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THE INCARCERATED DEVIATED CRIMINAL SEX OFFENDER: HIS PERCEPTUAL RELATIONSHIPS WITH HIMSELF AND WITH SOCIETY

by

Allen Menlo

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Doctoral Committee:

Professor Howard Y. McClusky, Chairman
Associate Professor Leonard E. Himler
Professor Harlan C. Koch
Professor Willard C. Olson
Professor Alvin F. Zander

ABSTRACT

THE INCARCERATED DEVIATED CRIMINAL SEX OFFENDER: HIS PERCEPTUAL RELATIONSHIPS WITH HIMSELF AND WITH SOCIETY

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This study is concerned with the relationship between the incarcerated deviated criminal sex offender's perception of his ability to fulfill his important social needs, his perception of his potential to help himself with his own problem, his perception of society's feelings toward him, and the implications these findings may have for institutional re-education of the sex offender.

The writer designed three instruments of inquiry: (1) a scale to measure the sex offender's perception of his ability to fulfill his own needs, (2) an open-ended questionnaire to investigate the sex offender's own perceptions of himself, and (3) a set of projective cards to elicit the sex offender's perception of society's attitude toward him. These were used in interviews with a random sample of fifty sex offenders incarcerated at Ionia State Hospital. The three instruments were especially devised to explore the "here and now" perceptions and feelings of the sex offender rather than his psychogenetic personality determinants.

Statistical analysis of the data so secured was accomplished by the use of Chi square (x^2), measure of probabil-

ity (P), and the coefficient of contingency (C) throughout. Ten hypotheses dealing with relationships between various dimensions of the sex offender's total perception of himself were all substantiated.

The study indicates the existence of the following relationships: The sex offender who perceives himself as being able to fulfill his important social needs will also perceive society as feeling favorable toward him and will perceive himself as having potential to work at his own problem. In addition, the sex offender who perceives society as feeling favorable toward him and perceives himself as having potential to work at his own problem will (1) perceive society as being accepting and supportive toward him, (2) perceive representative institutions of society controlling his destiny (police, courts, law-makers) as being helpful toward him, (3) perceive society as seeing his behavior and its cause as being understandable, (4) favor open communication about sex offense to society, (5) see mental health knowledge as helpful to his own adjustment, and (6) employ himself as an object of study. On the other hand, negative perceptions and feelings of sex offenders on one dimension above are associated with negative perceptions and feelings on the other dimensions.

Speculations were made regarding the causal sequence between the measured sex offender perceptions and the relationship of this causal sequence to self perception theory. The conclusion was drawn that the task of the re-education agent, whose purpose is to help sex offenders return to a

constructive place in society, is that of providing experiences by which the offender can achieve the feeling that he has the ability to fulfill his important social needs.

ACKNOWLEDGMENTS

No one really ever does anything alone. An achievement of an individual represents the situational emergence of that individual's self from a system and sequence of helping relationships with others. Among these, some forces of help always appear more visible than others.

The individuals who have been the major sources of help in the accomplishment of this dissertation and to whom I would like to extend warmest and sincerest thanks are: the late Dr. Samuel W. Hartwell, Assistant Director, Michigan Department of Mental Health, on whose recommendation this study was initiated; Dr. P. C. Robertson, Medical Superintendent, Ionia State Hospital, who gave complete cooperation in making available the sex offender population of the hospital; the four graduate students, Thomas Beaton, Jesse L. Brandon, Rudolph Hoffman, and Merlin Schultz, who contributed their time, interest, and skill in the interviewing of offenders; all members of my doctoral committee, who earnestly and generously shared their knowledge with me; Professor Howard Y. McClusky, Chairman of the committee, whose continued patient and purposeful guidance reaches

beyond the bounds of a written product; my father and mother, who provided the opportunity for me to discover the philosophy which underlies this dissertation; my wife, whose endless devotion, sincerity, and energy saw this work to completion, and our daughter, to whom this work is dedicated.

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CHAPTER I

AN INTERPERSONAL RELATIONSHIP APPROACH TO SEX OFFENDER RE-EDUCATION

Statement of the Problem

This study is concerned with the relationship between the incarcerated deviated criminal sex offender's[1] perception of his ability to fulfill his important social needs, his perception of his potential to help himself with his own problem, and his perception of society's feelings toward him. An understanding of these perceptions is essential to any program designed to help the incarcerated sex offender return to a constructive place in society. It is for the purpose of helping improve institutional re-education programs for sex offenders that these perceptions are being studied.

Historical Development of this Study

In an attempt to study the sex offender as a social problem and to make recommendations for effectively meeting the problem, the Michigan Governor's Study Commission on the

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[1]The term "deviated criminal sex offender" has been defined by the Michigan Governor's Study Commission (33, p.1) as "A person whose sexual behavior is characterized by repetitive or compulsive acts which indicate a disregard of consequences or the recognized rights of others or if his sexual behavior indicates an inability to manage or control his sex impulses, ...and who breaks a law prohibiting some kind of sexual behavior and is apprehended by the public authorities."

Deviated Criminal Sex Offender was established in November, 1949. In 1950, the Commission's Committee on Education expressed the need for a scientific survey of public opinion toward the sex offender and sex crime as a prerequisite to recommending a mental health curriculum for the general public. The results of this study have already been published (33, pp. 235-241). Following the de-activation of the Commission in 1951, a modest grant was made available to continue educational research on the sex offense problem. Professor Howard Y. McClusky, previously Chairman of the Commission's Committee on Education, was to supervise the research, and the writer, previously research assistant on the same committee, was to conduct the research. The research took on a functional design as its purpose became that of understanding and making recommendations for the process of re-education of the incarcerated deviated criminal sex offender. The major factor which gave direction to the study is expressed in the Commission's report (28, p. 58):

> The sexual criminal feels the focused hostility, contempt, disapproval, and rejection of all society. He can be said to feel this disapproval from more persons and in greater magnitude from all than any other criminal. There is no other criminal type which is so completely deprived of some social acceptance by some congenial group as is the sex offender.
>
> It is not always clear which aspects of his behavior are results of treatment by society and which aspects he has kept with him most of his life. But an outstanding impression gained in the interviews with these men (sex

criminals on parole) was that now they are isolating themselves from other persons.

Thus, the focus of the study became the sex offender's perception of society's attitudes toward him, his perception of himself, and how these perceptions might help or hinder the process of institutional rehabilitation. This focus made the study one which explored the "here and now" perceptions and feelings of the sex offender rather than his psychogenetic personality determinants. It is hoped that this study may shed new theoretical light on the imminent problem of large-scale institutional re-education dependent more upon the institutional milieu as a medium of change than upon individual agents of change.

Review of Related Literature

As the sex offender has been a rejected member of society, so has research about him been a relatively neglected endeavor of social scientists. This is especially true regarding research which might cast new light on the rehabilitation of the sex offender. Karpman (24) presents an exhaustive review of published literature on sex offense covering the years 1912-1951, and Psychological Abstracts (32) effectively brings the literature up to date under the topical areas of "Behavior Deviations" and "Clinical Psychology, Guidance, Counseling." A perusal of these two major sources plus other minor sources (33, pp. 189-195; 6) reveals an extreme paucity of experimental research in the whole field of sex offense, but a larger amount of writing based on practi-

tioner experience. Karpman reports that he found virtually nothing published from 1912-1923; 1924-1951 shows a sprinkling of writings by experts in psychiatry, sociology, psychology, and prison administration; and an interest in sex offender research has become more evident from 1951 on. This over-all dearth becomes intensified when one begins to search for literature in the more specific area of sex offender rehabilitation. There has been much more material published on rehabilitation and institutional procedures with prisoners in general, but many authorities have expressed the strong opinion that it is inappropriate to consider the general prison population and the sex offender at the same time. For instance, Allen (3) states that previously sex offenders were treated much as other offenders, and that this was unsuccessful. Apfelberg, Sugar, and Pfeffer (4) warn that, the penological method is definitely inadequate in treating sex offenders. Therefore, the review of literature which follows is concerned primarily with reports of research and practice related to the re-education of the incarcerated deviated criminal sex offender.

In 1939, Frosch and Bromberg (19) concluded that sex offenders are generally adamant to individualized psychiatric investigation.

In 1941, Wile (43) pointed out that the success of any treatment with the sex offender is dependent on his willingness to be treated.

In 1942, Conn (12) called attention to the incarcerated

sex offender's extreme loss of self-respect.

In 1947, Overholser (29) reminded other practitioners that sex offenders may be helped if they are willing to accept treatment.

In 1948, a Massachusetts committee (18) defined the job of sex offender rehabilitation as that of curing the offender's aggressive tendencies so he can return safely to the community.

In 1950, a study of sex offenders at Sing Sing Prison (35) reported that the offender's resentment against prison authorities is a major obstacle to treating him. Abrahamsen (1) mentioned that thirty-five percent of incarcerated sex offenders are untreatable because of personality make-up and alcoholism. Bowling (5) stated that psychiatric treatment of sex offenders is extremely limited because too little is known about the causes of sexual aberration. Cruvant, Meltzer, and Tartaglino (14) stated that their experience at Saint Elizabeth's Hospital demonstrated that intensive psychotherapy is impossible and the only alternative is a program dynamically oriented toward full-day activity of therapeutic group meetings, art, drama, occupational therapy, and sports.

In 1951, Dunham (13) emphasized the importance of convincing the sex offender that he needs treatment, and that so often he refuses to see himself as a sick person and thus does not desire individualized psychiatric aid. Dunham recommended that the majority of sex offenders can probably be

helped only by strengthening their defenses. The California Judiciary Subcommittee on Sex Crimes (34) reported that at San Quentin, where there are 700 sex offenders, the staff of five psychiatrists is able to give two hours per man per year.

In 1952, Bromberg and Franklin (8), reporting on their program of treatment for sex offenders at Mendocino State Hospital, viewed the technique of psychodrama with its permissive experience and help toward reality-orientation as an effective means of treating sex offenders. Abrams (2) gave evidence of the effectiveness of a group therapy approach to the treatment of institutionalized male sex offenders.

In 1954, Rinck (36), reporting successful attempts at therapeutic procedures for social offenders at the Medical Center for Federal Prisoners in Springfield, Missouri, stressed the importance of communication and group methodology. Ovesey (30) criticized the Freudian concept of homosexuality and the overemphasis on libido theory and constitutional factors in the treatment process. He stated that sociological factors have been too neglected and points to the necessity of considering societal forces and social anxiety if we are to have a better understanding of the homosexual's adaptation to life. Maxwell Jones (23) described the work of the social rehabilitation unit at Belmont Hospital, London, as providing the anti-social individual with a socializing experience designed to lead him to modifications in his behavior and a lessening of his social tensions.

This type of treatment is based on the conviction that the psychopath, more than any other disturbed person, needs an opportunity to establish good social relations. Jones emphasized the fact that restrictive and relatively authoritarian control makes for the worst possible environment for the treatment of psychopaths.

In 1955, Bromberg (7) reviewed the methods and results of two studies (1950 and 1955) using group and individual psychotherapeutic techniques with sex offenders hospitalized in California's state institutions. He reported "... that patients work through their sexual immaturity in relation to society's demands while the doctors and therapists are catalysts to the process." The major finding was that effective treatment of the hospitalized sex offender is essentially dependent upon a re-education which focuses "... on the intricate psychological relationship between the patient and his society, rather than on the disposition of instinctive forces within the ego of the individual patient."

One may find in the foregoing chronological review of literature immediately related to this dissertation an unraveling of a developmental theme — a movement away from a treatment approach which focuses on the individual practitioner as the major helping agent to an approach which utilizes the interpersonal relationships within the institutional community as the major medium of help. This trend may be in response to new insights regarding the treatment and learning process of social deviates, the need to replace

older methodology found to be inadequate, a client-therapist ratio much beyond the reality of possible individualized treatment, or all three. Whatever the reason, it is from this recent note of Bromberg's 1955 report, that the present study picks up the theme and attempts to carry it a few measures further.

It is most interesting to note that, although rehabilitation authorities feel that the sex offender should be the recipient of a hospital-type incarceration whereas other adult offenders should experience a prison-type incarceration, current thoughts regarding the correctional process of the latter group are beginning to approximate the newer re-education plans for the sex offender. Some correctional experts appear to be giving more attention to the interpersonal dimensions of the prisoner's life and theorizing on the incorporation of these dimensions into the correctional program. For example: Peizer, Lewis, and Scollon (31) boldly state that their observations of the functioning of rehabilitative programs, of groups of inmates, and of the behavior of the individual inmates have led them to believe that the concept of interpersonal relations is a fundamental key for understanding and promoting the rehabilitative process. These writers define the job of the prison as one of providing the social learning experiences through which inmates' attitudes toward the institutions of society and toward other individuals will be changed. Further, they say the inmate should be helped to develop a more realistic view

of his relationship with society and should be changed toward meeting society's criteria for citizenship.

Caldwell (9) bases a paper on the thesis that the effective operation of a prison rehabilitative program depends primarily upon a sociological understanding of the nature of the inter-relationships between personnel and inmate groups within the prison community.

Schrag (39) points out that failure to investigate the dynamics of interaction among imprisoned inmates would probably leave a great gap in correctional research.

Fenton (16) advises the use of inmate advisory councils as a means of introducing the interpersonal dimension into prisoner rehabilitation.

Thus, the current tone of proposed practice and research emanating from prisoner correctional programs, as well as from sex offender re-education programs, may tend to provide an indirect vote of confidence to studies exploring the interpersonal relationship approach to sex offender re-education.

The purpose of institutional re-education is to help the individual return to a constructive place in society. For this to be accomplished, the individual must be helped to see society as a group which has values that are attractive to him and which has potential for fulfilling his needs; he must be assisted to see himself as being capable of helping himself and capable of assuming adult social responsibilities. One gains these attitudes and skills, of neces-

sity, by experiencing a process of social interaction and inter-perscnal reflection. It is through a milieu of human interaction that an individual's opportunities for (1) learning about himself and others and (2) changing his perceptions of himself and others are enhanced; it is within this same setting that he develops the adequacy for self-sufficiency within the realities of societal boundaries. George Herbert Mead (25, pp. 173, 191, 194), in conceptualizing the development of the self, has stated that

> We cannot realize ourselves except in so far as we can recognize the other in his relationship to us. It is as he takes the attitude of the other that the individual is able to realize himself as a self. And hence the origin and foundations of the self ... are social. The content put into the mind is only a development and product of social interaction.

The modern ideas of interactive versus restrictive experience which underlie some of the current correctional and re-educative programs are not really new, though, nor do they originate in the United States. In 1878, Enrico Ferri (17, 37), father of the Positive School of Criminology in Italy, was strongly recommending a movement from "punishment without healing" to "healing without punishment" for institutionalized criminals. He had very clearly formulated the concept of the indeterminate sentence, maintaining that pathological criminals should not be locked up for a definite term in any institution, but that they should be assigned thereuntil they are adapted for the normal life of society and that they should be provided with the inter-

personal experiences to help them toward this end. It has only been within the past few years that the state of Michigan has begun to integrate such a concept into its correctional program for sex offenders.

The process of social change is a slow one; progress toward a helping relationship as the universally appropriate approach for the re-adaptation of criminals to societal norms has been, and will continue to be, governed by this slow process.

CHAPTER II

THE SEX OFFENDER AS A PERCEIVER OF HIMSELF

This study rests upon some basic theoretical assumptions about self perception and the self perceptions of sex offenders. The study's hypotheses were derived from these assumptions and the methodology of the study was then developed to implement the theory and hypotheses. This chapter is a report of the basic theoretical assumptions and hypotheses. The methodology of the study follows in the next chapter.

Basic Theoretical Assumptions

Every individual has a picture of himself. To have this picture, he must have been able to look at himself — to have taken simultaneously the active role of perceiver and the passive role of the perceived. Also, an individual can be either the subject and direct object of his perception, as though he were looking at himself in a mirror; or he can be the subject and indirect object of his perception as though he were looking at the picture of himself which he thinks others might paint. The former perception is achieved through a self-self process (one's self as subject viewing one's self as an object) while the latter is gained through a self-other-self process (one's self as subject guessing how others see his self as an object). Although an

individual can introspect along these two dimensions, which together form the individual's total perception of himself, it is the total, undifferentiated perception of himself which he presents to society and it is only this total perception to which environmental agents can relate and with which they may work.

Persons whose roles are controversial and whose lives lend themselves to misinterpretation are highly vulnerable to becoming targets of major public concern. Thus, the personal and social adjustments of these persons and the total selves they develop are heavily influenced by their perceptions of how society sees them. These in turn are strong forces impinging upon and affecting their own perceptions of themselves. Such a person is the incarcerated sex offender whose ability and readiness to return to society are very dependent upon the way he feels society sees him, how this affects his own personal feelings about himself, and how both of these processes interact to form the total self percept he relates to society and its representatives.

The total percept of the sex offender with which this study is concerned is his perception of his ability to fulfill his important social needs. One who sees minimal discrepancy between the importance of his social needs and his ability to fulfill these needs is most likely an individual who has a predisposition for self-sufficiency and successful interdependence with others. These two predispositions for self-potency and favorable relations with others are the

component parts of one's total percept of his being able to fulfill his important social needs. Both of these predispositions are essential to healthy membership in society. Mowrer (26), in reviewing the experiences and the purposes of a certain institution for behavior problem and delinquent children, forcefully states the supreme importance of the development of independence and self-sufficiency in individuals if they are to function well and be a constructive contributor in a democratic society. He feels that individuals who have real independence along with a sensitivity to others are less susceptible of being exploited and misled than those who have not developed these characteristics.

Results of other studies with adults are consistent with Mowrer's findings with children. Janis (22), Shire (40), and Cohen (11), each found that adults with high self-esteem and high need satisfaction have greater independence and social skill. They are better adjusted, screen out unpleasant aspects of the self, and prevent expression of psychosexual and other impulses which may have negative social sanctions. It has also been demonstrated that persons with high self-esteem are able to take care of themselves better against an unfavorable social force than are persons with low self-esteem (41); and that persons with high self-esteem, when confronted with either favorable or unfavorable environmental conditions, feel more efficient and ready to face up to the situation at hand, than persons with low self-esteem (10).

There would seem to be minimal, if any, question that one's perception of his having ability to fulfill his important social needs — his feeling that he can exercise a satisfying amount of control over his own fate — is a major criterion for healthy membership in society. If this is universally true, it should also obtain for the sex offender undergoing a process of re-education. The foregoing reports of research indicate that normal adults who feel capable of fulfilling their social needs possess both internal controls consistent with existing societal values and positive attitudes toward self-help. The questions which arise here are: (1) will the sex offender who perceives himself as being able to satisfy his important social needs also see society and its institutions as feeling positive enough toward him so that he may want to satisfy these needs within society's sanctioned boundaries, and (2) will he be able to depend upon himself as the major source of help for his problem. To explore these two questions, several conditions relative to the sex offender and his environment must be studied. These conditions follow in the form of ten hypotheses. The design of this study clearly does not allow for the use of hypotheses which predict a causal sequence between phenomena, but allows only for the testing of hypotheses which may describe the degree of relationship among phenomena. This is the meaning intended in the statement of these hypotheses; implications for causality between phenomena will be discussed in Chapter V.

Hypotheses to be Tested

Hypothesis I. Incarcerated sex offenders who perceive themselves as having high ability to fulfill their important social needs will also see society as feeling more favorable[1] toward them than will incarcerated sex offenders who perceive themselves as having low ability to fulfill their important social needs.[2]

The assumption here is that sex offenders who consciously express the confidence that they can satisfy their most important social needs will also tend to see the public as holding favorable feelings toward them. The logic lies in the fact that it is through a perceived generalized other that these social needs are met; the public, at large, is this generalized other which has positive valence to the high need-fulfillment offender and negative valence to the low need-fulfillment offender.[3]

Hypothesis Ia. Incarcerated sex offenders who perceive society as feeling favorable toward them will also see soci-

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[1]"Will see society as feeling more favorable" is defined by the offender's perception of the general disposition society would want made of the offender.

