as it is fashioned today, and both concepts would seem to be violated by a group system. Are these arguments valid or are they false? It is much simpler to handle a number of inmates by stern edict, and this is especially true in those situations where those in charge are incompetent or insecure. The picture of those who are confined, but freely socializing with one another would indeed be hard to explain to the taxpayers who have been led to believe that the only way to handle a criminal is by rough, disciplinarian techniques. Paradoxically enough, in the promulgation of this system any treatment may be used to satisfy the end and thus, those very activities for which some have been jailed are used against them, such as beating and stooling. In its best sense group therapy can be applied successfully because it introduces a natural relationship into custody and punishment which evolves from within the individual as a substitute for artificial pressures from without.

DEFINITION

A sage who was once describing the disagreements between the various religious sects and denominations said "there are many approaches to the Kingdom of Heaven." Indeed a similar problem is encountered when a survey is made of the literature in the field of group work. To point out the various "denominations" briefly, Catell would insist on the empirical determination of the major dimensions of groups through the techniques of factor analysis. The approach developed by Stogdill . . . set for itself the objective of better understanding the nature of leadership in formal organizations; a rather different orientation, stressing the basic concepts of action, interaction and situation, is presented by Bales . . . ; in sharp contrast to the more sociological emphases of the approaches thus far considered is the psychoanalytic

orientation summarized by Scheidlinger . . .; finally, Jennings summarized the major types of research that have been conducted within the sociometric approach initiated by Moreno. In this conception the free and spontaneous affective choices of one person for another provide the basis of groups . . .”¹

There is no finality in a study as tenuous or dynamic as group relations, and the most intelligent result of such studies would be the use of that method which seemed most feasible in a particular situation. It seems apparent that there are certain basic truths evident in all the differing evaluations and the approach or method of usage is only the tool utilizing the known factors. It must therefore be of secondary importance.

Cooley originally stated that mathematically there is nothing but individuals and that essentially, psychology deals with individuals. Group therapy, which he classes as a social science, deals with more than one. This definition is obviously inadequate for our purposes. Kurt Lewin felt that a group could be defined as two or more people who are dynamically interdependent. Bales postulated that the group consisted of patterns of overt behavior identified by the observable interaction of the individuals. Wherever you have communication there is a group, was the concisely stated belief of Hartley.

“Psychoanalytically the Freudian concept deals exclusively with the emotional, primarily unconscious elements in this process. Two or more people constitute a psychological group if they have set up the same model object (leader) or ideals (or both) in their superego and consequently have identified with one another. Redl indicated that group formation occurs also when several individuals have used the same object as a means of resolving similar internal conflicts. Money-Kyrle related group formation to the presence of common symbols of an imaginary family in the individual’s unconscious fantasies.”²

Wollman believes that the group is a certain type of small society in which people do something together. Any group is a part of larger society:

a. Group is a certain kind of social relation.

b. Almost all groups are within a larger society and each member belongs to other groups.

Combining Wollman’s postulates with the famous instinct theory of McDougal is, in the opinion of this author, the nearest solution to a working concept of group therapy. McDougal failed to prove his stimulus-response experimentation that groups act according to instinctual inherited sociability.

The final combined rationale for the definition as stemming from both McDougal and Wollman would read as follows: Groups act according to instinctual, inherited sociability. This inherited sociability has resulted in an organization which is known as group or small society. However, all groups are integral parts of larger groups and each member, because of his inherited drive for sociability, also belongs to other groups. This is suggested for the reader as a concept which would fit into the theoretical design of psycho-social penology, since it contains both the psychological and social orientation. However, the final choice is optional and, like the proverbial

¹ CARTWRIGHT AND ZANDER, *GROUP DYNAMICS*, pp. 8-9, Row Peterson & Co. (1953).

² CARTWRIGHT AND ZANDER, *op.cit.*, p. 56, Row Peterson & Co. (1953).

gambler, "You takes your choice, places your bet, and hollers just as loud as you can."

HISTORY

Any survey of the origins and development of group therapy would be a momentous task which in itself could fill volumes. Therefore, for economy of space, we shall deal mainly with the growth and beginnings which relate mainly to institutional environments. In brief historical review, the function of group therapy is as old as the origins of mankind itself. "It has a long past but a short history. This apparent contradiction is indeed but a nice way to illustrate the enormous number of almost untraceable roots which both individual psychotherapy and group psychotherapy have in far antiquity. The history of cults and religion, of folklore, folk tales and poetry, of Egyptian, Greek, Oriental, East Indian, Chinese, Polynesian and, last but not least, our own American Indian medicine provides ample fields of the 'past' where these roots can be found. On the other hand, by 'history' we mean nothing but the course of either of these healing arts in the form of well recorded and systematized disciplines; specialties within the ever growing realm of our civilization, aging into rigidity and striving for rejuvenation."³

A factor which this author feels is significant, is that the first scientific approaches came about as a result of penological necessity. A round table conference was held by the American Psychiatric Association at Philadelphia in 1932. It was the purpose of this group to determine some scientific method for the application of the group technique to the classification of prisoners. Just the year before Dr. Moreno had coined the term—"group psychotherapy"—Dr. Moreno and E. Stagg Whitin prepared a paper for this discussion whose basic doctrine and intelligent approach were too far advanced to be accepted at the time. This excellent groundwork is so lucid and pertinent to the tenets suggested in this article that some of the presentation is quoted in its entirety.