[2]For operational definitions of "fulfill" and "important social needs," the reader is referred to the description and administration of the Need Fulfillment Scale on pages 33-34 of this manuscript.

[3]"High need-fulfillment offenders" and "low need-fulfillment offenders" are defined as those cases with scores above and below the median on the Need Fulfillment Scale.

ety as being more accepting[1] toward them than will incarcerated sex offenders who perceive society as not feeling favorable toward them.

The reasoning behind this hypothesis is that one of the forces in the individual's sensory gestalt[2] of "favorable feelings" is "acceptance," and that this force is most likely absent for the individual who perceives "unfavorable feelings."

Hypothesis Ib. Incarcerated sex offenders who perceive society as feeling favorable toward them will also see society as being more supportive[3] toward them than will incarcerated sex offenders who perceive society as not feeling favorable toward them.

The rationale behind this hypothesis is that a second force in the individual's sensory gestalt of "favorable feelings" is "support," and that this force is most likely absent for the individual who perceives "unfavorable feelings."

Hypothesis Ic. Incarcerated sex offenders who perceive society as feeling favorable toward them will also see rep-

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[1]"Will ... see society as feeling more accepting" is defined by the offender's perception of the kind of welcome and treatment society would give to the returning offender.

[2]"Sensory gestalt" refers to an individual's whole or global impression of an experience.

[3]"Will ... see society as being more supportive" is defined by the offender's perception of the extent to which society feels the offender can and should be helped to get well.

resentative institutions of society which have a control over their destiny as being more helpful[1] than will incarcerated sex offenders who perceive society as not feeling favorable toward them.

The idea here is that a third force in the individual's sensory gestalt of "favorable feelings" is "helpfulness," and that this force is most likely absent for the individual who perceives "unfavorable feelings." In addition, it seems that sex offenders, who would see a public as emanating favorable feelings, would also be more ready to see institutions of that public which affect their lives (e.g., police, law-makers, and courts) as being helpful than would sex offenders who see a public as having unfavorable feelings.

Hypothesis II. Incarcerated sex offenders who perceive themselves as having high ability to fulfill their important social needs will also see themselves as having more potential to work at their own problem[2] than will incarcerated sex offenders who perceive themselves as having low ability to fulfill their important social needs.

The person who is convicted of a sex crime inherits, with this conviction, low social rank and wide functional

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[1]"Will see representative institutions of society ... as being more helpful" is defined by the offender's perception of how good a job these institutions are doing in helping solve the sex crime problem and being fair to the sex offender.

[2]"Own problem" refers to the problem of sex offense.

distance from others. He apparently becomes a man with self-perceived low influence power. It is most likely that these offenders who have been helped to perceive themselves as being able to meet their most important social needs also experience the automatic by-product of a perceived self with higher social rank and less functional distance from others. This would seem true, since the offender's need-meeting must take place through inter-personal relationships in society. As the offender perceives himself being more able to relate to others with near-equality of rank and reasonable proximity, so does he become a person with emotional proximity to himself and with perceived self-influence potential. It is then but one logical step from the possession of intra-personal proximity and felt power to change self to a perception of having the "stuff" to work at one's own problem.

Hypothesis IIa. Incarcerated sex offenders who perceive themselves as having high potential to work at their own problem will also perceive society as seeing their behavior as being more understandable[1] than will incarcerated sex offenders who perceive themselves as having low potential to work at their own problem.

The reasoning here is that the sex offender who has reached the point of feeling he is able to work at his problem, the solution of which regains him membership in society,

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[1]"Understandable" as meaning: having a rational, objective explanation; cause can be seen in terms of psychological forces in the individual's life.

must perceive the societal group as being attractive to the extent that the group will see his past deviant behavior as an understandable thing.

Hypothesis IIb. Incarcerated sex offenders who perceive themselves as having high potential to work at their own problem will also perceive society as seeing the cause of their behavior as being more understandable than will incarcerated sex offenders who perceive themselves as having low potential to work at their own problem.

The thinking behind this hypothesis is that the sex offender who has reached the point of feeling he is able to work at his problem, the solution of which provides the key to renewed societal group membership, must perceive the societal group as being attractive to the extent that they will look upon the cause of his past deviant behavior in an understanding and sympathetic way.

Hypothesis IIb-1. Incarcerated sex offenders, who perceive society as seeing their behavior and the cause of their behavior as being understandable, will be more in favor of an open channel of communication to society about sex offense than will incarcerated sex offenders who perceive society as not seeing their behavior and the cause of their behavior as being understandable.

This is a unique function of Newcomb's (28) autistic hostility theory. Newcomb states that the existence of an initially negative attitude between peoples will tend to decrease their amount of communication, and that the existence

of a positive attitude between peoples makes them amenable to greater communication. Hypothesis IIb-1 borrows from this and says that sex offenders who see the public as possessing a "positive" attitude toward the offenders' deviancy will be more likely to feel that it is all right for the public to get information about sex offense than will offenders who see the public as possessing a "negative" attitude toward them.

Hypothesis IIc. Incarcerated sex offenders who perceive themselves as having high potential to work at their own problem will also see mental health knowledge[1] as being more helpful to their own present or future adjustment than will incarcerated sex offenders who perceive themselves as having low potential to work at their own problem.

It seems reasonable to expect that the emotionally troubled individual, who has accomplished the feeling that he is the one who must help himself, will be more likely to see mental health information as something which he can use to help himself, than will the emotionally troubled individual who has not achieved readiness for self-help.

Hypothesis IIc-1. Incarcerated sex offenders who see mental health knowledge as being helpful to their own present or future adjustment will be more likely to employ them-

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[1]The term "mental health knowledge," as used in this study refers to "problems about bringing up children properly, how to keep from getting nervous, how to get along with other people, and, in general, how to live happily."

selves as an object of study[1] than will incarcerated sex offenders who do not see mental health knowledge as being helpful to their own present or future adjustment.

The individual, who is able to project himself into mental health information, i.e., sees himself in relation to the information and feels that it has meaning for his own personal self, would be more capable of seeing his self as object, of being introspective, and of studying about himself than would the individual who depersonalizes mental health information. Also, it seems logical to assume that the person who has reached an emotional readiness for self-help and for exploring mental health information would be more motivated and more capable to self (subject) -select reading material relevant to his own (object) needs than the person who has not reached a readiness for self-help.

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[1]"Will ... employ themselves as an object of study" means that they will seriously (more than newspapers and magazines) read and/or deeply introspect about themselves.

CHAPTER III

STUDYING THE SELF PERCEPTIONS OF THE SEX OFFENDER

The immediate goal of this study was the testing of the hypotheses presented in Chapter II. The methods employed in the process of moving toward this goal are described in this chapter. To the extent that it is possible, the method will be reported in a step-by-step sequence, so that the reader may be able to see the study as a whole.

Population and Sample

The 147 male sex offenders incarcerated at the Ionia State Hospital, Ionia, Michigan, as of June, 1954, constituted the parent population from which the sample for this study was drawn. These men, upon commitment, had all been determined to be individuals with a mental disorder and with criminal propensities to the commission of sex offenses, and had been either charged with or convicted of a crime. Also, all of them had been committed for an indeterminate period, to be released only when their recovery from their psychopathy had been demonstrated.[1]

These men experience a security hospital environment and are situationally in contact with committed psychotics. The atmosphere differs greatly from a prison in that the ad-

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[1]See Michigan Public Act 165 (1939, as amended in 1950, and as revised in 1952).

ministrative leadership and staff employ a "mental patient" frame of reference while the usual large prison administration and staff convey a "criminal" frame of reference. Some of these men had experienced temporary stays at the State Prison of Southern Michigan, Jackson, Michigan.

A sample of 50 offenders was drawn from the population of 147 through the use of a table of random numbers. Actually, an over-sampling of 60 offenders was accomplished so that any of the offenders who had an I. Q. below 80 or who were unable to read could be replaced in the sample. This measure was taken to assure, at least, a minimum essential level of oral communication and the offender's ability to read the testing materials. Tables I and II give a brief description of the sample.

TABLE I

CHARACTERISTICS OF THE STUDY SAMPLE

Measurement	Result
Age range	17-80 years
Average age	39.3 years
Range of school grades achieved	2-17 grades
Average school grade level	8.96 grades
I. Q. range	80-148
Average I. Q.	101.09
Range of time incarcerated at Ionia	4 months-13 years
Average length of incarceration	3 years, 7 months

TABLE II

DISTRIBUTION OF OFFENSES WITHIN STUDY SAMPLE

Offense	Frequency
Gross Indecency	13
Indecent Exposure	13
Indecent Liberties	11
Assault and Battery	4
Rape	3
Accosting and Soliciting	2
Debauching Morals	2
Statutory Rape	1
Incest	1

The sample, as described in Tables I and II, matches very closely on all dimensions (except for lowest I. Q. levels) the total parent population as described, in 1952, by Trembath (42), Chief Psychologist at Ionia State Hospital. As in the majority of sampling procedures, it is assumed that the group of fifty men studied here is actually a subsample of an infinite population of which the 147 is really the sample. This theoretically broadens the applicability of results to hospitalized, deviated criminal sex offenders in general.

Although this study is focused on the fifty sex offenders as a whole group rather than on the sub-groups indicated in Table II, a definition of these sub-groups might help the reader gain more understanding of the kind of population with which we are dealing. It must be kept in mind, though, that the offense categories presented here are legal rather

than psychiatric. The definitions, therefore, will be in terms of recognizable, manifest behavior.

Gross indecency usually refers to homosexual relations; sex play between two men or two women.

Indecent exposure usually refers to an individual's purposeful exposure of his genitalia in the presence of others.

Indecent liberties most often refers to adult participation in sex play with young children.

Assault and battery (with sexual intent) refers to one individual's threat and actual commission of sexually motivated corporal injury to another.

Rape is committed by a person who perpetrates an act of sexual intercourse with a female, with whom a state of wedlock does not exist, against her will or without her consent.

Accosting and soliciting (with sexual intent) involves one individual's approach and asking or urging another to engage in sexual activity.

Debauching morals has a general reference to the adult-sponsored corruption of the sexual thoughts and behavior of minors by the use of such things as profane language and obscene literature.

Statutory rape is committed when a person of the age of twenty-one years or over perpetrates an act of sexual intercourse with a female, with whom a state of wedlock does not exist, under the age of sixteen years.

Incest refers to sexual relations between family members other than husband-wife relations.

The Interviewing Procedure

Each sex offender in the sample experienced an interview which lasted approximately two hours. The interviews took place in a large gymnasium. The first twenty minutes or so were spent in group discussion between five interviewers and five offenders. This was a "warm-up" discussion

in which everyone introduced himself; the interviewers shared responsibility in giving the offenders an orientation to the study, to their role, and to the possible benefits of the study to sex offenders; and the offenders were helped to ask any questions and raise any concerns which they had about the study and their roles in it. Participation in the study was presented as non-obligatory, offenders being told that they should feel free to drop out if they wished. All offenders seemed interested and all were willing to participate. All interviewers expressed the feeling that the group discussion was helpful in satisfying offender needs for cognitive awareness, lending an accepting atmosphere, and initiating a building of rapport. When it appeared that no further questions were forthcoming from the offenders, each interviewer departed with an offender to a station distant from the other interviewing stations and conducted an individual interview for the remainder of the two hours. The instruments used in these individual interviews will be discussed in a later section of this chapter.

The hospital administration took special pains to help assure minimum "grape-vine" transfer of information from already-interviewed offenders to interviewees-in-waiting by clearing one complete ward to which the offender was sent immediately following his interview. These offenders remained on this ward during the three days required to interview the whole sample of fifty individuals. As a result of the somewhat dammed-up "grape-vine," each new group of

interviewees brought a new fantasy of preconceptions regarding what was taking place in these sessions.

Training of Interviewers

The hospital administration felt it could not rightly hold interviewed offenders on an isolation ward any longer than three days. To complete the sample in this relatively short period of time, it became necessary for the writer to employ four interviewers in addition to himself. Four graduate students in the Counseling and Guidance program were referred to the writer. Together, the five-man team put itself through an interviewer-training program tailored to the instruments and sample of the study. Tape-recorded hypothetical interviews and trial run interviews with sex offenders at Ionia State Reformatory were the major sources of skill practice for the group. When the interviewing of the actual study sample during the three-day stay at Ionia occurred, the five-man team felt it had reached a point of readiness for the task and had ironed out much of the pre-training interviewer bias.

The Interview Instruments

The instruments which were used to gather data in the individual interviews are:

1. The Michigan Sex Deviate Study Questionnaire
2. The Need Fulfillment Scale
3. The Michigan Sex Deviate Study Projective Cards

Hospital records on each offender had been previously checked to see whether the offender could read. As a final check,

the interviewer asked the offender if he had any trouble in reading, and, if the offender said he had no difficulty, the interviewer proceeded with the administration of the instruments in the order listed above. The three instruments were devised by the writer especially for this study. A discussion of each of them now follows.

The Michigan Sex Deviate Study Questionnaire. This is a schedule of forty-two open-ended questions (See Appendix A), which the interviewer asks the offender and then records the offender's verbatim responses. The questionnaire has a depth orientation in that the questions and their interrelatedness were designed to bring forth self-other perceptual material having symbolic meaning beyond manifest content. The first thirty questions deal with the offender's perceptions and feelings about himself and other sex offenders, while Questions 31-42 attempt to examine the attitudes of the offender toward certain issues relevant to the sex crime situation at large, the role of specific public institutions, and the issues of sex offense prevention and treatment as he sees them in relation to himself and others.

A continuing process of pretesting of the questionnaire through "pilot" interviews between writer and colleagues, between interviewers, between interviewers and University custodial staff members, and through actual interviews with Ionia Reformatory sex offenders helped sharpen the potential motivational direction and depth of each question. The questionnaire underwent eight revisions. As indicated above,

a copy of the final revision of the questionnaire, as it was used in the study, can be found in Appendix A.

Only certain questions were incorporated in the study. The two criteria used to determine which questions these should be were: (1) those questions which speak to this study's hypotheses, and (2) those from the foregoing which showed good discriminating power, i.e., the responses which were minimally loaded or skewed toward either end of the response continuum. Those which satisfied these two criteria were questions 2, 30, 31a, 31b, 31c, 32, 35, and 37. The offender's responses to each question were interpreted in terms of a code pre-determined by the hypothesis to which the question is addressed. Each question, its interpretation code, and the hypothesis to which it is related are presented in Table III. The coded, verbatim responses to these questions can be found in Appendix B.

The Need Fulfillment Scale. This instrument was actually administered as a part of the previously described Questionnaire as Question 29. Its purpose was to gain the subject's conscious perception of his ability to fulfill three social needs which he felt were important to him. The Need Fulfillment Scale was composed of two sets of cards. The first set was composed of seven 3" x 5" white cards, each card having printed on it, in lay language, the definition of a social need. These seven needs were drawn from Murray's (27) list of twenty-nine social needs which form the primary psychological framework for his Thematic

TABLE III

MICHIGAN SEX DEVIATE STUDY QUESTIONNAIRE ITEMS EMPLOYED IN THIS STUDY

Question	Interpretation Code	Related Hypotheses
2. How do you think you will be treated when you get out?	Perceives society as feeling favorable toward him. Perceives society as feeling unfavorable toward him. No answer, not ascertained, inappropriate response.	Ia
30. You seem to know a fair amount about this topic of sex offense. How have you learned about it?	Employs self as object of study. Does not employ self as object of study. No answer, not ascertained, inappropriate response.	IIc-1
31a. Some people say that the police are doing a good job in helping solve the sex crime problem and some people say they are not. What do you think? (If not) Why not?	Sees police as being helpful. Sees police as being unhelpful. No answer, not ascertained, inappropriate response.	Ic
31b. Some people say that the people who make the laws are doing a good job in helping solve the sex crime problem and some people say they are not. What do you think? (If not) Why not?	Sees people who make the laws as being helpful. Sees people who make the laws as being unhelpful. No answer, not ascertained, inappropriate response.	Ic

TABLE III (continued)

Question	Interpretation Code	Related Hypotheses
31c. Some people say that the courts are doing a good job in helping solve the sex crime problem and some people say they are not. What do you think? (If not) Why not?	Sees the courts as being helpful. Sees the courts as being unhelpful. No answer, not ascertained, inappropriate response.	Ic
32. Do you think news and articles about sex offenses should be reported in the newspapers, or not?	Favors an open channel of communication to society about sex offense. Does not favor an open channel of communication to society about sex offense. No answer, not ascertained, inappropriate response.	IIb-1
35. Whose problems are these sex crimes?	Perceives self as having potential to work at own problem. Does not perceive self as having potential to work at own problem. No answer, not ascertained, inappropriate response.	II,IIa IIb,IIc
37. It seems as though many people these days have problems about bringing up their children properly, how to keep from getting nervous, how to get along with other people, and, in general, how to live happily. Some experts call these mental health problems. Would you like to know more about mental health? Why?	Sees mental health knowledge as being helpful to own adjustment. Does not see mental health knowledge as being helpful to own adjustment. No answer, not ascertained, inappropriate response.	IIc IIc-1

Apperception Test. These particular seven were selected by the writer because they seemed to represent the human responses most frequent and common to the press of every-day living.

The seven needs in question and the operational definitions which were given to them are listed below.

Card 1. Recognition. To be respected and given credit for what you do.
Card 2. Autonomy. To stand on your own two feet without needing other people.
Card 3. Affiliation. To have friends to share things with and cooperate with.
Card 4. Dominance. To influence, lead, and direct other people.
Card 5. Acceptance. To be liked by other people.
Card 6. Achievement. To make good by doing something well.
Card 7. Cognitive Awareness. To know how other people feel about you and where you stand with them.

On the back of each card were printed a small letter symbolizing the need represented and a small number from 1-7 indicating a standard order of stacking. The second set is composed of three 4" x 6" white rating cards, on each of which was printed a five point verbal scale as follows:

VERY LITTLE	LITTLE	FAIR AMOUNT	MUCH	VERY MUCH

Each card was designated by a Roman numeral I, II, or III in its lower left hand corner.

Administration: The interviewer introduced the seven need cards to the offender by saying:

"There are certain things which are important in each of

our lives — things that we want to be able to do. Here on these cards are some things which are important to many people. Will you lay them out in the order of their importance to you: most important one first, next most important one second, and so forth."

The interviewer then handed the set of cards, stacked in 1-7 order, to the offender. After the offender had sorted the cards into an order of importance to him, the interviewer picked them up and recorded their symbol letter order.

Retaining just the cards indicated by the offender as being the three most important to him, the interviewer then introduced the use of the rating cards by saying:

"Well, now these are the three things which you feel are most important to you (Interviewer reads the three need cards). In your life, how much do you think you will be able to accomplish these things? Why don't you use these cards (rating cards) to indicate how much you think you will be able to accomplish them. (Interviewer shows rating cards to offender.) On each card, circle your answer. First, (mention need of first importance): how much do you think you'll be able to accomplish this? (Interviewer hands rating card with Roman numeral I to offender.)"

The interviewer repeated the procedure for the needs of second and third importance with rating cards II and III. A new set of three rating cards was necessary for each offender.

Thus, the offender indicated to the interviewer (1) what three out of seven needs were most important to him, and (2) how well he believed he would be able to fulfill each one of these three needs.

Copies of the need cards and the rating cards can be found in Appendix A.

Scoring: A subject's score on the Need Fulfillment Scale was calculated by simple arithmetic. The formula for

scoring the fulfillment of each need was:

$$\text{Level of Need Fulfillment} = \text{Level of Need Importance} \times \text{Level of Ability to Fulfill Need}$$

Since there were seven needs to be ranked for importance by the subject, the first important need received 7 points; the second, 6 points; and the third, 5 points. Since the rating cards on which the subject indicated his ability to fulfill each of the three needs had 5 point scales, an indicated ability at the very top of the scale (VERY MUCH) received 5 points, an indicated ability at the second highest point on the scale (MUCH), 4 points, and so on down the scale. Thus, operationally, the subject's total score was figured by the formula.

$$\text{Need Fulfillment Score} = \sum \begin{matrix}(7 \times \text{rating card points for 1st need}) \\ (6 \times \text{rating card points for 2nd need}) \\ (5 \times \text{rating card points for 3rd need})\end{matrix}$$

Highest possible score, $(7 \times 5) + (6 \times 5) + (5 \times 5)$, was 90, and lowest possible score, $(7 \times 1) + (6 \times 1) + (5 \times 1)$, was 18.

The distribution of scores for the Ionia State Hospital sex offender sample and the interpretation of these scores are presented in Table IV. The median was used in cutting the distribution so that the maximum face value discriminating power was obtained (separating the upper one-half of the sample from the lower one-half).

TABLE IV

DISTRIBUTION OF SEX OFFENDER SCORES
ON THE NEED FULFILLMENT SCALE

Scores	Frequencies		Interpretation
90	10		
85	1		
83	3		"Hi" Need Fulfillment
80	2		
78	8		
76	1		
		Median (75)	
74	3		
72	2		
71	1		
68	1		
66	6		
65	1		
62	1		"Lo" Need Fulfillment
61	2		
60	1		
59	1		
56	3		
54	2		
42	1		
	50		

The Michigan Sex Deviate Study Projective Cards. The construction of the Projective Cards arose out of the need to find a means of discovering the incarcerated sex offender's perception of society's attitude toward him, i.e., his perception of how people outside see and feel about him. Psychologically, this is a self-other-self perception — the picture which the sex offender's subjective self has of how others see his object self. In the public opinion study mentioned earlier (33, pp. 235-241), the public had been asked

questions regarding their attitudes and feelings toward the sex offender. The task in constructing the projective device was to recreate this picture of the public being asked these questions and then to ask the offender what he thinks the public answered. In short, the public had already answered certain questions defining their feelings about the sex offender and now the sex offender was to be asked how he thought the public answered these certain questions. The offender, then, does not become one of the persons in this recreated picture but is represented only as an issue on which the persons (an interviewer and "the public") in this picture are focusing. Thus, in the process of projection, he must project his self into an inanimate issue rather than into a human participant. This is a different kind of projection from that usually asked for in most other projective devices, where the subject is required to identify himself with a human form, or experience, or freely let his total self interact with symbolic elements of the projective picture. In the Michigan Sex Deviate Study Projective Cards, the subject must be helped not to identify himself with any tangible element in the projective picture.

To accomplish this type of projection, an $8\frac{1}{2}$" x 11" black and white basic outline sketch of a male (representing an interviewer) and a figure with gender ambiguity (representing "John" or "Mary Public," so that no biased identifications are created in terms of "public") was drawn. A caption box was also included over the head of each figure. The

picture on the card and its basic scheme of administration was designed after a projective device reported by Sanford (38) and Ehle (15). Both of these investigators indicate and provide evidence from their experience with projective cards in surveying attitudes that (1) most interviewees enjoy responding to pictures and that pictures represent a pleasant change of pace in a long interview, (2) a picture tends to elicit more specific and personal responses than does a direct question, and thus perhaps the responses are more valid, and (3) the picture appears to be a more reliable stimulus than does a direct question, since the picture elicits "inner" responses which are relatively more stable than the responses to a conscious level question which are influenced more by situational forces.

For purposes of obtaining a casual indication of the potential of the "Public" figure to convey gender ambiguity, fifty male college students were asked whether they thought the figure was a male or female and why they thought as they did. The distribution of their perceptions is presented in Table V on page 38. Since 10 percent of the respondents were unable to make a differentiation in the sex of the figure and the remaining 90 percent was split into two sizeable groups of difference in perception, it was felt that the figure had very adequate potential for conveying gender ambiguity. The reasons the respondents gave for the perceptions which they had of the figure's gender seem to be further evidence of the figure's ambiguity. All of the respondents who perceived the

figure as a male pointed out 13 different elements in the picture upon which they based their choice, whereas all of those who perceived the figure as a female pointed out 14 different elements upon which their decisions rested. Eleven of the 13 elements which made some respondents feel the figure was a male were the same 11 out of 14 elements which made the other group perceive the figure as a female. So, in the main, both "male perceivers" and "female perceivers" based their judgments on the same elements in the figure. For some, the nose, head, hair, posture, chest-breast, face, legs, etc., meant "male"; for others, "female." Following this pretesting of the figure, some slight modifications were made in the picture so as to remove some of the indicated "female bias."

TABLE V

MALE COLLEGE STUDENTS' PERCEPTIONS OF THE GENDER OF THE "JOHN-MARY PUBLIC" FIGURE

Perceived Gender	Frequencies	Percentages
Male	26	52
Female	19	38
Unable to decide; either	5	10
	50	100

Thirteen cards containing the picture described above were constructed and a different question was placed on each card in the caption-box located above the sketch of the

interviewer. Twelve of these questions the public had actually been asked previously; the question on one card was included for purposes of orientation to the other twelve. Thus, the physical scene in each card was the same but the emotional scene in each was altered by the question posed in caption-box form. This caption-box contained the question being asked of a person, representative of "John" or "Mary Public" by a male interviewer. The caption-box above "John" or "Mary Public" was left vacant for the sex offender to fill in orally during the interview.

In the administration of these cards to the sex offender, the offender's emotional set for the cards was structured by three separate stories, thus creating three separate card series (A, B, and C), and the questions on the cards related to the three separate stories or series. There were five cards in Series A, three in Series B, and four in Series C, or a total of twelve stimulus situations to which the offender responded after he had reacted to the orientation card. The purpose of the orientation card was to help the offender adjust to the type of projection required and also to check whether or not he comprehended his task.

It was felt that the offender's perception of the gender of "John" or "Mary Public" might be relevant to his attitudes. Therefore, an inquiry into this possibility terminated the administration of the cards.

To facilitate the administration of the cards and recording of the offender's responses, a Record Booklet of

forms containing the standard wording of the question for each card and writing space for the response to each card was provided for the interviewer's use with each offender.

To acquaint the reader at this point with the projective cards and the process by which the particular type of projection was elicited, a copy of Card AI appears on page 42, and the detailed directions for the administration of the cards follow immediately. Another Michigan Sex Deviate Study Projective Card, along with the thirteen caption-boxes used in the cards, and a Record Booklet can be found in Appendix A.

Administration: The seating arrangement for the interviewer and respondent was one in which the respondent had adequate light facility and sat at either side of the interviewer in a half-profile relationship. The purpose of the latter was to increase freedom of expression. It was felt that direct face-to-face relationship might cause the respondent to perceive the interviewer in a censorial role. This arrangement also offered the interviewer an opportunity to observe the respondent's expressive movements. The interviewer placed the cards before himself, face down, card AI on top, and handed each card, in turn, to the respondent. This procedure increased facility of handling for the interviewer and decreased extraneous stimulus situations for the respondent. The interviewer's directions regarding each card and the card itself were presented at the same time, so that auditory stimulus and visual stimulus occured simultaneously. The standard instructions for introducing the offender to the

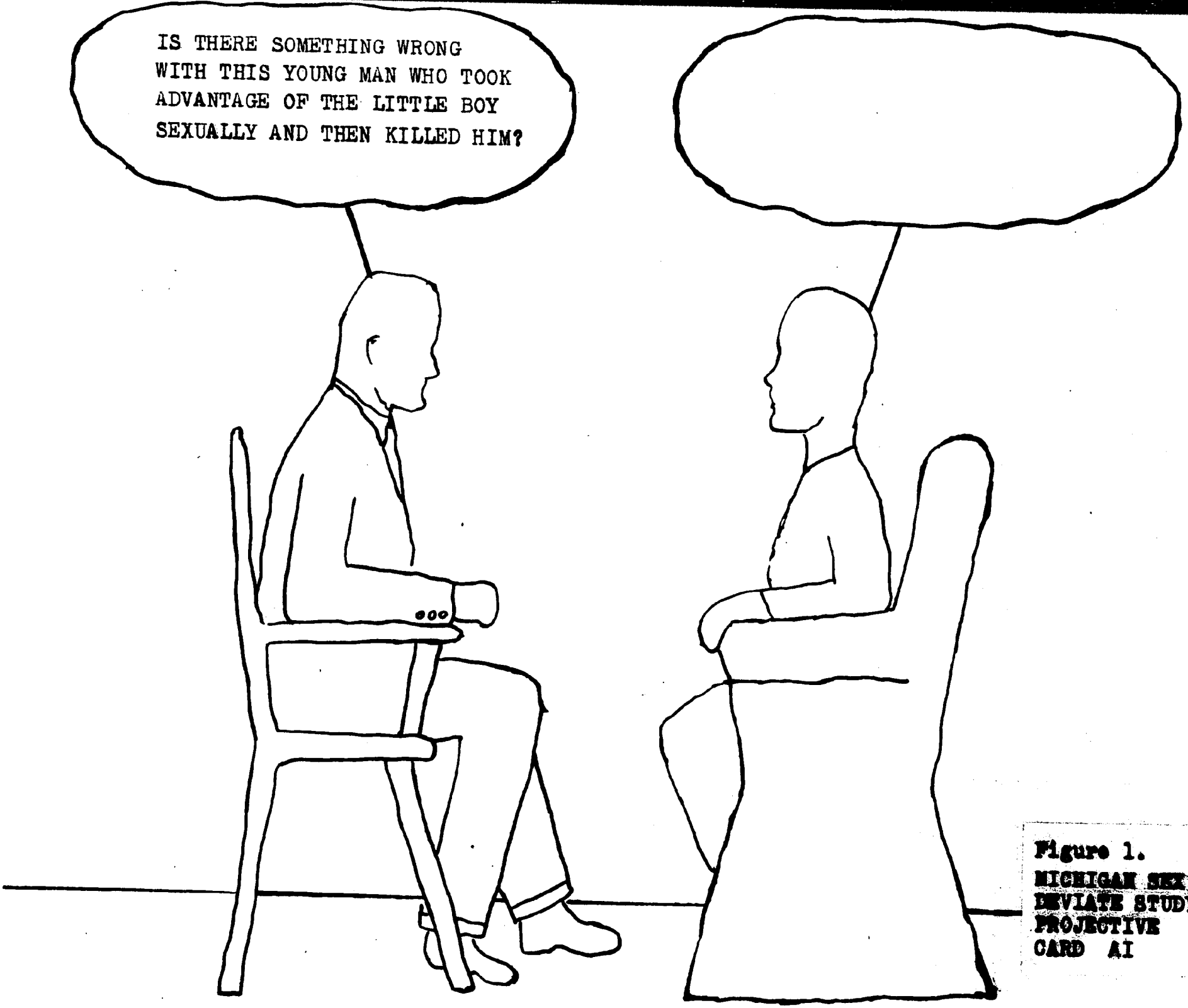


Figure 1.
MICHIGAN SEX DEVIATE STUDY PROJECTIVE CARD AI

projective device are quoted below:

"Some time ago we had a man go out and ask many people throughout Michigan to tell us how they felt about some things which had happened in their neighborhoods. It would be real helpful to us to know how you think these people answered the questions we asked them. To get at this, we thought we'd use some pictures. In each picture there are always 2 people. (Introduce Sample Card) — One is the man who went out and asked people in the neighborhood questions and the other is one of the people in the neighborhood who has answered a question. So, in each picture, one person has always asked a question and the other person has always just answered the question. The question which the man has asked will always be in the picture, but the answer which the person in the neighborhood gave will never be in the picture. So, your job will be to figure out how you think the person in the neighborhood answered the question — not what you, yourself, would answer — but what you think that person in the picture really answered. O. K.? Any questions?

"Let's try one out just for practice, before we actually begin. (Give offender the Orientation Card. Question on Card is, "What is your name?" Simultaneously say:) This picture shows our man as he asked a person in some neighborhood a question. The person has just answered the question. What do you think that person's answer was? (If offender gives own name as his answer, he probably does not understand his task. The interviewer should not proceed with the other cards until the offender understands that his response should be in terms of what he thinks the person in the picture answered and not what he himself would answer.)"

Actual administration of the cards then follows:

SERIES A

"The first neighborhood which our man went to was one in which a young man had taken advantage of a little boy sexually and then killed him."

CARD I Question on Card: IS THERE SOMETHING WRONG WITH THIS YOUNG MAN WHO TOOK ADVANTAGE OF THE LITTLE BOY SEXUALLY AND THEN KILLED HIM?

"Now, here is a picture which shows our man as he asked a person in the neighborhood a question."

Give subject Card AI simultaneously with the statement immediately above and then pause so subject can read question. This pause is necessary only when administering Cards AI, AII, BI, and CI. Then say:

"The person has just answered the question. What do you think that person's answer was?"

Record verbatim response on Card I Record Form. Be certain to record respondent's stated perception of citizen's sex throughout all cards, e.g., "He or she would say."

In Card AI, if subject responds "Yes," then, while subject is still holding card, interviewer asks:

"If that person said that something is wrong with this young man, then, what do you think that person said is wrong with him?"

In Card AI, if subject responds "Maybe," then, while subject is still holding Card, interviewer asks:

"What reason do you think that person gave for answering 'Maybe'?"

If there is no response, or if subject gives what appears to be an inadequate response for either aspect of Card AI, interviewer may press further by saying:

"The person in the neighborhood where the trouble occurred probably gave some kind of an answer to this question. What do you think that person might have said? What did that person answer?"

Interviewer should indicate on Record Form if pressing was necessary by placing a check in the box provided. Interviewer should be very careful in the following regard: On any Cards, if the subject's answer should be "Don't know," it is very important that the interviewer distinguish and understand whether the subject means that he, himself, does not know what the person in the picture said or if the subject means that the person in the picture said, "Don't know." The former should be followed by pressing, the latter should not be. In the former, if pressing does not elicit a different response, then interviewer should record "Subject says D.K.". Recording of responses and pressing for responses should follow above procedure throughout all cards. Pressing in Series C is slightly modified. "That person" is substituted for "The person in the neighborhood where the trouble occurred."

When the subject has finished with Card I, the interviewer should suggest:

"Why don't you just turn the card over and put it on the table in front of you."

It is expected that the subject will pile each successive card in a like manner, thus ending up with a stack of twelve cards, face down.

CARD II Question on Card: WHAT SHOULD WE DO WITH THIS FELLOW?

"Now here is another picture which shows this man as he asked the person in the neighborhood another question."

Give subject Card AII simultaneously with above statement and then pause so that subject can read question. Then say:

"The person just answered. What do you think <u>that</u> <u>person's</u> answer was?"

CARD III Question on Card: DO YOU THINK THIS FELLOW CAN EVER GET WELL IF TREATED?

"Here is another picture. What do you think <u>that</u> <u>person</u> answered to <u>that</u> question?"

Give Card AIII simultaneously with above question.

IV Question on Card: HOW SHOULD WE TREAT THIS FELLOW? SHOULD WE TREAT HIM AS A <u>CRIMINAL</u>, OR AS A PERSON WHO IS <u>MENTALLY</u> <u>SICK</u>, OR <u>NEITHER</u>?

CARDS

V Question on Card: WHAT DO YOU THINK CAUSES PEOPLE TO GET THIS WAY?

Same as above for Cards AIV and AV. In Card AIV, if subject responds "Neither," then, while subject is still holding Card, interviewer asks:

"If <u>that</u> <u>person</u> said that the fellow should be treated neither as a criminal nor as a person who is mentally sick, then how do you think <u>that</u> <u>person</u> felt the fellow <u>should</u> be treated?"

This same procedure will be used with Card BIII.

<u>SERIES B</u>

"The next neighborhood which our man went to was one in which a man was caught outside a house peeking into some woman's window and was then taken to court."

CARD I Question on Card: IS THERE SOMETHING WRONG WITH THIS MAN WHO WAS PEEKING INTO SOME WOMAN'S WINDOW?

"Now, here again, is a picture which shows our man as he asked a person in this neighborhood a question."

Give subject Card BI simultaneously with above statement and then pause so subject can read question. Then say:

"The person has just answered the question. What do you think that person's answer was?"

In Card BI, if subject responds, "Yes", then, while subject is still holding the Card, interviewer asks:

"If that person said that something is wrong with this man, then what do you think that person said is wrong with him?"

In Card BI, if subject responds, "Maybe," then, while subject is still holding Card, interviewer asks:

"What reason do you think that person gave for answering 'Maybe'?"

CARD II Question on Card: WHAT SHOULD WE DO WITH THIS FELLOW?

"Here is another picture. What do you think that person's answer was to that question?"

Give subject Card BII simultaneously with above question.

CARD III Question on Card: HOW SHOULD WE TREAT THIS FELLOW? SHOULD WE TREAT HIM AS A CRIMINAL, OR AS A PERSON WHO IS MENTALLY SICK, OR NEITHER?

Same as above for Card BIII. If subject responds, "Neither," use same procedure as used with Card AIV.

SERIES C

"After going to these two neighborhoods, our man then went out to many other places in Michigan and asked people how they felt, generally, about the problem of sex crime."

CARD I Question on Card: IS SEX CRIME SERIOUS IN YOUR COMMUNITY?

"Now here again is a picture which shows our man as he asked some person a question."

Give subject Card CI simultaneously with above statement

and then pause so subject can read question. Then say:

"The person has just answered the question. What do you think <u>that person's</u> answer was?".

CARD II Question on Card: ARE SEX CRIMES INCREASING, OR NOT?

"Now here is another picture. What do you think <u>that person</u> answered to that question?"

Give subject Card C II simultaneously with above question.

CARD III Question on Card: IF YOU HAD A SEX OFFENDER IN YOUR NEIGHBORHOOD, WHAT WOULD YOU DO?

"Here is another picture. What do you think <u>that person</u> answered to <u>that</u> question?"

Give subject Card CIII simultaneously with above question.

CARD IV Question on Card: WHAT CAN YOUR COMMUNITY DO TO HELP PREVENT SEX CRIMES?

Same as above for Card CIV.

After casually gathering up the cards and removing them from the subject's reach, the interviewer proceeds with the Inquiry section:

<u>INQUIRY</u>

The following questions are asked of the subject, and responses should be recorded verbatim.

1. "Could you tell whether the person <u>who was being asked questions</u> in the pictures was a man or woman?"

   a. "What do you think the person was — a man or a woman?"

      If the respondent indicates that he is unable to make a gender discrimination, the interviewer should press by saying:

      "Well, what do you <u>think</u> the person might have been — man or woman?"

      If further pressing is necessary to gain a gender discrimination response, interviewer should say:

"Well, could you take a pretty good guess at it?"

b. "Why?" (If the respondent has made a gender discrimination in a, then "Why" naturally refers to why he has perceived that gender. If the respondent has been unable to make a gender discrimination, then the "Why" refers to why he has not been able to do so, and might be asked, "Why not?").

2. "Did the person seem to remind you of anyone in particular?"

a. (If "Yes" in 2) "Who"

If the respondent gives an indefinite answer which does not indicate a particular relationship between himself and a person, e.g., "Someone I've seen before," the interviewer should press for a somewhat more specific identification by saying:

"Could you tell me a little bit more about this person who you have in mind?"

If further pressing seems appropriate, the interviewer might say:

"Did you have a certain person in mind? (If "Yes") Who?"

b. (If a response to a has been gained.) "Why does the person in the picture remind you of _(person mentioned by respondent)?"_ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _.