INTRODUCTION

The question has been raised as to whether the prison community can be transformed into a socialized community through a method of assignment of prisoners to social groups, thereby continuing within prison walls the process of social organization which from the earliest beginnings of primitive society, even though in varied forms, has done more to keep men from harming their fellowmen than all the penal laws, punishments and charity combined.

The classification of prisoners today considers only the individual prisoner as such. The interrelationship of one prisoner to another is not reflected in the present theory and practice of classification. The latter, however, is the crucial point in any attempt to transform the prison into a social community.

The National Committee, upon invitation of the official of the American Psychiatric Association, held round table conference at the time of the annual convention of the Association in Toronto in June, 1931. At this conference Dr. Moreno made some suggestions which appeared of such live interest that the committee requested him to study types of prison discipline which would have bearing on his proposals and to develop a concrete plan for the socialization of correctional institutions. The following formula is provisional, as it is based on an investigation which is still in

³ JOSEPH I. MEIERS, M.D., *Origins and Development of Group Psychotherapy*, SOCIOMETRY, Vol. 8, No. 3, pp. 261. (November, 1945)

progress. It is presented as a basis for general discussion and further research by Dr. Moreno and others.

The case material for this study was obtained at the Classification at Sing Sing Prison. . . .

PLAN

A. Objective: The objective is to suggest how it would be possible to transform the promiscuous, unorganized prison system into a socialized community through a method of assignment of prisoners to social groups.

B. Plan of Distribution: After elimination of the sick, the crippled, the venereally infected and the psychotic, through their placement in appropriate institutions, the remaining inmates form the large mass of the prison community. The next step is the breaking up of this mass into social units. Every unit should consist of a limited number of men, and groups should be organized by combining a limited number of units which are fitted for associating with one another. This distribution cannot be left to accident, circumstance or superficial decision. It must be the result of a complex social and psychological analysis.

The terms 'unit' and 'group' are often used in prisons to connote a mechanical aggregation of individuals without any indication of their social interrelationships. They are called a group because they belong to this dormitory, to one labor shop, or because they are suffering from the same malady or deficiency. But 'unit' in this plan means that a social pattern is followed and that the individuals in a unit are chosen, 'typed' for it, through social analysis.

C. Organization: Each unit should be distinguished as a distinct functioning entity. The life of a unit should be so regulated that the major domestic, labor and social activities of all members of the unit are in common, as in the case with teams training for athletic purposes.

D. Units: Each unit should have one specially selected leader. The simplest technique in splitting up the mass of prisoners into units will be in the beginning to pick leaders and to assign to each leader the men best fitted to him and next the men best fitted to one another. Factors considered in the assigning of men to units are: mentality type, sexual characteristics, social kinship, racial traits, former performance, criminal record, actual observations on behavior in prison, etc.

In addition to the individual factors, the factors which develop through the interrelation of the men within the group are significant. They are influenced by three relations:

1. That of the men sympathetic with the leader.
2. That of the men opposed to him.
3. That of the neutrals.

No unit should consist of more antagonistic elements than the leader can handle.

Factors considered in the selection of leaders for units include: father qualities; greater maturity in intelligence, experience and character development than have the men of his unit; similarity of social kinship with the majority of men; successful performance in the past in managing a business or in building a family; the socially minded are preferable to the solitary type; the solitary to the demonstrative and so forth.

The placing of similar and contrasting types into the same unit prevents the formation of destructive gangs and, at the same time, it gives impetus to socialization of interests.

F. Individual, Social and Work Analysis: To the individual analysis a social and work analysis of the prisoners should be added. The individual analysis may give information on heredity or acquired traits, etc. The social analysis may show whether the association with certain other persons will contribute to the integration or disintegration of character, and may indicate further how a person will function in a unit with suitable co-workers. The work analysis shows special aptitudes and skills.

With this information secured, the distribution plan can be continuously balanced in the following manner: At first, the units in the work shop are identical with the social units. But if the foreman or the individual prisoner desires a correctional change from the work point of view, the man can be transferred from the first unit, U1, to another, as more than one unit is tested for him and the rate of their desirability is determined. Thus he might be transferred from U1 to U5 or U9 which still belong to the desirable units for him. In this manner, within the group plan, the social require-

ments of the members of the group can be harmonized with an apprenticeship system in industries.⁴

G. The Prison Community: The inmates of a prison community are, with exceptions, not permanently assigned to it; they come and go according to conditions of sentence. Consequently, the units of which the community is composed, according to schedule above, are never final, but in a continual flux. They are altered by the number and type of prisoners who enter, are transferred, or are released, or in other words the units do not have a permanent membership. The classification staff should therefore be in intimate touch with all the actual conditions of the whole prison community and reflect in their analyses, the changing situations within every unit, the labor situation, etc. Only by considering all the facets of the prison life will they be able to maintain a balance of forces in the units they select.

H. The Group Method: The process of grouping and coordination is simplified to a degree that it can be carried out under the direction of a psychiatrist assisted by a socially trained staff at a minimum of expense. Such groupings will tend to eliminate many of the disciplinary and administrative duties now entailed upon the overburdened staff of officers, and facilitate and strengthen the warden in control of his institution.