Note: During the entire Inquiry the respondent should definitely be discouraged of desires to review and use for reference any of the projective cards. If through his insistence, it becomes apparent that his review of the cards is the only means to gaining an adequate response regarding the gender and possible living counterpart of "John" or "Mary Public," the interviewer should present him with the pile of all twelve cards, face up.

Analysis: The fifty responses for each projective card were analyzed in the following manner. The writer sorted typewritten copies of each of the fifty individual responses to a single card into arbitrary "high" to "low" levels of the attitudinal dimension being measured by the card. This pro-

duced a scaling of responses on a continuum whose points of intensity were defined functionally as they became visible in the process of response analysis. No continuum for any card had less than three, or more than seven, points of intensity at which responses clustered.

The scaling of the fifty responses to each of the twelve cards was then presented separately to two judges[1] with academic background and professional experience in psychological diagnosis and treatment. These judges examined each response as to its interpretable motivational basis, agreed or disagreed with the writer's placement of the response on the "high-to-low" continuum, and indicated a new scale point for response scalings with which they disagreed. When there was joint disagreement between judges on a scaled response, the response was re-scaled in the direction preferred by the judges. Table VI, on page 50, shows the percentage of the fifty responses to each card on which the judges agreed with the writer. The data shown in Table VI provide evidence for the validity of the writer's interpretive scoring of the sex offender responses to the Michigan Sex Deviate Study Projective Cards.

After the fifty responses to each card had been distributed at the different points of intensity along the continuum of the attitudinal dimension being measured, a cutting point was determined for differentiating "high" versus "low" on each continuum. This was always that place (between two

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[1]Miss Irene Bourchardt (judge 1) and Dr. Philip Diskin (judge 2).

scale points) on each continuum which did the best job of dividing the fifty responses into two equal or nearest equal halves. This, in a sense, approximated a crude median position in the middle or nearest middle of the ranked responses. This procedure is consistent with the one used in determining "high" versus "low" on the Need Fulfillment Scale, the purpose being to obtain the maxium face value discriminating power (separating the upper one-half of the sample from the lower one-half).

TABLE VI

JUDGES' AGREEMENT WITH WRITER'S SCALING OF PROJECTIVE CARD RESPONSES

Projective Cards (50 responses each)	Judge 1 (Percent of agreement)	Judge 2 (Percent of agreement)
AI	94	94
AII	90	98
AIII	98	100
AIV	100	100
AV	96	96
BI	96	100
BII	94	100
BIII	98	100
CI	100	100
CII	98	100
CIII	96	100
CIV	94	96

Results from all twelve projective cards were not used in the study. The two criteria employed to determine which projective cards should be used were the same two criteria

employed to determine the questions to be used from the Michigan Sex Deviate Study Questionnaire; namely (1) the card had to speak to the study's hypotheses, and (2) show good discriminating power, i.e., the responses to the card were minimally loaded or skewed toward either end of the response continuum. The projective cards which satisfied these two criteria are cards AI, AII, AIII, and AV. Table VII presents each card number, the attitudinal dimension used to interpret responses to the card, and the hypothesis to which the card is addressed.

TABLE VII

THE FOUR PROJECTIVE CARDS USED IN THE STUDY

Projective Card Number	Attitudinal Dimension Measured by Card	Hypothesis to Which Card is Related
AI	Sex offender's perception of extent to which society sees his behavior as being understandable.	IIa
AII	Sex offender's perception of extent to which society feels favorable toward him.	I,Ia,Ib,Ic
AIII	Sex offender's perception of extent to which society is supportive toward him.	Ib
AV	Sex offender's perception of extent to which society sees the cause of his behavior as being understandable.	IIb,IIb-1

The interpretive scoring of the sex offender's verbatim responses to Cards AI, AII, AIII, and AV can be found in Appendix B.

This chapter has presented a detailed account of the data-gathering instruments used in this study and the procedure by which each instrument was employed. The next chapter will deal with an analysis and interpretation of the data collected.

CHAPTER IV

SOME ACTUAL PERCEPTIONS WHICH THE SEX OFFENDER HAS OF HIMSELF

In this chapter, each of the ten hypotheses discussed in Chapter II is restated and followed by the results of statistical treatment of the data identified with it. The three instruments used, the Michigan Sex Deviate Study Questionnaire, the Need Fulfillment Scale, and the Michigan Sex Deviate Study Projective Cards, were sensitive enough to diagnose dual categorizations of subjects (e.g., high versus low, positive versus negative). An analysis of data which would attempt to place subjects in any finer categories (e.g., very high, high, low, very low) would seem to be taking unfair advantage of both the instruments and the reader. In terms of both demonstration of the hypotheses and use of these results by interested practitioners, dual categorizations appear most functional.

The chi-square test is a useful method of investigating the relationship between traits or attributes which can be classified into two or more categories. For this reason, and because of its mechanical simplicity, chi square was employed to measure the relationship between sex offender traits and attributes mentioned in the study's hypotheses. Probability (P) was calculated for each x^2 to determine its significance. Since cell frequencies were small (less than

50), and 2 x 2 and 2 x 3 tables were used throughout, Yates' correction for continuity (21, p. 169) was introduced into each calculation. Also, the coefficient of contingency (C) which is used to determine the amount of relationship between variables and provides a measure of correlation, was derived directly from each x^2. (C, here, is comparable to the product-moment r.) To take into consideration the small number of classes (2 x 2 and 2 x 3 tables), Pearson's correction for broad categories (20, pp. 362-3) was introduced into each calculation of C. Each hypothesis and accompanying table of statistical results follow immediately below.

Hypothesis I. Incarcerated sex offenders who perceive themselves as having high ability to fulfill their important social needs will also see society as feeling more favorable toward them than will incarcerated sex offenders who perceive themselves as having low ability to fulfill their important social needs.

Table VIII, on page 55, is a contingency table showing the relationship between sex offenders' perceptions of their ability to satisfy their own needs (Need Fulfillment Scale) and their perceptions of society's feelings of favorableness toward them (Projective Card A II).

The results in Table VIII give a very significant indication ($P < .01$) that more sex offenders who feel at a high level that they can fulfill their own needs perceive society as feeling favorable toward them than do sex offenders who feel at a low level that they can do so.

TABLE VIII

DO SEX OFFENDERS WHO FEEL THEY CAN FULFILL THEIR SOCIAL NEEDS ALSO PERCEIVE SOCIETY AS FEELING FAVORABLE TOWARD THEM?

Expressed need-fulfillment ability	Perceive society as feeling favorable	Perceive society as feeling unfavorable
High	18	7
Low	7	18

N=50 df=1 x^2=8.00 P <.01 C=.53

Being comparable to r, one may interpret a C of .53 as evidencing a "substantial or marked relationship" (20, p. 333) between the two variables.

Thus, Hypothesis I has been demonstrated to exist as predicted.

Hypothesis Ia. Incarcerated sex offenders who perceive society as feeling favorable toward them will also see society as being more accepting toward them than will incarcerated sex offenders who perceive society as not feeling favorable toward them.

Table IX, on page 56, presents the relationship between sex offenders' perceptions of society's feelings of favorableness toward them (Projective Card A II) and their perceptions of society's feelings of acceptance toward them (Questionnaire Q. 2.).

TABLE IX

DO SEX OFFENDERS WHO PERCEIVE SOCIETY AS FEELING FAVORABLE TOWARD THEM ALSO PERCEIVE SOCIETY AS BEING ACCEPTING TOWARD THEM?

Perceived favorableness of society	Perceive society as being accepting	Perceive society as being non-accepting
Favorable	18	5
Unfavorable	9	15

N=47 (3 "Don't know" or inappropriate responses) df=1
x^2=6.44 P=.01 C=.49

The results in Table IX show very significant evidence (P=.01) that markedly more (C=.49) sex offenders who see society as feeling favorable toward them also perceive society as being accepting toward them than do sex offenders who see society as not feeling favorable toward them.

Thus, Hypothesis Ia has been demonstrated to exist as predicted.

Hypothesis Ib. Incarcerated sex offenders who perceive society as feeling favorable toward them will also see society as being more supportive toward them than will incarcerated sex offenders who perceive society as not feeling favorable toward them.

Table X, on page 57, provides evidence on the relationship between sex offenders' perceptions of society's feelings of favorableness toward them (Projective Card A II) and

their perceptions of society's supportive feelings toward them (Projective Card A III).

TABLE X

DO SEX OFFENDERS WHO PERCEIVE SOCIETY AS FEELING FAVORABLE TOWARD THEM ALSO PERCEIVE SOCIETY AS BEING SUPPORTIVE TOWARD THEM?

Perceived favorableness of society	Perceive society as being supportive	Perceive society as being non-supportive
Favorable	19	5
Unfavorable	6	18

N=48 (2 "Don't know" responses) df=1 x^2=12.02
P<.01 C=.64

The results in Table X very significantly (P< .01) attest the fact that substantially more (C=.64) sex offenders who see society as feeling favorable toward them also view society as being supportive toward them than do sex offenders who see society as feeling unfavorable toward them.

Thus, Hypothesis Ib has been demonstrated to exist as predicted.

Hypothesis Ic. Incarcerated sex offenders who perceive society as feeling favorable toward them will also see representative institutions of society which have a control over their destiny as being more helpful than will incarcerated sex offenders who perceive society as not feeling favorable toward them.

TABLE XI

DO SEX OFFENDERS WHO PERCEIVE SOCIETY AS FEELING FAVORABLE TOWARD THEM ALSO PERCEIVE THE POLICE AS BEING HELPFUL TOWARD THEM?

Perceived favorableness of society	Perceive police as being helpful	Perceive police as being unhelpful
Favorable	15	8
Unfavorable	6	17

N=46 (4 gave no answer or not ascertained responses)
df=1 x^2=5.61 P=.02 C=.47

TABLE XII

DO SEX OFFENDERS WHO PERCEIVE SOCIETY AS FEELING FAVORABLE TOWARD THEM ALSO PERCEIVE LAWMAKERS AS BEING HELPFUL TOWARD THEM?

Perceived favorableness of society	Perceive lawmakers as being helpful	Perceive lawmakers as being unhelpful
Favorable	16	6
Unfavorable	8	13

N=43 (7 gave "Don't know," no answer, or not ascertained responses)
df=1 x^2=3.92 P=.05 C=.41

TABLE XIII

DO SEX OFFENDERS WHO PERCEIVE SOCIETY AS FEELING FAVORABLE TOWARD THEM ALSO PERCEIVE THE COURTS AS BEING HELPFUL TOWARD THEM?

Perceived favorableness of society	Perceive the courts as being helpful	Perceive the courts as being unhelpful
Favorable	18	5
Unfavorable	8	13

N=44 (6 gave no answer or not ascertained responses)
df=1 x^2=5.76 P=.02 C=.48

Tables XI, XII, and XIII, presented on pages 58 and 59, describe the relationship between sex offenders' perceptions of society's feelings of favorableness toward them (Projective Card A II) and their perceptions of societal institutions' (e.g., police, lawmakers, courts) helpfulness toward them (Questionnaire Q.'s 31a, 31b, 31c).

The results in Tables XI, XII, and XIII give significant indication (P=.02, .05, .02) that there is a substantially close association (C=.47, .41, .48) between the sex offender's tendency to see society as possessing favorable feelings toward him and his tendency to see institutions of that society which control his destiny as being helpful to him; whereas the sex offender who sees society as feeling unfavorable toward him tends to see destiny-controlling institutions of that society as being unhelpful toward him.

Thus Hypothesis Ic has been demonstrated to exist as predicted.

Hypothesis II. Incarcerated sex offenders who perceive themselves as having high ability to fulfill their important social needs will also see themselves as having more potential to work at their own problem than will incarcerated sex offenders who perceive themselves as having low ability to fulfill their important social needs.

Table XIV presents data on the relationship between how sex offenders feel about their ability to satisfy their important social needs (Need Fulfillment Scale) on the one hand, and their potential to work at their own problem (Questionnaire Q. 35) on the other.

TABLE XIV

DO SEX OFFENDERS WHO FEEL THEY CAN FULFILL THEIR SOCIAL NEEDS ALSO FEEL THEY HAVE POTENTIAL TO WORK AT THEIR OWN PROBLEM?

Expressed need-fulfillment ability	Express high potential to work at own problem	Express low potential to work at own problem
High	16	9
Low	8	17

N=50 df=1 x^2=3.93 P=.05 C=.38

The results in Table XIV provide significant evidence (P=.05) that there is a substantial degree of relationship

(C=.38) between the sex offenders' tendency to feel that they can satisfy their social needs and their tendency to feel that they can work at their own problem; whereas sex offenders who feel less able to satisfy their social needs tend to feel less capable of working on their own problem.

Thus, Hypothesis II has been demonstrated to exist as predicted.

Hypothesis IIa. Incarcerated sex offenders who perceive themselves as having high potential to work at their own problem will also perceive society as seeing their behavior as being more understandable than will incarcerated sex offenders who perceive themselves as having low potential to work at their own problem.

Table XV, on page 62, presents data on the relationship between the way sex offenders feel about their ability to work at their own problem (Questionnaire Q. 35), and how understandable they think society sees their deviant behavior (Projective Card A I).

The results in Table XV indicate very significantly ($P < .01$) that substantially more (C=.54) sex offenders who feel a capacity to work at their own problem see society as viewing their behavior as being understandable than do sex offenders who express a lack of capacity to work at their own problem.

Thus, Hypothesis IIa has been demonstrated to exist as predicted.

TABLE XV

DO SEX OFFENDERS WHO FEEL THEY CAN WORK AT THEIR OWN PROBLEM ALSO FEEL THAT SOCIETY SEES THEIR BEHAVIOR AS UNDERSTANDABLE?

Expressed potential to work at own problem	Feel society sees their behavior as understandable	Feel society sees their behavior as not understandable
High	15	7
Low	6	20

N=48 (1 "Don't know" response, 1 not ascertained)
df=1 $x^2=8.11$ $P < .01$ C=.54

Hypothesis IIb. Incarcerated sex offenders who perceive themselves as having high potential to work at their own problem will also perceive society as seeing the cause of their behavior as being more understandable than will incarcerated sex offenders who perceive themselves as having low potential to work at their own problem.

Table XVI, on page 63, contains data on the relationship between how sex offenders feel about their ability to work at their own problem (Questionnaire Q. 35) and how understandable they think society sees the cause of their deviant behavior (Projective Card A V).

The results in Table XVI provide a significant indication (P=.05) that markedly more (C=.435) sex offenders who feel capacity to work at their own problem see society as viewing the cause of their behavior as being understandable

than do sex offenders who feel a lack of capacity to work at their own problem.

TABLE XVI

DO SEX OFFENDERS WHO FEEL THEY CAN WORK AT THEIR OWN PROBLEM ALSO FEEL THAT SOCIETY SEES THE CAUSE OF THEIR BEHAVIOR AS UNDERSTANDABLE?

Expressed potential to work at own problem	Feel society sees cause of their behavior as understandable	Feel society sees cause of their behavior as not understandable
High	15	4
Low	8	11

N=38 (11 "Don't know," 1 no answer) df=1 x^2=3.97
P=.05 C=.435

Thus, Hypothesis IIb has been demonstrated to exist as predicted.

Hypothesis IIb-1. Incarcerated sex offenders, who perceive society as seeing their behavior and the cause of their behavior as being understandable, will be more in favor of an open channel of communication to society about sex offense than will incarcerated sex offenders who perceive society as not seeing their behavior and the cause of their behavior as being understandable.

Table XVII, on page 64, relates how understandable the sex offender thinks society sees his behavior (Projective

Card A I) to whether or not he favors open communication to society about sex offense. (Questionnaire Q. 32) Table XVIII, on page 65, relates how understandable the sex offender thinks society sees the cause of his behavior (Projective Card A V) to whether or not he favors open communication to society about sex offense (Questionnaire Q. 32). Table XIX, on page 65, combines the relationships presented in Tables XVII and XVIII (Projective Cards A I plus A V related to Questionnaire Q. 32).

TABLE XVII

DO SEX OFFENDERS WHO FEEL THAT SOCIETY SEES THEIR BEHAVIOR AS UNDERSTANDABLE ALSO FAVOR OPEN COMMUNICATION TO SOCIETY ABOUT SEX OFFENSE?

How sex offenders think society sees their behavior	Favor open communication about sex offense	Not favor open communication about sex offense
As understandable	13	8
As not understandable	7	19

N=47 (3 "Don't know" or not ascertained responses)
df=1 x^2=4.47 P=.04 C=.42

TABLE XVIII

DO SEX OFFENDERS WHO FEEL THAT SOCIETY SEES THE CAUSE OF THEIR BEHAVIOR AS UNDERSTANDABLE ALSO FAVOR OPEN COMMUNICATION ABOUT SEX OFFENSE?

How sex offenders think society sees the cause of their behavior	Favor open communication about sex offense	Not favor open communication about sex offense
As understandable	15	7
As not understandable	4	11

N=37 (12 "Don't know" responses, 1 not ascertained response)
df=1 x^2=4.595 P=.04 C=.47

TABLE XIX

DO SEX OFFENDERS WHO FEEL SOCIETY SEES BOTH THEIR BEHAVIOR AND ITS CAUSE AS UNDERSTANDABLE ALSO FAVOR OPEN COMMUNICATION ABOUT SEX OFFENSE?

How sex offenders think society sees their behavior and its cause	Favor open communication about sex offense	Not favor open communication about sex offense
Both behavior and its cause as understandable	10	6
Only behavior or its cause as understandable	8	2
Neither behavior nor its cause as understandable	1	9

N=36 (12 "Don't know" responses, 2 not ascertained responses)
df=2 x^2=7.99 P=.02 C=.59

The results in Tables XVII, XVIII, and XIX present significant evidence (P=.04, .04, .02) that substantially more (C=.42, .47, .59) sex offenders who feel that society sees their behavior and its cause as being understandable favor open dispensation of information about sex offense to society than do sex offenders who feel that society does not see their behavior and its cause as understandable.

Thus Hypothesis IIb-1 has been demonstrated to exist as predicted.

Hypothesis IIc. Incarcerated sex offenders who perceive themselves as having high potential to work at their own problem will also see mental health knowledge as being more helpful to their own present or future adjustment than will incarcerated sex offenders who perceive themselves as having low potential to work at their own problem.

Table XX, on page 67, illustrates the relationship between the sex offenders' feelings about their ability to work at their own problem (Questionnaire Q. 35) and whether or not they see knowledge about mental health as being personally helpful to themselves (Questionnaire Q. 37).

The results in Table XX give significant evidence (P=.03) that markedly more (C=.42) sex offenders who feel a capacity to work at their own problem feel that mental health knowledge is useful to their own adjustment than do sex offenders who do not express a capacity to work at their own problem.

TABLE XX

DO SEX OFFENDERS WHO FEEL THEY CAN WORK AT THEIR OWN PROBLEM ALSO FEEL THAT MENTAL HEALTH KNOWLEDGE CAN BE HELPFUL TO THEIR OWN ADJUSTMENT?

Expressed potential to work at own problem	See mental health knowledge as helpful to own adjustment	See mental health knowledge as not helpful to own adjustment
High	17	6
Low	10	16

N=49 (1 not ascertained response) df=1 x^2=4.86
P=.03 C=.42

Thus, Hypothesis IIc has been demonstrated to exist as predicted.

Hypothesis IIc-1. Incarcerated sex offenders who see mental health knowledge as being helpful to their own present or future adjustment will be more likely to employ themselves as an object of study than will incarcerated sex offenders who do not see mental health knowledge as being helpful to their own present or future adjustment.

Table XXI, on page 68, gives a picture of the relationship between the sex offender's feelings about the usefulness of mental health knowledge to him personally (Questionnaire Q. 37) and whether or not he has a tendency to actually study about himself (Questionnaire Q. 30).

The analysis of data presented in Table XXI very significantly attests ($P < .01$) that substantially more ($C = .53$)

sex offenders who see knowledge of mental health as being helpful to their own adjustment employ themselves as objects of study than sex offenders who do not see mental health knowledge as being helpful.

TABLE XXI

DO SEX OFFENDERS WHO FEEL THAT MENTAL HEALTH KNOWLEDGE CAN BE HELPFUL TO THEIR OWN ADJUSTMENT ALSO EMPLOY THEMSELVES AS AN OBJECT OF STUDY?

Perception of helpfulness of mental health knowledge	Employ selves as objects of study	Not employ selves as objects of study
Helpful	13	12
Not helpful	2	19

N=46 (3 gave no answer, 1 not ascertained response)
df=1 $x^2=7.54$ $P<.01$ $C=.53$

Thus Hypothesis IIc-1 has been demonstrated to exist as predicted.

In this chapter an analysis with a subsequent interpretation of data has been presented for each individual hypothesis. In the next chapter, a more integrated interpretation based on the sequential relationships of all ten hypotheses will be attempted.

CHAPTER V

THE PRACTICAL IMPLICATIONS OF THE SEX OFFENDER'S PERCEPTIONS FOR THE RE-EDUCATING AGENT

The statistical demonstration and individual interpretation of this demonstration for each of the ten hypotheses, as presented in the foregoing chapter, have very likely conveyed to the reader a somewhat piecemeal picture of the results of this study — perhaps resembling the unjoined pieces of a jig-saw puzzle. The jig-saw puzzle becomes most functional and meaningful when its pieces are put together and it then conveys a total message. In this chapter, the writer's intention is to integrate the whole array of hypotheses into a dynamically functioning whole and thereby make more visible the probable meaning of the perceptions involved in this study.

Figure 2 is a schematic interpretation of the results of this study. It depicts the system of relatedness between the perceptions and the hypotheses. Each station in the scheme represents one perception measured in this study (symbols above perceptions represent sources of measurement: questionnaire question number, projective card number, Need-Fulfillment Scale) and each Roman numeral between perceptions represents the corresponding hypothesis which connects the perceptions.

The central perception, the sex offender's perception of his ability to fulfill his own needs, is located at the

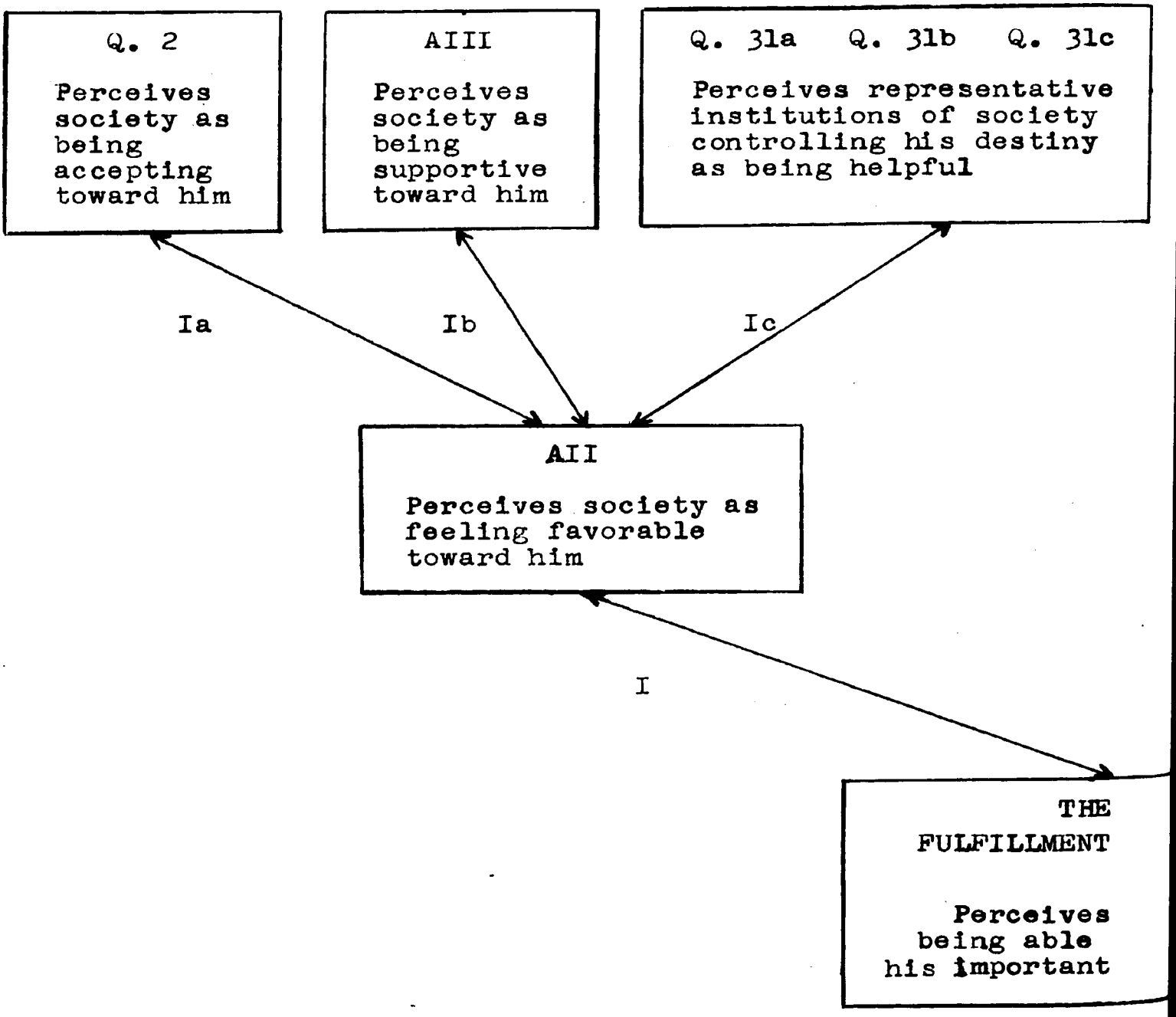
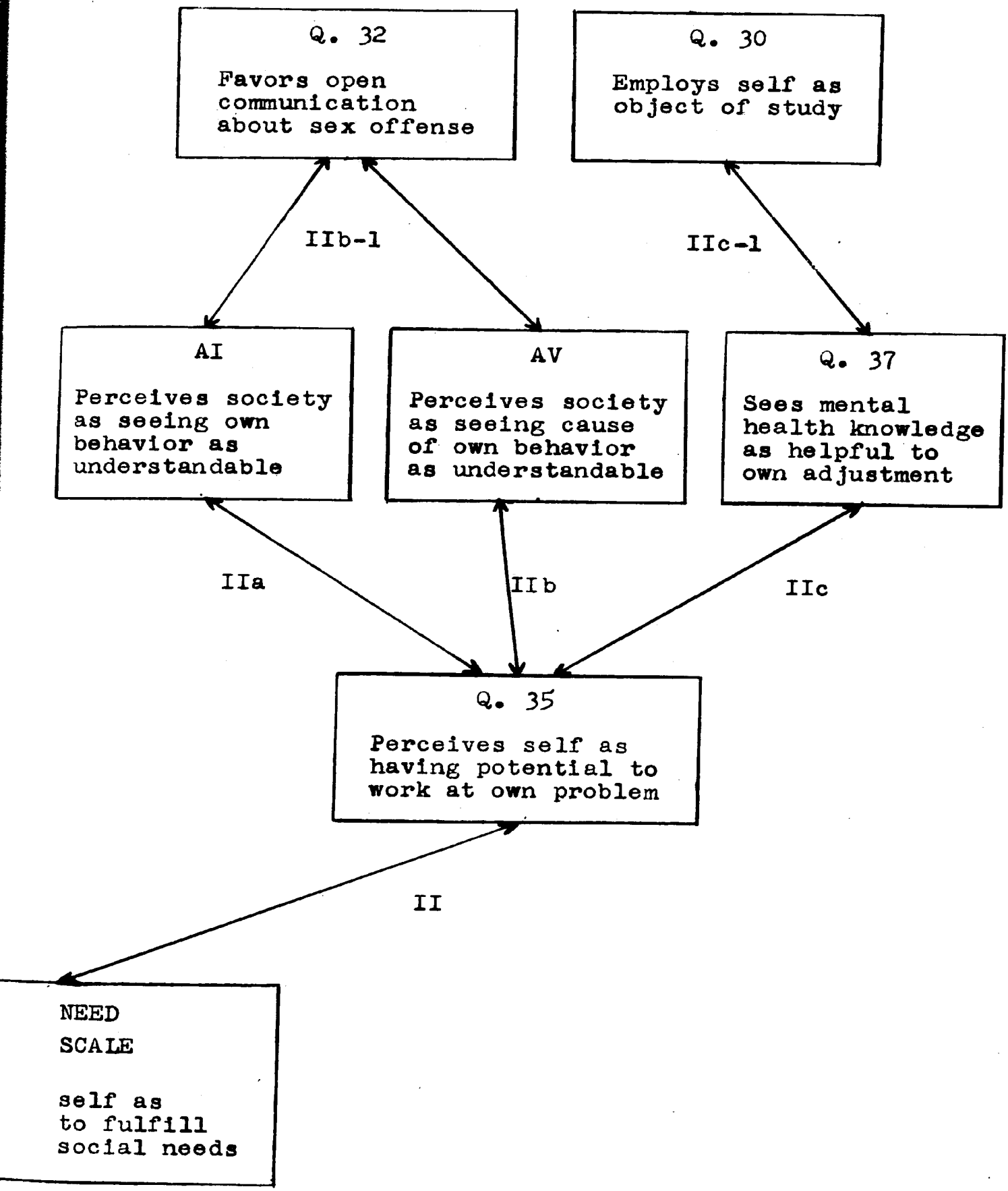


Figure 2. THE SYSTEM OF SEQUENTIAL RELATIONSHIPS



BETWEEN ALL ELEVEN PERCEPTIONS AND TEN HYPOTHESES

base of the scheme. It is the only total self perception in the scheme, i.e., the only perception at which the offender arrives by introspecting along both dimensions of relationship to self and relationship to others — since it is others upon whom he is dependent for his own social need satisfaction.

The design of the study supports the interpretation of results only in terms of the relationships between phenomena. The results of the inquiry become more practical when one speculates about a causative sequence. There are two possible directions of sequential flow; either upward, with the central perception being the initial cause, or downward, with the central perception being the terminal effect.

In an upward interpretation of the scheme, the sex offender who perceives himself as being able to fulfill his own needs will perceive society as feeling favorable toward him; and the sex offender who perceives society as feeling favorable toward him will (1) perceive society as being accepting toward him, (2) perceive society as being supportive toward him, and (3) perceive representative institutions of society controlling his destiny as being helpful. The same procedure of interpretation applies to the right side of the scheme. The perceptions are stated in positive terms. As demonstrated in Chapter IV, the relationships would also be true if perceptions were stated in negative terms.

In a downward interpretation of the scheme, the sex offender who perceives society as being accepting toward him

and/or supportive toward him, and/or perceives representative institutions of society controlling his destiny as being helpful will perceive society as feeling favorable toward him; and the sex offender who perceives society as feeling favorable toward him will perceive himself as being able to fulfill his own needs. The same procedure of interpretation would apply to the right side of the scheme.

The study has demonstrated the existence of the relationships depicted in Figure 2. If we speculate that the causal sequence is in an upward direction, the task of the re-education agent is that of helping offenders develop a general feeling of being able to fulfill their important social needs. Having done this, the perceptions in the upper section of the scheme would follow.

If we speculate that the causal sequence is in a downward direction, then the re-education agent's task is that of helping offenders learn to see society and its institutions as being friendly toward him and to look at himself from an introspective point of view. Having done this, the perceptions in the lower half of the scheme would follow.

In actuality, the causal sequence in Figure 2 may be of less importance than the fact that what we have depicted is the relationship between the sex offender's total self (his perception that he can fulfill his important social needs) and its component parts (his perception that society feels favorable toward him and his perception that he has potential to work at his own problem).

Since it is only the total, undifferentiated self to which re-education agents may relate and with which they may work (See page 11.), helping the sex offender perceive himself as being able to fulfill his important social needs is the aim of the re-education agent's effort, as this perception symbolizes the ideal integrated self.

Tables XXIIa and XXIIb demonstrate that the sex offender's total percept of his ability to fulfill his important social needs is composed of his perception that society feels favorable toward him plus his perception that he has potential to work at his own problem.

TABLE XXIIa

DO SEX OFFENDERS WHO FEEL THEY CAN FULFILL THEIR SOCIAL NEEDS ALSO SEE SOCIETY AS HAVING FAVORABLE FEELINGS TOWARD THEM AND SEE THEMSELVES AS BEING ABLE TO WORK AT THEIR OWN PROBLEM?

Expressed need-fulfillment ability	See society as feeling favorable and self as able to work at own problem	See society as favorable, self as unable or society as unfavorable, self as able	See society as feeling unfavorable and self as unable to work at own problem
High	11	12	2
Low	2	11	12

N=50* df=2 x^2=22.46 P<<.01 C=.79

* Total sample

TABLE XXIIb

DO SEX OFFENDERS WHO FEEL THEY CAN FULFILL THEIR SOCIAL NEEDS ALSO SEE SOCIETY AS HAVING FAVORABLE FEELINGS TOWARD THEM AND SEE THEMSELVES AS BEING ABLE TO WORK AT THEIR OWN PROBLEM?

Expressed need-fulfillment ability	See society as feeling favorable and self as able to work at own problem	See society as feeling unfavorable and self as unable to work at own problem
High	11	2
Low	2	12

N=27* (23 had mixture responses as in center column of Table XXII)

df=1 $x^2=21.11$ $P<<.01$ C=.94

* Partial sample

The results in Table XXIIa (which uses the complete sample of responses) and Table XXIIb (which uses only the directly comparable sets of responses) give a very significant indication ($P<<.01$) that sex offenders who feel they can fulfill their social needs will also see society as feeling favorable toward them and see themselves as being able to work at their own problem. Likewise, sex offenders who do <u>not</u> feel able to fulfill their own needs will <u>not</u> see society as feeling favorable toward them and will <u>not</u> feel able to work at their own problem. Furthermore this relationship is evidenced to a very high degree (C=.79, .94). One might interpret the size of C to indicate that from

62 - 88 percent (C^2) of this relationship is caused by the three variables introduced here, leaving only from 12 percent to 38 percent to outside variables unknown at this point.

How re-education agents can help sex offenders develop the feeling that they have the ability to fulfill their important social needs obviously depends upon the ingenuity of the agents themselves; but it does seem logical to assume that an individual gains a feeling of adequacy for social-need satisfaction through activities which help him to learn the attitudes and skills of working with others in the determination of his own present and future destiny. This is consistent with the principle of transfer of learning through reality-oriented experience.

CHAPTER VI

SUMMARY

This, the final chapter, provides a brief summary of this inquiry and includes several new questions which, in the writer's judgment, merit investigation.

This study is concerned with the relationship between the incarcerated deviated criminal sex offender's perception of his ability to fulfill his important social needs, his perception of his potential to help himself with his own problem, his perception of society's feelings toward him, and the implications these findings may have for institutional re-education of the sex offender.

The writer designed three instruments of inquiry: (1) a scale to measure the sex offender's perception of his ability to fulfill his own needs, (2) an open-ended questionnaire to investigate the sex offender's own perceptions of himself, and (3) a set of projective cards to elicit the sex offender's perception of society's attitude toward him. These were used in interviews with a random sample of fifty sex offenders incarcerated at Ionia State Hospital. The three instruments were especially devised to explore the "here and now" perceptions and feelings of the sex offender rather than his psychogenetic personality determinants.

Statistical analysis of the data so secured was accomplished by the use of Chi square (x^2), measure of probabil-

ity (P), and the coefficient of contingency (C) throughout. Ten hypotheses dealing with relationships between various dimensions of the sex offender's total perception of himself were all substantiated.

The study indicates the existence of the following relationships: The sex offender who perceives himself as being able to fulfill his important social needs will also perceive society as feeling favorable toward him and will perceive himself as having potential to work at his own problem. In addition, the sex offender who perceives society as feeling favorable toward him and perceives himself as having potential to work at his own problem will (1) perceive society as being accepting and supportive toward him, (2) perceive representative institutions of society controlling his destiny (police, courts, law-makers) as being helpful toward him, (3) perceive society as seeing his behavior and its cause as being understandable, (4) favor open communication about sex offense to society, (5) see mental health knowledge as helpful to his own adjustment, and (6) employ himself as an object of study. On the other hand, negative perceptions and feelings of sex offenders on one dimension above are associated with negative perceptions and feelings on the other dimensions.

Speculations were made regarding the causal sequence between the measured sex offender perceptions and the relationship of this causal sequence to self perception theory. The conclusion was drawn that the task of the re-education agent, whose purpose is to help sex offenders return to a

constructive place in society, is that of providing experiences by which the offender can achieve the feeling that he has the ability to fulfill his important social needs.

Further Research

In the process of answering the questions which stimulated this study, several new questions have been raised which indicate avenues for further research in the area of large-scale institutional re-education of sex offenders. These follow.

1. Do the sex offender perceptions and feelings dealt with in this study actually occur in the causal sequences as speculated here?

2. Are some methods more effective than others in helping institutionalized sex offenders achieve feelings of ability to fulfill their important social needs?

3. Do incarcerated sex offenders who perceive themselves as being able to fulfill their important social needs manifest more effective behavioral adjustment in outside society than those who do not?

4. Are methods, which are supposed to effect personal change on an unconscious level, more effective in helping incarcerated sex offenders adjust to outside society than methods which are supposed to

effect change on a conscious/pre-conscious level?

APPENDIXES

APPENDIX A

The Interview Instruments

The Michigan Sex Deviate Study Questionnaire

PRE-INTERVIEW CONVERSATION

In addition to developing a comfortable relationship and explaining the use of the questionnaire and the recording of the subject's responses during the interview discussion, it is essential to casually find out if the subject has any difficulty in reading English. If he has reading difficulty that would prevent him from reading the projective cards, he should be dropped from the study sample.

ATTITUDE SURVEY MICHIGAN S.D. STUDY

FEELINGS ABOUT SELF AND OTHERS LIKE SELF

1. What kind of treatment do you seem to be getting here?

2. How do you think you will be treated when you get out?

3. Are there any things which aren't being done for you here that you think should be done? _____
Could you mention some? _____

4. Is it easy or difficult to make friends here? _____

5. Does a fellow usually have a close friend here or not?

6. What is the fellow you know best here charged with?

7. Do there seem to be many men here who are charged with the same type of thing you are charged with? _____

8. What kind of guys do <u>they</u> seem to be? _____

_____

_____

9. I guess that some folks would say that you and other fellows who came here on a charge of sex offense have done something wrong, and some would probably say that you haven't. Do you think that most of you have really done something wrong? _____

_____

(If yes) In what way? _____

_____

_____

(If no) Why do you feel that way? _____

_____

_____

10. Do you think that most of the fellows, like yourself, have committed a crime, or not? _____

_____

(If not) Why do you feel that way? _____

_____

_____

11. Do you think there is something wrong with the men we have been speaking of, or not? _____

_____

(If yes) In what way? _____

_____

_____

12. Do many of the men we have been speaking of usually talk about the reasons they think they got into trouble, or not? _____

_____

_____

13. (From talking to these men, does it seem) (Do you think) that most of them got into trouble for about the same reason that you happened to, or not? _____

_____

(If not) Why not? _____

_____

_____

14. Do you feel that you could really be called a sex offender, or not? _____

_____

_____

Why do you feel that way? _____

_____

_____

15. What do you think causes people to get into sexual trouble? (Record open-end responses immediately below. Then ask the listed series below by beginning each choice with: "Do you think that.....")
(If one of listed choices is given as an open-end response, circle choice no. and do not repeat choice question later.)