This paper is a classic in its statement of approach, fact and actual methodology in the application of group procedures on a practical basis. It is interesting and significant to note that in the round table conference which followed the presentation of this theory, there was a very mixed reaction. Some of the leading penologists of the period, some of whom are still functioning in important administrative capacities, expressed strong objections to such a radical approach.

Although Dr. Moreno is credited as being the pioneer in penological group theory, little publicity has been given to the brilliant efforts of Thomas Mott Osborne, whose ideology preceded Dr. Moreno by three decades. Mr. Osborne has stated⁵ that as far back as 1896 he had become acquainted with group government through the Junior Republic, at Freeville, N. Y. In 1904 in an address before the National Prison Association entitled, "The True Foundation of Prison Reform", he publicly stated his belief in the need for a program of permissiveness in prisons, where men would be allowed to choose their own method of government, enforce their own laws and, in toto, allow as much individual liberty for each man as is practicable. An experiment, revolutionary in its concept, was performed at Auburn Prison in 1913. At the instigation of visionary Osborne an organization composed solely of inmates was formed. It was their duty to form a community structure, elect officers, draw up a constitution and thus to simulate, within a prison confine, the same demands for successful living as are the goal of normal sociological structures. This Mutual Welfare League, as it was called, was formed on a group basis of the men selecting their own leaders and a sociometric patterning very much like that suggested by Dr. Moreno was put into actual operation. A similar structure was created at Sing Sing when Osborne became warden there in the year 1914 which was also spectacularly operative, both from the viewpoint of administration and inmate adjustment. Dr. Stagg Whitin, who was to co-author a paper in 1932 which would initiate the basic precepts of group methodology in penology, was secretary of the Prison Association at the time of the Osborne appointment to Sing Sing. Therefore, it may have been inevitable that Dr. Whitin communicated some of these results to Dr. Moreno which brought about the effective document from which liberal quotes have already been selected.

⁴ Ref. by N.Y.S. Advisory Committee on Prison Industries (1932).

⁵ THOMAS MOTT OSBORNE, *SOCIETY AND PRISONS* (1896).

It becomes apparent that group therapy in this country up to and including the late 40's was another phrase too glibly used but too little understood and utilized. For the same reason that prisons have resisted the application of other advances, this new methodology was but a step-child, neglected and forgotten for the most part, but dragged out for public display and performance when the "relatives" came to visit. Almost every institution, notwithstanding the primitive makeup of its whole program, will boast of the new group therapies being practiced, but any close observation into the actual techniques or the qualifications of those administering this program reveal the tragedy of misapplication. Thus the distortion of valid scientific theory becomes just another tool corrupted into the framework of a penal philosophy.

Sometimes, in the course of man's affairs, it becomes expedient to be in line of progress. By the beginning of the 1950's, group therapy had begun to assume a more important position in the scientific annals reporting progress in institutions. Dr. George K. Sturup, Physician-in-Chief of the Asylum for Psychopathic Criminals at Hstedvester, Denmark, wrote:

Group therapy may be mentioned among the various special treatments at Herstedvester which have in periods been applied in close cooperation with the security staff, within small groups of persons of varying age. . . .

In carrying out in practice the theory of treatment, the fundamental psychiatric work must consist in composing groups for treatment, planning a suitable atmosphere, allotting 'parts' to members of staff, and on the whole ascertaining that treatment is adapted according to the requirements of each individual patient.

While the Danish prison authorities have for a number of years considered negligible the rehabilitative effects of serving a sentence, recently there has been considerable development, especially in the field of pedagogic (psychiatric) treatment. In 1945, the prison authorities founded a Department for Psychiatric Observation during imprisonment. To this Department, and also to Herstedvester, the more unstable and emotional prisoners can be referred for treatment and observation.⁶

Although it was too soon to prove by statistical methods, it was becoming apparent that the results being achieved were far more satisfactory than former methods. Dr. Lazell indicated some of the benefits which he felt were offered by group therapy:

1. Many patients can be treated at the same time.
2. The patients become socialized.
3. The difficulties of the positive transfer are less because the lecturer remains impersonal.
4. Material which is highly embarrassing and stirs up resistance in individual psychoanalysis, can be presented to the group and be accepted by the patient.
5. The patients discuss the lecture material among themselves with great benefit.
6. The patients ask questions and during the discussion before the group many patients will start discussing their symptoms after having refused to divulge them to the physician.⁷

Here, it should be noted, the orientation is purely medical. In a prison setting, as it will be shown later, group therapy can become an integral part of the living of the inmate, not something separate and distinct, to be practiced only at certain intervals.

Dr. Walter Lunden, who has been doing research work in Iowa prisons and reformatories, revealed some interesting facts in a speech before the Moran Memorial Institute on Delinquency and Crime in August, 1953. He indicated that for the last three years group psychotherapy had been practiced in Fort Madison. Its sole

⁶ E. W. LAZELL, M.D., *Veterans Admin., Group Psychotherapy*, SOCIOMETRY (August, 1945).