_____

_____

_____

_____

a. Born that way
b. Family home life
c. Surroundings within which one is brought up
d. One makes his own life exactly what it is
e. Dirty movies, magazines, and books
f. Use of alcoholic beverages
g. Prostitution (If explanation necessary: whores)

16. How about yourself ..... can you think of anything special that somehow caused you to get into trouble?

_____

(If yes) What? _____

_____

_____

17. Do you think it was your own fault, or not, that you happened to get into trouble? _____

_____

Why? _____

_____

_____

18. Generally speaking, do you think that people who get into sexual trouble are different in any way than people who don't get into sexual trouble? _____

_____

(If yes) In what way? _____

_____

19. How about yourself ..... do you feel that you may be different in any way than people who haven't gotten into trouble? _____

(If yes) In what way? _____

_____

20. Some folks seem to think that people who commit sex offenses are criminals, and other folks seem to think that they aren't really criminals but are people with problems that bother them. What do you think? _____

_____

_____

21. On these cards are sex offenses which men get accused of. (Hand white cards). You may feel that some of them are more serious than others —— so, will you lay them out in the order of how serious you think they are —— most serious one first, next most serious one second, and so on.

The letter order of response: _____

22. People on the outside -- the public -- feel that some sex offenses are more serious than others. This time, with these cards of sex offenses (Hand blue cards), will you lay them out in the order of how serious you think the <u>public</u> feels they are -- <u>not</u> how serious <u>you</u> feel they are -- but how serious you think the <u>public</u> feels they are.

The letter order of response: _____

23. Do you have any ideas as to what is meant by the term "sex crime"? _____

(If yes) What does it mean to you? _____

_____

(If no, define term for interviewee: "Doing something sexually (with sex) that is against the law"). Be sure interviewee has this definition before proceeding.

24. What do you think is the biggest cause behind sex crime?

_____

_____

Why? _____

_____

_____

25. Do you think there is any way of telling if a person has some kind of sexual trouble before he has committed a sex crime? _____

_____

(If yes) How? _____

_____

_____

(If yes) What? _____

_____

_____

26. Do you think that anything should be done with people who commit sex crimes, or not? _____

_____

(If yes) What? _____

_____

(If no) Why not? _____

_____

27. Do you think men here should have a chance to talk over their problems? _____

With whom? _____

_____

28. What sort of things or advice do you think most of the fellows, like yourself, would like to be able to talk over? _____

_____

_____

29. A. There are certain things which are important in each of our lives -- things that we want to be able to do. Here on these cards are some things which are important to many people. Will you lay them out in the order of their importance to you: most important one first, next most important one second, and so forth.

List the letter order of responses: _____

B. Well, now these are the three things which you feel are <u>most</u> important to you (Name them). In your life how much do you think you will be able to accomplish these things. Why don't you use these cards to indicate how much you think you <u>will</u> be able to accomplish them. (Show cards). On each card circle <u>your</u> answer and cross out all those which <u>could not be</u> your answer.

First, ___(mention "thing")___: how much do you think you'll be able to accomplish this. (Hand card). Circle <u>your</u> answer and cross out all those which <u>could not be</u> your answer. (Watch to see that respondent is using circle and cross out system.) (Repeat for second and third "things").

30. You seem to know a fair amount about this topic of sex offense -- how have you learned about it? (Get more than general response) _____

_____

ATTITUDE TOWARD PRESENT SITUATION

31. Some people say that the following persons are doing good jobs in helping solve the sex crime problem, and some people say they are not. What do you think?

a. Police _____

(If not) Why not? _____

_____

b. People who make the laws _____

(If not) Why not? _____

_____

c. Courts _____

(If not) Why not? _____

_____

d. Prisons _____

(If not) Why not? _____

_____

e. Psychiatrists _____

(If not) Why not? _____

_____

32. Do you think news and articles about sex offenses should be reported in the newspapers, or not? _____

_____

_____

33. Do you think newspapers write about sex crimes in the right way or wrong way? _____

_____

(If wrong) Why? _____

_____

34. Some people say that there should be a law telling how long a person should be put away for each type of sex crime, and other people say that how long a person should be put away should be left up to what the judge and psychiatrist think is best for each case. What do you think? _____

_____

Why? _____

_____

35. Whose problems are these sex crimes? _____

_____

_____

36. Who, would you say, can give the best help to people who have sexual problems? (If general response is given, record it. Then probe for more specific response by asking: Such as --?) _____

_____

_____

37. It seems as though many people these days have problems about bringing up their children properly, how to keep from getting nervous, how to get along with other people, and, in general, how to live happily. Some

experts call these mental health problems. Would you like to know more about mental health? _____

_____

Why? _____

_____

38. Would you be interested in getting together with other people here for the purpose of learning more about mental health? _____

_____

39. Would you say you do or don't favor public school classes in mental health for children, which would deal with home and family living, social education, and how to get along with others? _____

_____

(If not) Why not? _____

_____

40. Would you say you do or don't favor public school classes in mental health for children which would deal with sex education? _____

_____

(If not) Why not? _____

_____

41. Do you think young people should know that there are such things as sex crimes, and that there are people who have this kind of sexual problem, or do you think they should not know? _____

_____

(If not) Why not? _____

_____

(If yes) Who should tell them? _____

_____

42. Do you think that trying to teach people the ways to help prevent sex crimes will, or will not, help solve the sex crime problem? _____

_____

(If not) Why not? _____

_____

_____

****

(Give the respondent a few moments of rest while you fill in the following information.)

INTERVIEWER'S APPRAISAL

1. How much did the person seem to understand what he was talking about?

None_____ Little_____ Fair amount_____ Much_____

(If "little" or "none") Check the area(s) in which poor understanding or confusion appeared most noticeable:

Concept of sex offense and sex crime	Cause of sex deviation	What is wrong with sex deviate	What way sex deviate should be treated	Other (name it)

Note: The above should not be a measure of actual knowledge about the topic, or level of sophisticated knowledge; but it should be a measure of consistency or inconsistency of the respondent's thinking (clarity or distortion in respondent's picture of the problem or topic).

Copies of

The Need Fulfillment Cards

and

Rating Cards
(originals were separate 3" x 5" cards)

Card 1. Recognition

TO BE RESPECTED AND GIVEN CREDIT
FOR WHAT YOU DO.

Card 2. Autonomy

TO STAND ON YOUR OWN TWO FEET WITHOUT
NEEDING OTHER PEOPLE.

Card 3. Affiliation

TO HAVE FRIENDS TO SHARE THINGS WITH
AND COOPERATE WITH.

Card 4. Dominance

TO INFLUENCE, LEAD, AND DIRECT OTHER PEOPLE

Card 5. Acceptance

TO BE LIKED BY OTHER PEOPLE.

Card 6. Achievement

TO MAKE GOOD BY DOING SOMETHING WELL.

Card 7. Cognitive Awareness

TO KNOW HOW OTHER PEOPLE FEEL ABOUT
YOU AND WHERE YOU STAND WITH THEM.

Rating Card I

VERY LITTLE	LITTLE	FAIR AMOUNT	MUCH	VERY MUCH

I

Rating Card II

VERY LITTLE	LITTLE	FAIR AMOUNT	MUCH	VERY MUCH

II

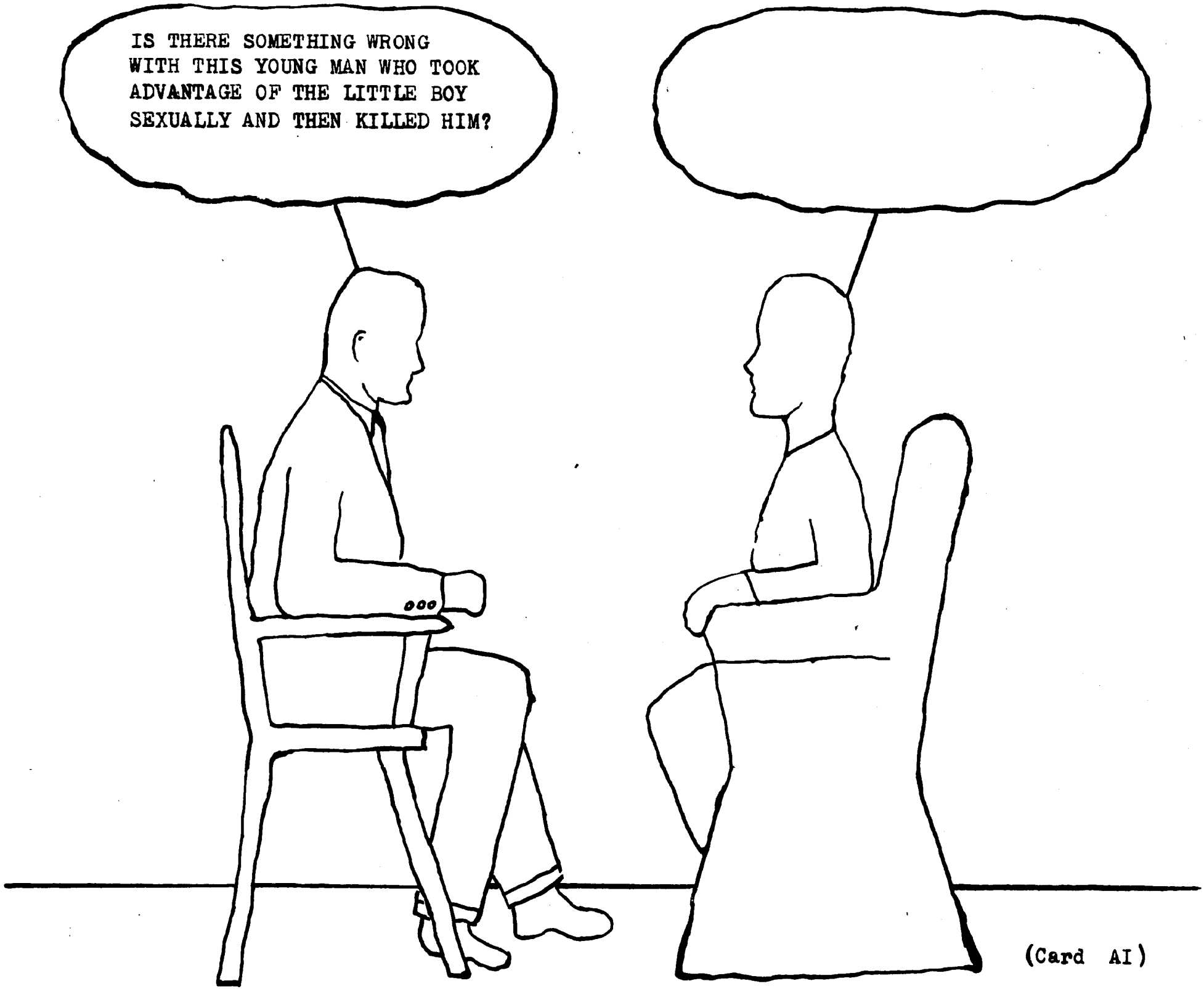
Rating Card III

VERY LITTLE	LITTLE	FAIR AMOUNT	MUCH	VERY MUCH

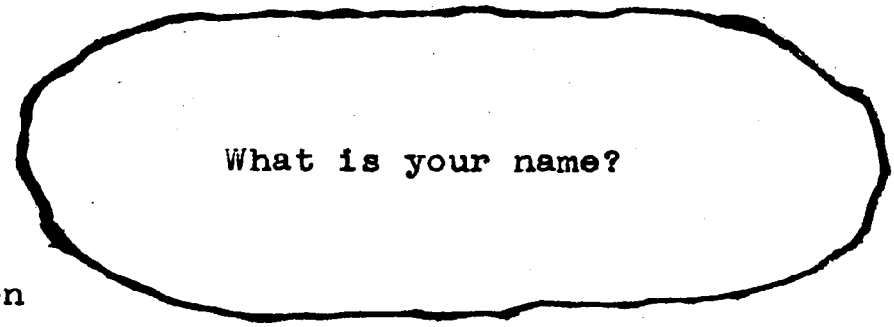
III

1. A sample Michigan Sex Deviate Study Projective Card. The series was composed of thirteen cards; the originals had cardboard backing.

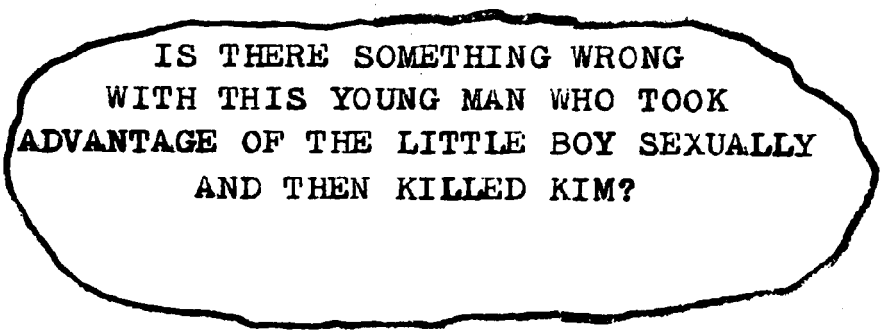
2. The thirteen caption boxes, with a reference to the card on which each appeared.


IS THERE SOMETHING WRONG WITH THIS YOUNG MAN WHO TOOK ADVANTAGE OF THE LITTLE BOY SEXUALLY AND THEN KILLED HIM?

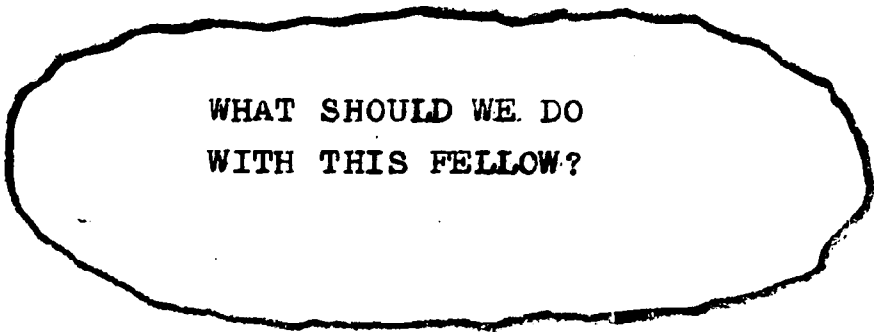
(Card AI)



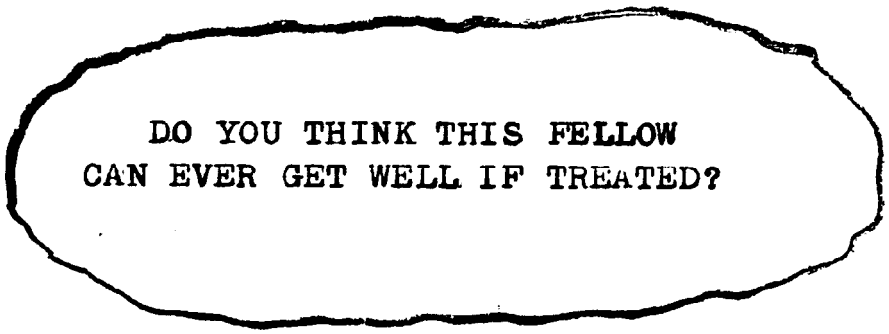
Orientation Card



AI



AII



AIII

AIV

HOW SHOULD WE TREAT THIS FELLOW? SHOULD WE TREAT HIM AS A CRIMINAL, OR AS A PERSON WHO IS MENTALLY SICK, OR NEITHER?

AV

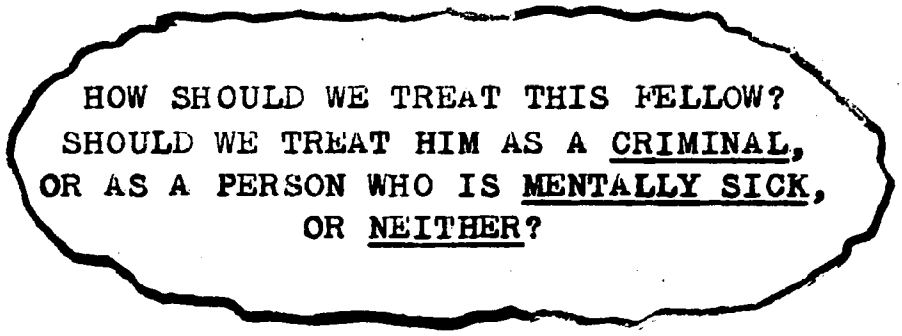
WHAT DO YOU THINK CAUSES PEOPLE TO GET THIS WAY?

BI

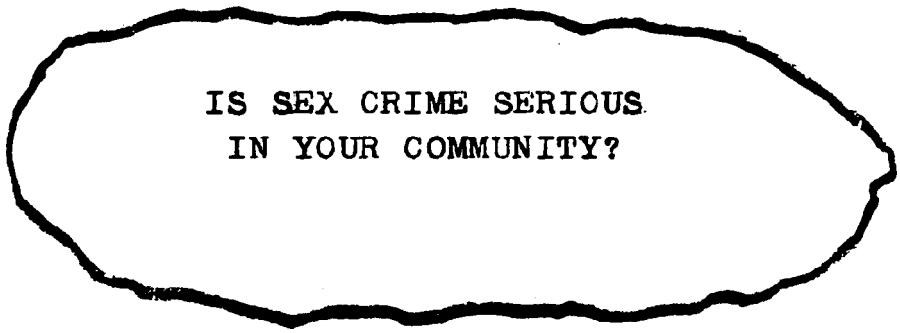
IS THERE SOMETHING WRONG WITH THIS MAN WHO WAS PEEKING INTO SOME WOMAN'S WINDOW?

BII

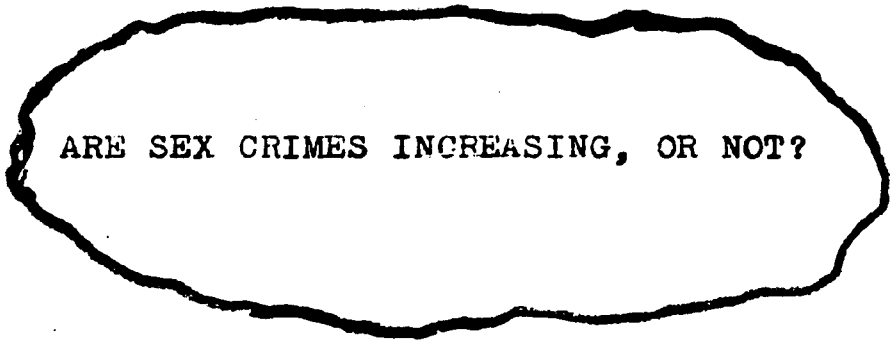
WHAT SHOULD WE DO WITH THIS FELLOW?



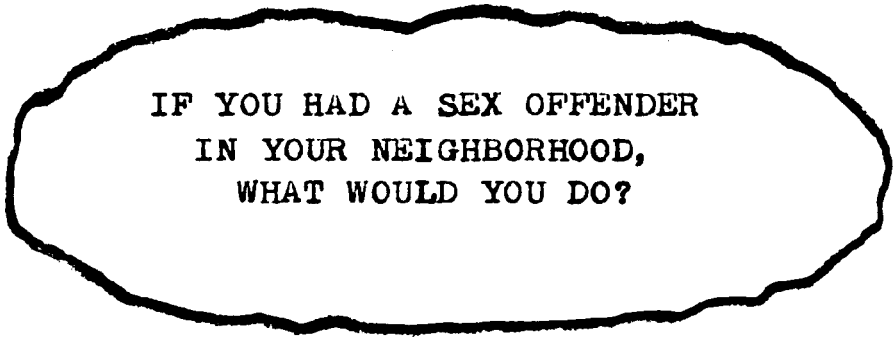
BIII



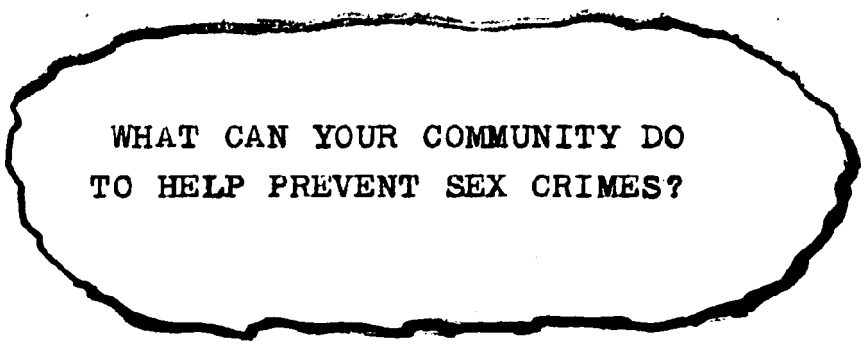
CI



CII



CIII



CIV

Record Booklet for Responses to The Michigan
Sex Deviate Study Projective Cards

OFFENDER'S PERCEPTION OF SOCIETY'S ATTITUDE

Introduction to Projective Device

"Some time ago we had a man go out and ask many people throughout Michigan to tell us how they felt about some things which had happened in their neighborhoods. It would be real helpful to us to know how you think these people answered the questions we asked them. To get at this, we thought we'd use some pictures. In each picture there are always 2 people. (Introduce Sample Card) — One is the man who went out and asked people in the neighborhood questions and the other is one of the people in the neighborhood who has answered a question. So, in each picture, one person has always asked a question and the other person has just answered the question. The question which the man has asked will always be in the picture, but the answer which the person in the neighborhood gave will never be in the picture. So, your job will be to figure out how you think the person in the neighborhood answered the question — not what you, yourself, would answer — but what you think that person in the picture really answered. O. K.? Any questions?

(It is important not to give any cues throughout the administration of this device as to the sex of the person representing the public.)

Let's try one out just for practice, before we actually begin. This picture shows our man as he asked a person in some neighborhood a question. The person has just answered the question. What do you think that person's answer was?

Respondent's answer: _____

SERIES A
CARD I

SAY: "The first neighborhood which our man went to was one in which a young man had taken advantage of a little boy sexually and then killed him. Now, here is a picture which shows our man as he asked a person in the neighborhood a question. The person has just answered the question. What do you think the person's answer was?"

(If "yes" above) While subject is still holding Card, say: "If that person said that something is wrong with this young man, then what do you think that person said is wrong with him?"

(If "maybe" above) While subject is still holding Card, say: "What reason do you think that person gave for answering 'maybe'?"

Pressing ☐ ("The person in the neighborhood where the trouble occurred probably gave some kind of answer to this question. What do you think that person might have said? What did that person answer?")

SERIES A
CARD II

SAY: "Now here is another picture which shows this man as he asked the person in the neighborhood another question. (Pause) The person just answered. What do you think <u>that</u> <u>person's</u> answer was?"

Pressing ☐ ("The person in the neighborhood where the trouble occurred probably gave some kind of answer to this question. What do you think <u>that</u> <u>person</u> might have said? What did <u>that</u> <u>person</u> answer?")

SERIES A
CARD III

SAY: "Here is another picture. What do you think <u>that person</u> answered to <u>that</u> question?"

Pressing ☐

("The person in the neighborhood where the trouble occurred probably gave some kind of answer to this question. What do you think <u>that</u> <u>person</u> might have said? What did <u>that</u> <u>person</u> answer?")

SERIES A
CARD IV

SAY: "Here is another picture. What do you think <u>that person</u> answered to <u>that</u> question?"

_____Criminal

_____Mentally sick

_____Neither

Pressing ☐ ("The person in the neighborhood where the trouble occurred probably gave some kind of answer to this question. What do you think <u>that person</u> might have said? What did <u>that person</u> answer?")

(If "neither" above) While subject is still holding Card, say: "If <u>that person</u> said that the fellow should be treated neither as a criminal nor as a person who is mentally sick, then how do you think <u>that person</u> felt the fellow should be treated?"

SERIES A
CARD V

SAY: "Here is another picture. What do you think <u>that</u> <u>person</u> answered to <u>that</u> question?"

Pressing ☐

("The person in the neighborhood where the trouble occurred probably gave some kind of answer to this question. What do you think <u>that</u> <u>person</u> might have said? What did <u>that</u> <u>person</u> answer?")

SERIES B
CARD I

SAY: "The next neighborhood which our man went to was one in which a man was caught outside a house peeking into some woman's window and was then taken to court. Now, here again is a picture which shows our man as he asked a person in <u>this</u> neighborhood a question. The person has just answered the question. What do you think <u>that</u> <u>person's</u> answer was?"

(If "yes" above) While subject is still holding Card, say: "If <u>that</u> <u>person</u> said that something <u>is</u> wrong with this man, then what do you think <u>that</u> <u>person</u> said is wrong with him?"

(If "maybe" above) While subject is still holding Card, say: "What reason do you think <u>that</u> <u>person</u> gave for answering 'maybe'?"

Pressing ☐ ("The person in the neighborhood where the trouble occurred probably gave some kind of answer to this question. What do you think <u>that</u> <u>person</u> might have said? What did <u>that</u> <u>person</u> answer?"

SERIES B
CARD II

SAY: "Here is another picture. What do you think <u>that person's</u> answer was to <u>that</u> question?"

Pressing ☐ ("The person in the neighborhood where the trouble occurred probably gave some kind of answer to this question. What do you think <u>that person</u> might have said? What did <u>that person</u> answer?")

SERIES B
CARD III

SAY: "Here is another picture. What do you think <u>that person's</u> answer was to <u>that</u> question?"

_____Criminal

_____Mentally sick

_____Neither

Pressing  ("The person in the neighborhood where the trouble occurred probably gave some kind of answer to this question. What do you think <u>that person</u> might have said? What did <u>that person</u> answer?")

(If "neither" above) While subject is still holding Card, say: "If <u>that person</u> said that the fellow should be treated neither as a criminal nor as a person who is mentally sick, then how do you think <u>that person</u> felt the fellow <u>should</u> be treated?"

SERIES C
CARD I

SAY: "After going to these two neighborhoods, our man then went out to many other places in Michigan and asked people how they felt, generally, about the problem of sex crime. Now, here again is a picture which shows our man as he asked some person a question. The person has just answered the question. What do you think <u>that</u> <u>person's</u> answer was?"

Pressing ☐ ("That person probably gave some kind of answer to this question. What do you think <u>that</u> <u>person</u> might have said? What did <u>that</u> <u>person</u> answer?")

SERIES C
CARD II

SAY: "Now here is another picture. What do you think that person answered to that question?"

Pressing 

("That person probably gave some kind of answer to this question. What do you think that person might have said? What did that person answer?")

SERIES C
CARD III

SAY: "Here is another picture. What do you think that person answered to that question?"

Pressing 

("That person probably gave some kind of answer to this question. What do you think that person might have said? What did that person answer?")

SERIES C
CARD IV

SAY: "Here is another picture. What do you think <u>that person</u> answered to <u>that</u> question?"

Pressing ☐ ("That person probably gave some kind of answer to this question. What do you think <u>that</u> <u>person</u> might have said? What did <u>that</u> <u>person</u> answer?")

INQUIRY

I Could you tell whether the person, who was being asked questions in the cards, was a man or woman?

A. What do you think the person was ... man or woman? (If pressing is necessary) Well, what do you think the person might have been ... man or woman? (If further pressing is necessary) Well, could you take a pretty good guess at it?

B. Why? (not)?

II Did the person seem to remind you of anyone in particular?

A. (If "yes" above) Who? (If not definite enough response to "who") Could you tell me a little bit more about this person who you have in mind? (If further pressing is necessary) Did you have a certain person in mind? (If "yes") Who?

B. (If usable response gained in A) Why does the person in the pictures remind you of _____ (person mentioned by respondent)?

_____

_____

_____

_____

_____

APPENDIX B

The Interpreted Responses to the Interview Instruments

The Coded Verbatim Responses to Questions Included in the Michigan Sex Deviate Study Questionnaire

Question 2. How do you think you will be treated when you get out?

Code: ✓ Perceives society as being accepting toward him.
. - Perceives society as being non-accepting toward him.
? "Don't know," inappropriate response.

Code	Interview	Response
✓	1	O.K.
-	2	O.K., if I contact A.A.
✓	3	Fairly well
✓	4	Pretty good
-	5	Don't expect the best; job-getting will be difficult; people will look down on me.
-	6	Rough going
✓	7	O.K.
✓	8	Be accepted O.K.
-	9	Anticipate no trouble - unless other folks know background; little ostracism from public
✓	10	Won't be mistreated - might not accept at first, but might wear off
-	11	Mother wants me. Society against sex deviate - if anything goes wrong - a sex crime, get picked up for it.
-	12	Will feel strange toward me, won't trust me
✓	13	Everything will be O.K.
✓	14	Very nicely
-	15	Difficult when first get out.
?	16	D. K.; but hope to stay on outside.
✓	17	I think I will be treated well.
✓	18	I think I will be treated fair.
✓	19	On an even basis - way I was before I left.
-	20	Looked down upon by majority of people.
-	21	Rough - people will look at me with suspicion
✓	22	Wouldn't be accepted by some in former city
✓	23	Fine
✓	24	O.K.
-	25	If they know anything about, probably won't want me to associate with their children.
✓	26	I won't care because after what I've accomplished here I can take anything. My friends still want me back and to help me - still have all friends and relatives - have it O.K.
-	27	O.K. - could take care of self.
?	28	D. K.
✓	29	Fine
✓	30	Shouldn't have any trouble.
-	31	Depends entirely on me. However perhaps I'll get a bum deal.
?	32	Yes

Question 2 continued.

Code	Interview	Response
≠	33	O.K.
≠	34	Fairly well
≠	35	O.K., I guess. When get out will be different fellow so will be treated O.K.
≠	36	All depends where I go.
-	37	Fairly well treated O.K. Don't pay much attention to what others will say.
-	38	Don't expect to be too rough - am in here voluntarily
-	39	About the same
-	40	Hard to get a job; people won't give chance to prove self
≠	41	O.K. if I abide by rules of society.
≠	42	Pretty good
≠	43	O.K. Like a person should be; like I always was
-	44	O.K. because more or less stay away from others
≠	45	Pretty fair
≠	46	Will be accepted by society
-	47	People that know me will treat well
≠	48	Treated good. Family wants him out
-	49	Won't go back to same neighborhood. Those that are close will treat O.K.
-	50	Poor at first by general public; maybe better after period of time and trust you.

Question 30. You seem to know a fair amount about this topic of sex offense. How have you learned about it?

Code: ✓ Employs self as object of study.
- Does not employ self as object of study.
? No answer.

Code	Interview	Response
✓	1	Learned by reading; learned to leave it alone
?	2	No answer
-	3	Some from other patients - some from doctors some from attendants
✓	4	Read books since you been in institution
✓	5	Study on it - medical books - what I learned in institution
-	6	Experience
-	7	Through your own experience at it
✓	8	Experienced by violating it; by analyzing own needs in correcting of it; talking to psychiatrists; read every possible article
✓	9	Talks with psychiatrist, reading in current literature, books, magazines; hear from psychologist and psychiatrist
-	10	Thru my Dr. and thru 2 classes of therapy
-	11	Thru hearsay - thru street corner gossip
✓	12	By reading different articles - thru Dr. interview
✓	13	Personal experience and everyday life - reading
✓	14	Taught myself - observation; experience; reading
✓	15	Some experience and a lot of it by reading
-	16	Talking with Drs. here and interviews with them. Things pointed out showing seriousness of offenses
✓	17	Just by seeing people; listening to people; and reading
✓	18	I have learned seriousness of it and it can affect the morals of minors. My thinking about it in past few years. Reading, discussion
?	19	No answer
-	20	Mostly thru newspapers - haven't heard it discussed much among people
-	21	Talk to Drs. at institution; inmates
-	22	Read in papers - what you've seen here - other magazines about sex crimes - own experiences
-	23	Learned it here from listening to different ones talk
-	24	Early life experiences talking with young friends; in here by seeing it

Question 30 continued.

Code	Interview	Response
-	25	My own experiences; reading newspapers, discussions with fellows
-	26	Thru group therapy; thinking about it; read about it in newspapers
-	27	Traveled and seen a lot of it going on; went to a few trials
-	28	Through older people at the time
-	29	Right in institution and papers
✓	30	By group therapy at this institution by psychologists and psychiatrists, and also deep thinking
-	31	Navy - experience
✓	32	Personal experiences and reading about it
?	33	No answer
-	34	From marriage; from personal experience
-	35	Have group therapy and Drs. interviews
-	36	Thru magazines
-	37	Thru my experience and associations; things I've read, seen, and heard
-	38	By doing
✓	39	Personal experience - reading scientific data; association with others; observation of deterioration from worry of others
-	40	Talked with other fellows in on these charges
-	41	Pick it up from other guys, patients, therapy class
-	42	Talking with my friends in reformatory
-	43	Through experience and seeing it
-	44	Listening to others; observation at hospital
-	45	First hand contact with other patients; talking about it
-	46	Here; talking in group therapy - seeing what and how other people react to things
-	47	Thru my trouble - two-timing girls
-	48	Just hearing others talk
-	49	By experience and by talking with friends plus group therapy
✓	50	Talking with other patients; thinking back what happened (by self)

Question 31a. Some people say the police are doing a good job in helping solve the sex crime problem, and some people say they are not. What do you think? (If not) Why not?

Code: ✓ Sees police as being helpful.
- Sees police as being unhelpful.
? No answer, not ascertained.

Code	Interview	Response
✓	1	They are
?	2	No answer
?	3	About half and half. Police are people and feel same way as other people
-	4	No - pick you up for least little thing Treat you like any common criminal - beat you up
✓	5	Yes
-	6	No - police can be bribed and are therefore unfair
✓	7	Yes
✓	8	Yes - in their way
-	9	No - power of deterring and fear of arrest but not toward a solution
-	10	No - some are sex offenders themselves
-	11	No - just put you away and leave you there
-	12	No - just want to get charges against
-	13	Not too good
✓	14	Helping - but not right people to solve problem
-	15	Think they could do better but they don't know what sex crime is all about
✓	16	I think they are doing a job fairly well
-	17	I don't think they are; I don't think they understand enough about themselves
-	18	As far as I am concerned, except chief of police who befriended me, they are not doing anything due to lack of understanding on part of authorities. They grab you and put you behind bars with little understanding of persons problems
✓	19	Yes
-	20	Not doing anything at getting at problem - not too much knowledge of problem itself
-	21	No - just fair. A few places where cops don't bother queers. If they wanted to clean up sex they could start right there
-	22	Some do not do such a good job - because they do sometimes the same thing they lock us up for
?	23	Good in some things; other ways not - rich man can get more help
?	24	Fair - just pick up - treated rough sometimes, sometimes not

Question 31a continued.

Code	Interview	Response
-	25	Fair - lots of fellows that are absolutely sex offenders they never catch; looks like laying down on job
-	26	Not a good job; not encouraging - agitate person; run him low; hurt their feelings
✓	27	Doing their best
✓	28	Yes, fair
-	29	No - because they don't care. All they figure on is the bonus on every arrest they make. No use for them
✓	30	Yes
-	31	No - all they are interested in is prosecution
-	32	Not being fair to everyone
✓	33	Yes
✓	34	Doing a pretty good job
-	35	No - just throw you in jail and don't try to help
✓	36	Doing a fair job
✓	37	Yes
✓	38	Presumably yes - as haven't failed when have gotten the people
-	39	Limited to catching or stopping him
-	40	Not doing anything; all they do is punish you and that won't get to seat of trouble
✓	41	Yes
✓	42	Doing a good job
✓	43	Yes
✓	44	Yes
✓	45	Pretty good job
-	46	No - just do job - do not investigate into causes of problems
-	47	No - just pick up law breaker
✓	48	Yes
-	49	No - just apprehension. Couldn't see them do any good but a lot want to help
-	50	Fair - may put a bum rap on a man by taking word of child or other people

Question 31b. Some people say the people who make the laws are doing a good job in helping solve the sex crime problem, and some people say they are not. What do you think? (If not) Why not?

Code: ✓ Sees people who make the law as being helpful.
- Sees people who make the law as being unhelpful.
? "Don't know," no answer, not ascertained.

Code	Interview	Response
✓	1	They are helping; are trying
?	2	No answer
✓	3	I'd say yes - trying
-	4	No - haven't made enough facilities available for hospital obligations
✓	5	Yes
-	6	No - actually harming because of being too strict; C.S.P. law too strict
-	7	No - should cut down sentences on these men, holding them too long
-	8	No - lack of unity in the creating of laws, vary too much
✓	9	Yes
✓	10	Yes
-	11	No - trying to keep us for life while murderers get out after 18 months
-	12	No - not really working like they should - let it drop too much
-	13	The present law (C.S.P.) would be a good law if more was done for them
✓	14	Trying - but haven't accomplished a great degree as yet
✓	15	Doesn't know - but seems laws are kind that benefit
?	16	Some do and some don't. Probably don't know too much about making these laws
-	17	Not fast enough; I don't think they are interested enough about it
✓	18	I don't have good opinion of C.S.P. law. I do feel lawmakers have a good perspective as to the sex problem
✓	19	Yes
✓	20	Good job
-	21	No - they make laws where lot of sex cases are sent to Jackson instead of hospital where they belong. The Goodrich Act is a bad one
?	22	Some yes - some not. Because they do not always include the right ones
-	23	Not - don't give a man a chance for his life
?	24	50 - 50 Too many laws for sex offense
-	25	No - getting so that if even look at woman get locked up as C.S.P.

Question 31b continued.

Code	Interview	Response
✓	26	Darn good job
✓	27	Doing O.K.
✓	28	Yes
-	29	No - laws aren't just
✓	30	Yes, but there is room for improvement
-	31	No - just bring up new bills to strengthen old ones. Nothing to find out why
?	32	D. K.
✓	33	Yes - very well
?	34	Fair - in some cases, they could change laws
-	35	No - just punish, doesn't solve anything
✓	36	Pretty good job
-	37	Neither do or don't; not all doing good jobs Some laws C.S.P. laws - a lot of CSP's not really CSP's - just ignorance on part of people
?	38	Yes and no - C.S.P. laws - first offender incarceration is bad. As with some people with problems, should work with sociological agency, 2nd. offender, I recommend incarceration, as a person with problems, not as a criminal
✓	39	A good job, but they do not understand importance of initiating early prevention
-	40	No - don't understand why crime is being committed
-	41	No - they don't know what is going on. Laws aren't fair
✓	42	Doing a good job
✓	43	Yes
✓	44	Yes
✓	45	Yes
✓	46	Yes
-	47	Try best but don't know too much about it. Not doing enough; not looking deep enough - go to higher ups. Not dealing with problem right - not enough institutions - not provide enough help
✓	48	Yes
✓	49	Doing some good C.S.P. laws - steer in right direction
-	50	No - don't believe in Goodrich Act, no man should be interned from day to life

Question 31c. Some people say the courts are doing a good job in helping solve the sex crime problem, and some people say they are not. What do you think? (If not) Why not?