⁷ E. W. LAZELL, M.D., *op.cit., Group Psychotherapy*, SOCIOMETRY, (August 1945).

purpose was to ease tensions among the prisoners which normally accrue in an artificial prison environment. About ten percent of the prison population (120 men) had been organized into small groups, thus permitting the members to discuss and analyze their various personality problems. The results of this program were successful for both the administrators and prisoners, since there have been fewer fights and attempted escapes. The doctor stated that the actual aim of this therapy was to "preserve the prisoner's personality by allowing him avenues of expression". In a final perceptive analysis, he pointed out its limitations because of lack of trained personnel to lead discussions and guide them into effective channels. An interesting note was that statement that the Iowa citizens have indicated public approval of this program, and there was no evidence that enlightened methods were a cause of prison disturbances.

These excerpts and quotations are given merely to trace the growth of group therapy in a penological setting. In securing the data one finds only the successful experiments recorded. This is easily understandable, since most people (including those who work in prison settings) are loath to report those new techniques which have not proved successful or workable in their particular environment. An extremely perceptive article compiled by F. Lovell Bixby, PhD. and Lloyd W. McCorkle, officials in the New Jersey Dept. of Institutions and Agencies, discusses some of the administrative problems inherent in a group therapy program. The conflict between the ideology of prison for security and punishment and the permissive atmosphere necessary for true group therapy present a thorny administrative barrier. Some of the problems involved are:

1. An institution executive thinking to establish a program of group therapy must examine very carefully his own attitudes regarding such a program.
2. The group therapy program will conflict with established programs and practices of a correctional institution.
3. The customary ways of behaving will be disturbed if the program is to be at all effective.
4. Group therapy may bring hostilities to the surface that have been suppressed.
5. Inmates may use their attendance at group therapy sessions to threaten or intimidate personnel of the institution.
6. The in-service training of the staff is highly important and should be informal.
7. The leader can establish this kind of program only if he is accepted by the institution.⁸

A recent experiment performed by this author in an institution for Male Defective Delinquents will be an illustrative example of one experiment that was not definitive because of the aforementioned problems. The success of group therapy in our present penological system is antithetical to its stated precepts. Therefore all wardens who must essentially be good administrators cannot permit any complete or true group therapy. Thomas J. Hanlon, the Warden of the Institution for Male Defective Delinquents, is an unusual administrator because of the good program he has adopted and his willingness and interest in trying new techniques. It is with grateful appreciation that this author acknowledges his active cooperation in the experiments which were attempted in his institution. He placed the employees, inmates and properties at the disposal of the experimenter, a forthright and courageous statement of faith.

⁸ F. LOVELL BIXBY, PH.D. AND LLOYD W. MCCORKLE, *Applying the Principals of Group Therapy in Correctional Institutions*. FEDERAL PROBATION, pp. 37-38, (March 1950).

AN EXPERIMENT IN GROUP THERAPY

This study is one of the first of its kind with those youthful offenders who have also been classified as Male Defective Delinquents. It is concerned with certain individuals in a particular jail under specific conditions. Although the tentative conclusions may not necessarily be applicable in similar institutions with similar conditions and subjects, the experiment should help to point up some of the common problems related to group therapy at correctional levels.

INTRODUCTION TO THE PROBLEM

In order to understand the experiment, the reader should be acquainted with the makeup of the subjects; the particular environment at the time of the study; and a common definition should be established for the legal classifications.

A. Environment: The Institution for Male Defective Delinquents specializes in the custody, care and training of mentally defective men, 16 years of age and over, who have been adjudged guilty of a criminal offense. This prison was established in 1921 in answer to the need for separate treatment of those individuals who have been classified as mental defectives. The concept of imprisonment by psychological classification was revolutionary in this connection. Accordingly, the treatment is based on scientific classification and segregation, and a practical individualized plan of care has been adopted as a means of meeting the mental defective's interests, needs, capacities and potentialities.

The program for the re-orientation of these individuals is composed of: physical education and recreation; education and trade training; reception orientation; placement and guidance; classification board, agriculture and applied farm mechanics; religion; medical health and mental health. It should be noted that most of this program is mandatory, since it is based on the philosophy that the defective must be taught various skills and socializations which are necessary to the pursuit of a healthful, conforming life. In all fairness the author must point out that, although this technique could not rightfully be considered therapeutic in a situation where the inmates are capable of making their own decisions, the nonpermissive atmosphere created in this setting carries a needed authoritative overtone. Thus, in many instances the institution fills the role of the father figure to the dependent, rejected individual who has been unable to adjust to the permissive exigencies of modern living in a highly competitive society.

B. Personality and legal classification: The primary condition for commitment to the Institution for Defective Delinquents is the adjudgment by three registered Psychiatrists or Psychologists who, by the administration of various techniques, decide that an individual is defective. In all cases the I.Q. must be less than 70, and a marked inability at social adjustment should be present. The mental defective, as described by the laws of New York State, is an individual who has been so defective, either from birth or an early age, as to be unable to supervise himself or his affairs; or who, for his own welfare, the welfare of the community or of others, needs supervision or control. The delinquency is a matter of later development and is usually an antisocial compensation for the factors in adequacy, familial rejection, recognition strivings and other psychological and material motivations.

The average number of inmates in the institution during the year is about 1000.

Many of them have been referred by reform schools, social agencies and interested community leaders and almost all of them, because of their combined delinquency-defectivity have been rejected in one form or other by society. Thus, group therapy in a situation where there has been little or sometimes no realized and accepted social interaction, would be a particularly pertinent investigation.

This experiment was in progress from September 1950 to February 1951. The staff at the institution was briefed by the author on the purpose and scope of the study and with their advice and suggestions, a suggested procedure was adopted.

THE SUBJECTS

The subjects included in this study were: 1) Arrested and sentenced by a court in the City of New York (or State of New York) for a period of not less than two years to indefinite commitment; 2) their sentence was being served in the Institution for Male Defective Delinquents; 3) they were adjudged defective for reasons indicated herein; 4) they were all first offenders who were legally classified as Youthful Offenders because they were in the age bracket of 16 to 21 years; 5) all those selected came from deprived familial backgrounds where they had little or no chance for the development of sustained group relationships of any type.

As a group, these subjects seem to represent a fair cross section of male defective youthful Offenders who are incarcerated in the institution for many varied offenses. It also appears that many of them are characterized by a consistently disturbed relationship in one or more of the major life realms. Such areas include the physical, psychological, family, social and vocational spheres. It should be added also that within the limits of the stated definition of "Male Defective Delinquent Youthful Offenders", individuals who may have lost contact with reality or those who indicated normality or above, were excluded.

METHOD OF SELECTION AND GROUPING

The Psychologist was assigned 22 youthful offenders as a random selection by the administration. These men shared the same dormitories, ate and performed all their institutional duties as a company. They were divided into two equal groups, according to a selection method to be explained. Allowance was made for the fact that certain of the group would be paroled or discharged before the experiment was to be completed. In the final analysis, there were two groups created. One would be an experimental group therapy and the other would be the usual instructional routine conducted by one of the teacher guards whose assigned task it was to teach pedagogical subjects. The total number of subjects for each group was eleven.

COMPARATIVE DATA

The experimental group consisted of four Negroes and seven Caucasians. The control group was composed of three Negroes and eight Caucasians. No significant differences were found between the marital status of the groups. The age range for both groups was from 16 to 21. The average age for the experimental group was 19.3 years, while that of the control group was 20.4. No significant differences were found between the ages of the two groups.

As prescribed by law, each inmate entering the institution is tested with the Revised Stanford Binet, Form L. The experimental group had a range of 69 to 54, while the control group range was 70 to 58. The average I.Q. for the experimental group was 60.2, while that of the control group was 62.4.

In considering scholastic background, there are many factors to consider. The general range of scholastic achievement was from grades one to nine. This may be due in part to the mental defectivity, in part to the fact that some of the subjects came from the South, where they were compelled by necessity to go to work at nine years of age. The mean grade school completion for the experimental group was 3.2 and the control group was 4.1. No significant differences were found between the two groups on the basis of the highest school grade completed.

The Machover Personality Test, Thematic Apperception Test and Rorschach were administered to all of the 22 subjects. One is immediately impressed with the strong dependency component of the defective. There is a basic immaturity which is expressed in all activities, serving to limit and/or restrict their creative life to the degree that they give an impression of being much more limited than they really are. In many of the cases aggressive overt behavior has become a strong compensating mechanism and all but two of the subjects indicated an extremely retarded psychosexuality. For these underlying reasons, they present a physical picture of docile, foolishly garrulous and highly conforming/suggestible makeup. This group, like most of the defectives, is strongly in need of social recognition and approval, and for this reason it will be interesting to see the results of group therapy with such personality structures.

THE EXPERIMENTAL DESIGN

It can readily be observed from the above data that the groups were approximately similar in the basic equating variables of age, intelligence and highest grade of schooling, and personality factors. There was also a similarity in the factors of racial composition and marital status. Thus, the experiment included two fairly matched groups. The primary difference or criterion variable between the experimental group and the control group was the participation in the group therapy sessions. Several definitions should help to clarify the study:

Teacher: That individual (in this situation, the Guard) who instructs the control group. Here, formal mastery of subjects is the classical aim of each meeting.

Therapist: That individual who conducts the experimental group therapy sessions.

Group Sessions: Male inmates at the Institution who formed the experimental group attended group therapy sessions with a therapist in charge. These sessions, which may also be characterized as meetings, were conducted as follows: 1) Each group session convened twice per week during a period of four weeks and was of three hours duration. There was a series of these four-week sessions. 2) The control group met in the afternoon for exactly the same time and the teacher/guard was in charge. It was his duty to maintain strict discipline and at the same time, teach elementary pedagogical subjects. 3) Each group session and class contained not fewer than nine nor more than 11 male defective delinquents (Youthful Offenders) during the course of the experiment.

Materials and Procedures: As indicated previously in this report, members of both groups were tested prior to the beginning of the experiment. The Probation and Pre-parole reports were also utilized to provide meaningful background material. Also, vocational and institutional adjustment behavior was utilized as another criterion or indices for social adjustment prediction.

Upon the conclusion of the experimental group therapy, the subjects were retested (as were those in the control group). Both groups were retested with the Otis Intelligence Test, the Thematic Apperception Test and the Rorschach.

Testing of each group occurred on separate days. The time required to administer the battery was about one full day per person.