Code: ✓ Sees courts as being helpful
- Sees courts as being unhelpful
? No answer, not ascertained

Code	Interview	Response
✓	1	They are helping
?	2	No answer
✓	3	Yes
-	4	No - they try to but they don't do very good. Because they give everyone same sentence for sex crimes
✓	5	Yes - but they administer the C.S.P. laws poorly. Don't get the chance to prove yourself
✓	6	Yes
✓	7	Yes
✓	8	Yes - but have to stay more closely, in follow-up, to the men they commit - should send man to follow-up cases
?	9	More than police; less than legislature. Not much can do toward solving beyond legislature. Not much can do toward solving beyond legislature means given them
-	10	No - not using good judgment, all go by what prosecutor has written up on you
✓	11	Yes - doing what society calls for
-	12	No - don't investigate enough
-	13	Only look at one side
✓	14	Best they know how
-	15	Nothing they can do - all they do is make decision where you go
✓	16	I think courts are doing a fairly good job. Think they are really trying to get to the bottom of these things - certain treatments
-	17	I don't think so. I don't think the judges or lawyers understand enough about it. If they do, why accept it as a thing of medicine or science
-	18	I don't think they are. I don't think courts have met the sex problem. Some get probation, some committed; and others sentenced to prison. No uniform procedure
✓	19	Yes
?	20	50 - 50 proposition; some men sent to prison and others committed for treatment
✓	21	Yes
✓	22	Yes
-	23	Not - don't give a man a chance for his rights

Question 31c continued.

Code	Interview	Response
✓	24	Yes
✓	25	To certain extent, yes; pretty good job
?	26	Fair job - could put more interest in it. Encourage more people to get in and help people and problems
✓	27	Fine - working hard at it
✓	28	Yes
-	29	No - don't give two hoots in hell
✓	30	Yes
-	31	No - tied hand and foot by prosecutor's office, newspapers, public demands
-	32	Not fair, as, if a person has the right lawyer and pays witnesses, he gets out of the crime
✓	33	Yes
-	34	Improve - a little bit too hasty on sentence
-	35	No - just punish, doesn't solve anything
✓	36	Doing good job
-	37	No - figure CSP must be locked up, say he's a criminal - locking him up makes him worse
✓	38	For his particular court, yes
✓	39	Trying
-	40	No - have to go by laws; also don't understand problem of sex offender
-	41	No - judge themselves don't know what is behind it all and they don't know what little is being done for them (or nothing) in institutions
✓	42	Doing a good job
✓	43	Yes
✓	44	Yes
✓	45	Yes
-	46	No - because of partiality of sentence due to lack of understanding and also because of different status of individuals
?	47	Yes and no. Judges must follow laws but laws are poor; judges hate to sentence guys but have to. Should provide help, Drs.,etc
✓	48	Yes
?	49	Don't see how can solve problems. Their job isn't to help solve the problem
-	50	No - if man goes back to court and try to prove are cured, most men end up coming back

Question 32. Do you think news and articles about sex offenses should be reported in the newspapers, or not?

Code: ✓ Favors an open channel of communication to society about sex offense.
- Does not favor an open channel of communication to society about sex offense.
? Not ascertained.

Code	Interview	Response
-	1	No
✓	2	Think they should
✓	3	I don't think it would make much difference
✓	4	Yes
-	5	No
-	6	No
-	7	No
-	8	No
✓	9	Yes
-	10	Not
✓	11	Yes - but just small articles; just tell facts
-	12	Not
-	13	No
✓	14	Yes - people can form an opinion on how to help others
✓	15	Yes - but, way put ideas into others heads how to avoid making same mistake
?	16	Yes and No
-	17	No
✓	18	Yes - keep the public informed - necessary for people's interests
✓	19	Yes
-	20	Depends upon how written; not beyond reporting crime; not about details; merely report should not carry names
✓	21	Yes
✓	22	Yes - they show people where they are wrong and right
-	23	No
-	24	No
-	25	No
-	26	No - hurts person and family
-	27	No
-	28	No
✓	29	Yes
-	30	Only the very bad ones to warn people before offender is caught - other than that stirs people up, doesn't help any
-	31	No
✓	32	Yes
✓	33	Yes

Question 32 continued.

Code	Interview	Response
-	34	No - not at all
-	35	Wish they weren't
/	36	Yes
-	37	Person involved shouldn't have name mentioned
-	38	More statements of arrest, yes; but no glamorized versions
-	39	Not the way they report them
/	40	Yes - only if proven guilty
-	41	No
-	42	No
-	43	No
/	44	Yes
/	45	Yes
/	46	Yes - factual material
-	47	Depends on types - report serious cases only the people should know
/	48	They should
-	49	If you don't do anything wrong name won't be in paper. Publicized my case; cannot go back there, yet from other point of view should have right to report
-	50	No

Question 35. Whose problems are these sex crimes?

Code: ✓ Perceives self as having potential to work at own problem.
- Does not perceive self as having potential to work at own problem.

Code	Interview	Response
✓	1	My problem - no one elses
-	2	The man that commits them has problem - but up to public or judge to solve thing. Man who commits crime is a poor man to do away with it
✓	3	Ours, I guess
✓	4	Individual
-	5	Society's
✓	6	Person, individual
✓	7	The individual himself
✓	8	Everybody's - anybody is candidate
-	9	Society's - everybody's
-	10	Society's problem
✓	11	Your own problem - must lay in bed you layed
-	12	People as a whole - as sex crime depends on the way the majority of people are living
-	13	Society as a whole
✓	14	Individual himself and everybody should have some idea to combat
-	15	Individual's - people in general
-	16	Problems of everybody
-	17	Entirely up to the Drs.
-	18	The people's problems
✓	19	The offender's - the hospital staff
-	20	Public - more than anything else; more education along those lines
✓	21	Sex offender's own problem
✓	22	Own personal problems - parents should teach right from babyhood up
-	23	Judge and prosecutor
-	24	Doctor's and psychiatrist's
-	25	Police Department's
-	26	Government
-	27	People that make laws, judges
✓	28	Individual that committed the crime
✓	29	The person who committed it
-	30	Society's
✓	31	Sex offender
-	32	State department's - for taking care of such people
-	33	State, MD's, etc.
✓	34	Problems of all of us
✓	35	The persons that do them
-	36	Everybody's

Question 35 continued.

Code	Interview	Response
≠	37	People involved
-	38	Society's problem since it creates the problem
≠	39	Individual - society as a whole
-	40	Between the man who commits offense and the public schools which teach it
-	41	Everybody's
≠	42	My own
-	43	General public
≠	44	Each individual's problems and everybody's
≠	45	Person who commits them
-	46	Parents' - for proper education in way he should go and not in way child wants to go
-	47	Society
≠	48	Whoever does them
≠	49	Each person's own who commits them
≠	50	The man that commits them

Question 37. It seems as though many people these days have problems about bringing up their children properly, how to keep from getting nervous, how to get along with other people, and, in general, how to live happily. Some experts call these mental health problems. Would you like to know more about mental health? Why?

Code: ✓ Sees mental health knowledge as being helpful to own adjustment.
- Does not see mental health knowledge as being helpful to own adjustment.
? Not ascertained

Code	Interview	Response
✓	1	Yes - make myself better; better health
-	2	Yes - I think everybody should understand something about it. If raising family to help bring children up. Mental health does not mean a person is crazy
-	3	Yes - like to find out what it is all about and be able to understand it
✓	4	Sure - yes, give me a chance to live happily with other people
-	5	Yes - better understanding and knowledge
-	6	Yes, I would like to understand it more than I do
-	7	No, mental health ain't in my case
✓	8	Yes - I want to be a father and good citizen; would want my children to be good citizens - endless procedure
✓	9	Yes - I have been in difficulty and a better understanding would have kept me out of it
-	10	Yes - would stop more of these crimes
✓	11	Yes - because considered mental health problem myself and would like to know where I stand
✓	12	Yes - it would help solve some of my own problems
✓	13	Yes - help myself better and others too
✓	14	Yes - help myself and others
✓	15	Yes - help me understand more about myself
-	16	Yes - I think I would. Could refer to adults (mental hygiene) as well as children
✓	17	Yes - I would. Because I think it would help me and everyone else
✓	18	Yes - a better understanding of myself
✓	19	Yes - some day perhaps would get married and would help me with my family
-	20	Yes - much easier to maintain relations (in living with others) if have proper understanding of these things.
✓	21	Yes - if I have a problem arise; had I known more about M. H. I would know how to

Question 37 continued.

Code	Interview	Response
		cope with the situation better
-	22	Not for myself - because I know enough about it since being locked up
-	23	Yes - to make good - to help get you on your feet
-	24	Yes - maybe there is a lot to be learned about it; get mind out of gutter,etc., would be a great thing
-	25	Yes - to know why some of people do some of things they do
-	26	Yes - because I myself will be going home someday; will be going to groups that will discuss this. Articles in paper to be read; tell it to children too
≠	27	Yes - I've seen a lot of children brought up and not in right way; to know causes of going wrong mentally and could then remedy self and not do a lot of things shouldn't do
≠	28	Yes - better myself. How to help others
-	29	No - know enough. I know very little and don't want to know more
≠	30	Yes - believe if I know more about it I wouldn't be here today
≠	31	Yes - due to my weakness which tends to be immature on how to handle some adult situations
-	32	No - because I do not feel I am bothered this way
≠	33	Yes - would help me adjust and understand myself better
≠	34	Yes - might be able to benefit myself and others
≠	35	Yes - because I want to lead a better life because it hasn't been too good up to now
-	36	Yes - just like to know - might possibly help me some
-	37	Yes - doesn't know about it
-	38	Yes - goal of life is happiness; sex and frustration problems create unhappiness to self and others
≠	39	Certainly - naturally for own judgment and children's orientation to life
≠	40	Yes - because I have a mental health problem now. Each man should be interested in his mental ability
-	41	Yes - curiosity; know more about it
≠	42	Yes - figure that people could tell me what to do and not to; would help me out a long ways

Question 37 continued.

Code	Interview	Response
-	43	Might - it is O.K. to know. Good thing for anyone to know
✓	44	Benefit yourself
?	45	Yes - for same reasons above
-	46	Absolutely - essentially parents to have children react decently and respectfully from parent example
-	47	Yes - want to know if get married; help society; help in my future
✓	48	Yes - to understand problems
✓	49	Yes - I have a child of my own and want a normal life for her
✓	50	Yes - would help me out personally; find out what's wrong with me

The Interpretive Scoring of Verbatim Responses to the Michigan Sex Deviate Study Projective Cards

Card AI Is there something wrong with this young man who took advantage of the little boy sexually and then killed him?

Scoring: scale point 7 - scale point 4 = Perceives society as seeing own behavior as understandable.

scale point 3 - scale point 1 = Perceives society as seeing own behavior as not understandable.

x = "Don't know," not ascertained

Scale Point	Interview	Response
7	1	Might have had some disease years ago that caused it
7	11	Caused by a broken home
7	36	He hadn't been taught right when he was young
6	3	Sexually inclined
6	41	Wrong attitude; "I knew he would get into trouble sooner or later, he wouldn't listen to me."
5	4	Mentally immature
5	5	Mentally ill - unstable
5	6	Emotionally disturbed
5	12	Mentally disturbed
5	14	Mind is twisted and not righted
5	18	Mentally sick
5	19	Mentally sick, probably
5	21	Mentally unbalanced
5	22	Mentally sick
5	28	His mind
5	31	Mentally sick, sexually deviated
5	33	Mentally sick
5	34	He would say "Unbalanced"
5	44	Mentally sick
5	45	Sick - mentally
4	29	Drunk or intoxicated or hopped up on opium; mind turned to blank
3	2	The average person would say: "That man must be crazy or mentally ill to do a thing like that"
3	16	This man must be sick, must be put away
3	17	He is sick, but would have disrespect for the person
3	32	Mind must be quite blank
3	35	He's a degenerate
3	46	Mentally defective
2	7	Insane
2	9	Maniac or something of that sort
2	13	Crazy
2	15	He's crazy

Card AI continued.

Scale Point	Interview	Response
2	23	Must be crazy
2	24	Sexual maniac - crazy or something
2	25	Probably said he was a maniac
2	26	He must have been crazy
2	27	That fella's crazy
2	30	Insane
2	37	He's crazy
2	38	He must have been crazy
2	39	He must be crazy
2	40	He's probably crazy
2	42	Criminally insane
2	43	Criminal sexual brain
2	47	She thinks man crazy
2	48	He's crazy
1	8	Insane animal
1	10	He's crazy, he's a murderer
1	20	A menace to society, should be removed and never permitted to return
x	49	Don't know
x	50	She would say that nothing was wrong with him, because people don't understand.

Card AII What should we do with this fellow?

Scoring: scale point 7 - scale point 3 = Perceives society as feeling favorable toward him.

scale point 2 - scale point 1 = Perceives society as feeling unfavorable toward him.

Scale Point	Interview	Response
7	1	Put him in observation and see what was cause of it
7	12	To find out what the trouble was and what caused him to do it
7	19	He should try and help him by putting him in place where he could be under observation and see what is wrong with him
7	41	Have him examined and decide what to do
6	11	Put him in an institution to be helped to overcome this sexual problem
6	5	Should be committed to a hospital for treatment
6	16	This fellow is a sick man and should be confined for treatment
6	18	I think that commit him to hospital for treatment and care
6	26	He or she would say: "Be sent to a mental hospital."
6	28	To be sent to a hospital
6	30	Hospitalize him
6	36	Should be sent to a mental hospital to be cured
6	45	Put him in a hospital and give him some treatment
5	3	Help him. Send him to prison
5	7	Put him in mental institute
5	49	Should be locked up; try and find out what caused it
4	14	Something ought to be done
3	8	Put him in jail
3	10	Man should go to jail
3	22	If teaching him right from wrong doesn't do any good - lock him up
3	24	Try him in court and take him to jail and put him in jail
3	40	Lock him up
3	42	Sent to prison or something
3	43	Should be prosecuted; sentenced to prison; serve his sentence and think it over
3	48	Send him to jail

Card AII continued.

Scale Point	Interview	Response
2	2	We should confine him some place at some penal institution where he wouldn't be able to commit same crime over again
2	4	Lock him up - put him in prison or hospital
2	6	Place him in prison
2	9	He ought to be sent up for life
2	13	Put him away either in a mental institution or prison
2	15	Should put him away and don't let him get out anymore
2	17	Send him to prison
2	20	This person should be confined and never allowed to return to society
2	21	Get him out of society - send him to a hospital
2	25	Check him over and see what's wrong with him. If there isn't anything wrong with him, give him the worst punishment you can give him
2	32	A man like that should be put in a mental hospital or prison for life
2	33	Should be sent to some institution for life (unless cured)
2	34	Put him out of the way - lock him up
2	37	Put him in an institution
2	38	Give him life
2	44	He should be put away in a mental hospital
2	46	If he cannot control own sexual habit, he must be put away
1	23	Fella said: "Hang him."
1	27	Electrocute him - that's about what he deserves
1	29	He should be prosecuted and punished to fullest extent of law
1	31	Put him away and/or kill him
1	35	Should be hanged or done away with - capital punishment
1	39	He ought to be hung; certainly ought to be sent to some institution
1	47	Some say put 'em away (women); some say kill them (men)
1	50	She would say: "He should be electrocuted or go to gas chamber

Card AIII Do you think this fellow can ever get well if treated?

Scoring: $\frac{\text{scale point 5}}{\text{scale point 4}}$ = Perceives society as being supportive.

$\frac{\text{scale point 3}}{\text{scale point 1}}$ = Perceives society as being non-supportive.

$\frac{x}{}$ = "Don't know."

Scale Point	Interview	Response
5	3	Yes
5	6	Yes
5	7	Yes
5	11	Yes
5	12	Yes - could get well if treated
5	14	Yes - he could get well if treated
5	22	Yes
5	23	Yes
5	24	Yes - if he was treated I think he could get well
5	26	Yes
5	28	Yes
5	30	Yes
5	36	Yes
5	39	Yes
5	41	Yes
5	42	Yes
5	44	Yes, I believe he would
5	45	Yes
5	46	Oh yes - if treated well, he can readjust sex problems to normal
5	48	Yes
4	5	Yes - if he has what it takes within himself
4	16	Yes - I think there is a possibility of getting well by treatment
4	19	Yes - he probably would
4	21	Yes - in due time
4	43	Possible that he can be cured; maybe he will walk out of prison and mix with society again
3	1	He might not think so; (I think he could by being put in hospital - he would think differently after a while)
3	10	It should be given a try anyway
3	13	About 85% would think he could get well
3	15	Well - it's possible
3	18	Yes - at least authority would like to have us think so
3	29	Depends on kind of treatment he got

Card AIII continued.

Scale Point	Interview	Response
3	49	Probably could - but then you never can tell when he might do something like that again
2	2	Well, no, I don't think so. Total strangers aren't O.K. Relatives would be different and have hope
2	4	No
2	9	No - I don't think he could ever get well
2	17	No - he would not get well
2	20	Could be imprisoned but not safe to pronounce a complete cure
2	25	No
2	31	No
2	32	No
2	35	No
2	37	No
2	47	No
2	50	What can be done for a person in that state of mind - that is that far gone
1	27	No - he can't be treated. He'll never get well - too far gone in my estimation
1	33	Never would be any different
1	34	Send him to penitentiary
1	40	I wouldn't trust him anymore - punish him long enough to be cured
x	8	I don't know
x	38	Don't know

Card AV What do you think causes people to get this way?

Scoring: scale point 5 = Perceives society as seeing cause of own behavior as understandable.

scale point 4 - scale point 1 = Perceives society as seeing cause of own behavior as not understandable.

x = "Don't know," no answer.

Scale Point	Interview	Response
5	1	Ill health; family troubles; could have too many debts and lose job
5	2	He didn't have much background to begin with - wrong companions and lived in wrong environment
5	3	That person who committed him is not understanding
5	4	Home environment
5	5	Marital strain - lack of self-confidence
5	6	Emotionally upset or disturbed
5	9	Didn't get the right kind of up-bringing
5	11	Problem home; bad sex education and dwelling on sex
5	14	Training and upbringing as a child
5	15	The way he was brought up
5	16	It may be the surroundings or environment these people are in that makes people get this way
5	21	Alcohol; nerves; home life; bad environment
5	22	Getting in with wrong crowd and wrong bringing-up
5	28	Let your mind overdo it. Mind overworked and you don't rest it
5	29	Booze
5	31	Emotionally disturbed
5	32	Maybe not the right bringing up
5	34	Sometimes that can be inherited
5	36	Start when young; when children
5	42	May be the way he was brought up
5	44	I think environment - living conditions
5	45	Boyhood - what he did and the people he hung around with - 10, 12 years old; older children hung around with
5	46	Broken homes; lack of education; immaturity in manner of sexual behavior
4	19	A lot of people think that a person

Card AV continued.

Scale Point	Interview	Response
		is born that way - figure it is caused by intoxicating beverages
4	26	They were born with it; their parents neglected something; the person just blew his top
4	30	Environment; family troubles; exposure to thing of that sort; feeble-minded or insane; mentally unbalanced
4	37	Was born with it in them
3	12	Mentally disturbed; too much drinking and reading too much of these dirty books
3	20	Person's way of thinking becomes warped and progress to where he does not have complete and proper control over emotions
3	25	He just went out of his head, mind
2	35	Here excessive drinking, born crazy
2	40	Some: home surroundings Others: just a no good bum
2	50	Not proper raising; mentally sick; he's probably just no damn good and is crazy
1	18	A lot of people get hysteria "He did it to be mean." "He does not understand seriousness. He just cracked up; something snapped."
1	23	Crazy; out of head; foolish
1	33	Always was a boy mentally deranged
1	43	Right mind leaves them and they can take advantage of a young boy and get away with it
1	27	He was riled up as a sex fiend - sex crazy. Nobody know what causes a person to get that way
x	7	I don't know what that person said
x	8	I don't know
x	10	Don't know
x	13	No answer
x	17	Don't know
x	24	Don't know
x	38	I don't know
x	39	Don't know
x	41	I don't know
x	47	Don't know what public would think
x	48	He doesn't know
x	49	Don't know

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