STRUCTURE OF THE GROUP THERAPY

Kurt Lewin, one of the pioneers in the field of group study, felt that a life span itself contains a totality of fact in given time and space. In this periphery, there are forces influencing the individual toward his particular goal (positive valance) or against/away from that goal (negative valence). These forces are ever-present either pushing or pulling, and in the healthy individual, there is a tendency toward equilibrium. Lewin's rationale of group was a number of people amongst whom interdependence takes place. It was his feeling that behavior is induced by a leader in three separate types of groups: A. Democratic B. Authoritative C. Laissez Faire.

Following this theory the therapist decided that, during three different periods, as the leader inducing behavior, he would assume all three roles. The first period, composed of four weeks, would be authoritative; the second period of four weeks would be democratic; and the third period of the same duration would be laissez faire.

Any experiment of this type naturally places a burden on the administration of an institution whose main routine is dedicated to incarceration for the purpose of security (re: society's protection). The routine of departmental activities, previously discussed, is confused, also, and a physical investment of paper, pencils, space and privileges are also required.

Certain demands are made upon the inmates, too. Generally, fatigue, feelings of frustration, the resurgence of old, repressed hostilities, and difficulties in public expression were the main obstacles encountered by the inmates. It may be of passing interest to know that the experimental group was tagged by the rest of the prison population as "the bug doctor's pets."

SUBJECT MATTER OF GROUP SESSIONS

A review of the therapy sessions suggests that a vital part of the group process consists of the following: 1) The attitudes and feelings of the inmates toward themselves; 2) the attitudes and feelings of the inmates toward one another; 3) the attitudes and feelings of the male defective delinquents toward the therapist and other authoritative persons; 4) the immediate environment of the jail and administrative cooperation; 5) miscellaneous factors.

It is important to emphasize that the experiences gained through these group sessions are often carried over into the jail relationships by the group members. It

must be indicated, however, that the degree of success of any program in an institution is in direct proportion to the cooperation, understanding and encouragement received from the responsible authorities.

Any group therapy is basically learning and relearning experiences in which basic attitudes and feelings are involved. The therapist has nothing whatsoever to do with the care and custody of inmates. He presents himself as a person with certain skills and experiences and, as long as he is engaged in their application within a penal institution, he observes the rules and regulations of such an organization.

Within the group setting, the therapist should be fully aware of the capacity of each member of the group to "withstand" and realize the meaning of comments, suggestions, interpretations, or other remarks. Group members may often be undergoing a sibling-rivalry experience with the group leader acting as a father figure. This is especially true in the case of defective delinquents, who are highly retarded emotionally and easily tend to place themselves in the role of the child. Skill, tact and understanding are most important in helping the group to carry on its discussion.

Another problem, peculiar only to the situation involving defectivity, presents itself in a group of this sort. The defective, according to all beliefs, is supposed to operate on an intelligence level or ideational plane lower than that of the normal person. Some of their conceptualization is extremely limited, involving only highly concrete and fundamental situations. The group discussions should then, if they are to be effective, be concerned with everyday experiences and relationships, and should be kept free of abstractions.

The therapist helps to guide the group process of interaction so that subjects experience a sense of growth. At times he listens as the group discharges its hostility. At other times he asks questions in order to stimulate further thinking and discussion. Sometimes he clarifies doubts and confusions and may offer points of information which are pertinent to the immediate discussion. However, except when he is being purposefully authoritative, does he allow himself or the group to become a judging body, in order to appraise the ethical and moral aspects of an individual's behavior. Psychologically, whenever an inmate senses that the therapist is rationalizing for him or blaming him, there is always the danger of increasing the group members' own difficulties and creating much unnecessary tension.

An emotionally mature therapist has an understanding of the particular needs of the group in therapy (the situation involving delinquents is particularly important). He must attempt to guide that group so that it answers these needs and all of the endeavors lie in the principle of the sense of worth and dignity of the individual. In any group analysis, it is difficult to delineate clear-cut lines of demarcation, but by structuring the leadership, as has been previously indicated, an attempt has been made to discover a general pattern.

First Session: The first group therapy sessions will be associated with general hostility, doubt and suspicion and a feeling of insecurity among the group members. The therapist is "tested" by questions among which is usually one concerning his knowledge and understanding as to why they have been termed "defective" and just what it actually means. Since there was not too much permissiveness in the first part of the experiment, no real activity on a group basis was apparent. In order to structure

the situation, the therapist had the subjects file into their seats, stand up and recite the pledge of allegiance, and a discussion was conducted with speaking allowed only by a show of hands. The reactions were mostly those of passive acceptance. They listened to the lectures with a seeming show of interest, but displayed no aggressive or overt behavior. There was a certain amount of undercover activity in the form of play, exchange of notes and whispering, although this type of activity had been forbidden. Other parts of the institutional program reported no change in their behavior in the other situations. The questions all revolved around "accepted" topics such as: Could I be moved to another dormitory? Why aren't we learning reading and writing like the other part of the class? The discussions ranged mainly about mild complaints about the institution, but no opinions were voiced in regard to authority, since there was such a strong authoritarian overtone in the class. Here it should be mentioned that the prison administration was in complete accord with group therapy up to this date. The authority introduced fitted in with the institutional program and the classes themselves, in spite of the lack of personal freedom, seemed to relieve some of the normally incurred tensions.

Second Session: The therapist indicated a change in the orientation by removing the desk, sitting at the same level of the class and discarding the formalized procedures, such as talking only by permission, flag recitation, etc. Within a very short time, this democratic approach gained momentum. The inmates spoke with restraint at the beginning, but within one month topics of extreme sensitivity were broached. Some of the main points touched upon were: Why am I called a mental defective? What is the real meaning of defectivity? How can I look for a job? When will I get out of prison? What is the best way to get along in an institution? What is homosexuality and why is it wrong? What is the best way to get along successfully in the world?

Here natural hostility towards the prison authoritarian figures was released and this reaction was eventually related to closer parental situations. Concrete situations involving various aspects of interpersonal relationships became focal points of heated discussion, and slowly the group began to assume their own discipline. A few quotes from some of the discussions follow: (each inmate is designated by a number and the therapist is 0)

1. Ya, ya, those screws think they're so hot. They yell at ya for the least little thing. Someday I'm gonna run away just like I run away from my Momma when she used to get drunk and beat me.

2. Aw, you're just talkin', wiseguy . . . just tryin' to be a big blowhard like you are in the dorm. (A long-standing antagonism involving numerous fistfights and institutional penalties existed between these two inmates.)

0. Did anyone else ever think of running away from home?

3. I did, teacher. (Vigorously waving his hand) But I set fire to the garage instead.

0. What made you do it?

3. I don't know. I just had to do it but it didn't make any difference. Nobody even cared. They just became angry.

4. I think you are all bad boys. I never set fire to anything and I never wanted to run away from R . . . School even though I didn't like it. Talk like that is bad and God is going to punish you. Won't he teacher?

1. We're going to set fire to you, you teacher's pet. Ha, ha, that's what we'll do.

2. You won't set fire to anyone. We're protecting G . . . from guys like you. (At this point many began to speak in unison, creating a great deal of noise).

5. Hey, you dumbbells. You all like to come here and talk. Well, lower your noises or you'll have the guards in here and no more classes. (This inmate had been the least willing to cooperate and had now begun to assume a protective leadership).

0. Did anyone think about success last night and does anyone have some new ideas?

6. I still say success means money and someday I'm goin' to get a whole lot.

4. Yes, success is money, success is money; I like money.

2. You're wrong. My people had money and they still used to fight all the time. To me success is to be happy. I just want to get out of here and be happy.

1. Success is having a nice babe, that's what.

2. Ah, there he goes again. You and your babes. I don't think you'd know how to talk to a girl if you ever met her.

1. That's what you say.

5. I've been thinkin' and I even spoke to Guard A. about it. We decided that real success is a wife and kids and a decent job so that you can support them without breakin' any laws.

7. Success to me would be to pass my parole board. Sure would like that.

0. Do you have any ideas about success, T.? You haven't said much today.

8. Nope, nothin' to say.

4. He got a bad letter from home, teacher. His sister is very sick and he feels bad. That's why he don't talk. Right, T.?

8. Yeah, dat's it.

9. Teacher, how do you spell success? I was tryin' to write about it to my family last night and I didn't know how to spell it. No one was sure. (The word was written on the board and some of the subjects copied it down.)

0. Well, there seem to be different ideas about success. Some think it means money, others a nice girl, passing the parole board, marriage and a good job. . . . So you see this word changes in meaning. Success is really a little different to everyone. It is the thing that will make you the happiest and will also keep you out of any trouble. Do you agree?

(Discussion about this new idea followed and, after serious argument and debate, was generally accepted as a good idea.)

During this period, a transference of activity was noted by other members of the institutional staff. Guards whose duty it was to discipline and to receive unquestioned obedience, would be asked "why" after having given a certain order. In the shops this group seemed to become harder to manage (from a prison viewpoint) since they seemed to reason more, whereas before they had accepted all instructions without particular comment. At the same time, a certain cohesiveness seemed to have formed about this little nucleus and there were no reported fights amongst one another, as is usually the case in any artificial number of people forced to live together in close, constant association. The group, during this second session, seemed much less tense than during the authoritarian approach previously conducted. It has long been an accepted fact that mental defectives are a highly passive, dependent type of genre but they exhibited, to a surprising degree, original thinking during many of the discussions.

Third Session: The third group discussions were conducted in a completely permissive atmosphere. The therapist sat in the back of the room, taking no part in the discussions, but merely acting as observer. Although attempts were made on part of the group to involve the teacher, all entanglements were firmly discouraged. This part of the experiment was soon ended by the common approval of the institutional administration and the therapist. The sessions evolved into meaningless chaos when there was no guiding authority. Some of the group took command by shouting and others merely expressed disinterest by staring out of the window or allowing the

more dominant personalities to write on the board and run around the room in aimless fashion. It became obvious that the defective individual functions best with some minimal helpful type of authoritative guidance.

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

At the conclusion the control group indicated no significant change in personality or intelligence. Their attitudes still seemed to center mainly around a submissive acceptance or a desurgency component. The guard teacher reported that they had been a good class, but at times indicated a lack of attentiveness which is common to most defectives. (i.e.—the concentration span is very limited).

There was no significant change in the median or mean intelligence quotient of the group under experimentation. It is interesting to note, however, that in one case there was a jump of ten points so that this individual, no longer legally a defective, was transferred to an institution dealing with the normal population.

No claim can be made regarding changes in basic personality structure of the subjects, because there were no significant results after the testing data had been tabulated. However, on the basis of the results observed in the group therapy situations, some trends may be indicated:

a. The mental defective functions best in a partially permissive atmosphere wherein there is some corrective guidance.

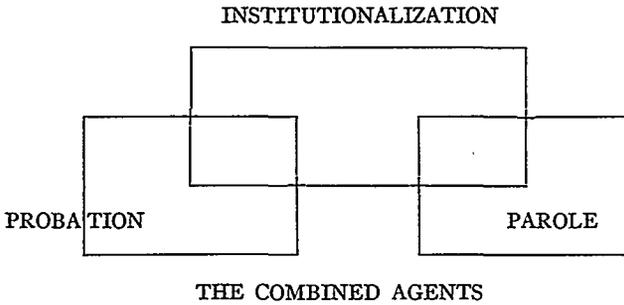
b. There is a great deal of restriction and inhibition bound up in the personality of the defective which may be lowering his response patterns. This can be acted upon and released in group therapy.

The defective is not delinquent by nature, but has responded on this basis because of lack of proper supervision and the inability to assimilate properly in society (the group) without some assistance.

THEORY

The title of this article is Group Therapy Irradiation. The words "group therapy" have been discussed and defined up to this point so that the reader should have formed some definite reactions and comprehension of this technique. The last word, "irradiation", is the key as to how psycho-social penology will attempt to apply this basic methodology within its particular framework. According to Webster's Dictionary, the word is defined as "a state of being irradiated or an emanation or emission as of knowledge." The basic concept here then is that irradiation is actually a continuous process; it is constantly going on. A clear example is that the Sun irradiates the planet Earth with its rays and this is a condition where there is a constant state of exposure or receiving. Group Therapy, in order to be effective, is not a discontinuous process, but one of this selfsame irradiation. Therefore, Group Therapy Irradiation is the process of continuous application of this construct as a natural emanation of living process, both from within and without the institution.

Following this reasoning, the functions of Probation, Institutionalization and Parole have been requantified. In order to illustrate the interaction of these bureaus, the new relationship has been expressed by the following diagram:



The diagram illustrates the relationship between these agencies and is therefore referred to as "the combined agents". Actually, they are constructs for prevention, custody, treatment and rehabilitation. Since they have the common purpose of dealing with offenders so as to lesson anti-social behavior it is only logical that they perform in an integrated and logical sequence. This activity, called "irradiation", is not a separate entity, but a definite pattern of prescribed procedure utilizing both the psychological and sociological framework.

The purpose of this approach is to try to reduce some of the waste of time, money and people by the current "hit and miss" philosophy now predominant. Too often friction between these agents expressed by the philosophy of "Well, it's the job of probation, not parole" or vice versa has resulted in irremediable injury. There is no real teamwork nor cohesiveness; any good businessman can confirm that an organization conducted on this basis must certainly go bankrupt. Without its being realized, there has been an actual bankruptcy and it has been demonstrated by the lack of real progress, and continuing political intervention. In penal work these failures of policy and spirit are the "real" loss!

As indicated earlier in these pages, part of this situation could be remedied by creating one common agency, and thereby automatically eliminating some of the mechanical malfunctions. But, like the man taking vitamins for pneumonia, this is hardly adequate in itself. Again utilizing the philosophy of psychosocial penology, we must endow this sociometric and correctional organ with the primary goals of study, treatment and cure. Its personnel must therefore be uniformly trained, even to the point where interchangeability is possible. The training course should include subjects such as physiology, sociology, statistics, psychology, philosophy and those requirements necessitated by the particular university. Included in this type of training would be some of the concepts and approaches developed by the police agencies. In line with this would be an intern training program, similar to those qualifying medical doctors for the same purpose of realistic training. Thus a product of such orientation would enter this type of work with some basic concepts of the arduous task ahead.

Operating as a unit of central dissemination controlled on a Federal basis would be a "mock up clinic". Here, the offender would be completely studied immediately after the arrest. Modern methods such as sodium amatol, the galvonometer and various psychological tests would be applied. A thorough case history and a full

record of the particular offense, plus any other pertinent data, could be combined to present to the Court and the sentencing Judge an accurate picture of the circumstances, motivations and personality of the individual being tried. The main purpose would be for diagnostic value. This is particularly important since more and more of our present laws are being modified to conform with psychiatric diagnoses.

After sentence, the offender would become subject to the continuous irradiation process. The group treatment would commence as soon as the supervising authority felt the time was suitable. There could be some individual approach also, but this again would depend on the particular situation.

Perhaps some of the ideas presented here appear impracticable at present. It is true that they require the constructive criticism which differing viewpoints can bring to bear. In final caution, it is suggested that it is wise to keep in mind that it has been a common practice in the past to superimpose upon the criminal those guilts and hostilities to which all humans are prone. This whole science is dedicated to the understanding and control of anti-social motivations, and is not the punishment alone. Like any valid science, this is also a search for truth. Let us therefore look for the truth candidly dissecting the offender, as it were, hoping to locate and eradicate the factors of the offense much as one would some monstrous cancer. Then will justice, whose name we hear so often, be truly served.