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SUBJECT: **REFERENCING GUIDELINES**

DATE: July 4, 1996

TO: POLICY FILE

PURPOSE: To provide an aid for SOC Staff personnel for use in preparation of correspondence, text materials, briefings, and proposals.

1. BIBLIOGRAPHY:

- A. Authors Last Name ,
- B. Authors First Name, Middle Initials .
- C. Complete Title . “underlined”
- D. Translation by or Ed by or series and vol, pgs ,
- E. Location by City: Publisher, year published .

Egderly, Beatrice. From the Hunter’s Bow. New York: G.P. Putnam’s Sons, 1942.

2. PRIMARY FOOTNOTE

- A. Authors First MI. Last Name ,
- B. Complete Title ,
- C. Translation by or Ed by or Series ,
- D. (City, Year)
- E. Volume ,
- F. Pages .
- G. [Other notes as required for clarification]

4

R.U. Johnson and C.C. Buel, eds., Battles and Leaders of the Civil War (New York, 1887-88), I, 9. [Edited work; also a work in several volumes]

3. SECONDARY FOOTNOTES

- A. Last Name ,
- B. page or pages .
- C. Ibid, p. or pp. _____ “refers to immediate preceding reference”

16 20 23Anderson, p. 11. Duverger, pp. 113-114.
Ibid. p.9.

4. ABBREVIATIONS:

- A. c. or ca. = about, compare or see
- B. ch., chs. = chapter or chapters
- C. ed. = edited by, edition, editor
- D. f., ff. = and the following page, pages
- E. ibid. = in the same place
- F. loc. cit. = in the place cited
- G. ms., mss. = manuscript, manuscripts
- H. n.d. = no date given
- I. n.p. = no publisher given
- J. op.cit. = in the work cited
- K. p., pp. = page or pages
- L. rev. = revised
- M. tr., trans.= translated by
- O. vol., vols.= volume or volumes

5. MAGAZINES

- A. Authors name ,
- B. “Title of Article,”
- C. Title of Publication ,
- D. Vol or Date of publication ,
- E. p. or pp.
- F. [Other clarifying information or unsigned ref]

Merle Curtie, “Intellectuals and Other People,” American Historical Review, LX (January, 1955), p. 279-280.

6. BULLETINS & PAMPHLETS

- A. Title ,
- B. Publisher or Agency of Origin
- C. (City, Year or date) ,
- D. page or pages.

The Velvetbean Caterpillar, Department of Agriculture, Bureau of Entomology and Plant Quarantine Leaflet No. 348 (Washington, 1953). p. 3.

7. UNPUBLISHED THESIS

Carolyn L. Blair, "Browning as a Critic of Poetry" (M.A. thesis, University of Tennessee, 1948), p. 41.

FILE REFERENCES FOR COPYING:

Clark, Ramsey. CRIME IN AMERICA. [Introduction by Tom Wicker] New York: Simon & Schuster, 1970.

Silberman, Charles E. CRIMINAL VIOLENCE, CRIMINAL JUSTICE. New York: Random House, 1978.

Sands, Bill. THE SEVENTH STEP. NEW YORK: The New American Library, Inc., 1967.

Daggett, John and Hall, Leo. EQUAL VALUE. [Forward by Jim Campbell] Canby, Oregon: Lion House Press, 1984.

Samenow, Stanton E. INSIDE THE CRIMINAL MIND, New York: Times Books, 1984.

Wilson, James Q. and Herrnstein, CRIME AND HUMAN NATURE. New York: Simon & Schuster, Inc., 1986

SOME EXAMPLES OF SUCCESSIVE QUOTING:

"We have to change human attitudes. How do you do that? We have to condition violence from the people's character. It can be done. It has to be done, because we are all up against it. When there are violent people, others will be affected by it."

Ramsey Clark, CRIME IN AMERICA, New York, 1970 p. 9. [From the Introduction by Tom Wicker referring to an address, by Ramsey Clark, to the Congressional Conference on Justice in May 1970]

"However effective government may be in its effort to control crime, while its citizens have the will to violate the law, society is in a contest it can never finally win."

Clark, p. 16

SAMENOW

The essence of this approach is that criminals choose to commit crimes. Crime resides within the person and is 'Caused' by the way he thinks, not by his environment. Criminals think differently from responsible people. What must change is how the offender views himself and the world. Focusing on forces outside the criminal is futile..... from regarding criminals as victims we saw that instead they were victimizers who had freely chosen their way of life.

Stanton E. Samenow, Ph.D., Inside the Criminal Mind, New York, Times Books, 1984,(Preface) pg xiv.

Dr. Yochelson taught the criminals to become aware of and write down their day to day thinking without editing it in a self-serving manner. Daily, in small groups, the criminals reported that thinking, and Yochelson identified the "errors" and taught them corrections. He also instructed them in how to deter the massive amount of criminal thinking that occurred daily..... As the men saw themselves realistically, they became fed up with their old ways and made efforts to change.

Samenow, (Preface) pg xv.

Only if society knows who the criminal is can genuine progress be made in fighting crime.

Samenow, pg 6.

Only if society knows who the criminal is can genuine progress be made in fighting crime. Here, I shall propose still another approach to the crime problem, a method of dealing with criminals that has had positive results and therefore offers a ray of hope. It begins with holding the criminal completely accountable for his offenses. This is to say that a person is responsible for having committed a crime, regardless of his social background or the adversities that have confronted him. However, the fact that a criminal commits crimes out of choice should not result "only" in locking him up for he will emerge from prison still a criminal. Just as he has chosen a life of crime, so a criminal can make choices in a new direction and learn to lead a responsible life. This is not an attempt to resuscitate rehabilitation under another name, for all the traditional rehabilitative programs in the world will be of no use unless the criminal "changes his thinking." Behavior is largely a product of thinking. Everything we do is preceded, accompanied, and followed by thinking..... The criminal must learn to identify and then abandon thinking patterns that has guided his behavior patterns for years. He must be taught new thinking patterns that are self-evident and automatic

for responsible people but are totally foreign to him. Short of this occurring, he will continue to commit crimes.

Samenow, pgs 6, 7.

We must understand that criminals are different, that they do not think like responsible people and do not want the same things out of life. It is also time to realize that unless we help criminals learn to think differently, they will continue to prey on us all. We cannot afford to cling to our sacred theoretical cows and to familiar but ineffective procedures and programs. If we persist in traveling along well-trodden paths that are littered with failure, who knows how much, worse things will get?

Samenow, pg 7

ALBERT ELLIS

No matter what your past history, or how your parents and teachers may have helped you feel disturbed, you remain so because you “still” believe some of the unrealistic and irrational thoughts which you originally held. To undisturb yourself, therefore, you need only to observe your irrational self-indoctrinations and energetically and consistently work at deindoctrinating yourself.

Albert Ellis, Ph.D., *A New Guide to Rational Living*, Wilshire Book Company, North Hollywood, 1975, pg 59.

WILSON & HERRNSTEIN

To a political scientist, the problem of social order is paramount: How can men and women live together in reasonable peace and security without subordinating themselves to the arbitrary demands of a tyrant?

James Q. Wilson and Richard J. Herrnstein. *Crime and Human Nature*, Simon and Schuster, New York, NY, 1986 *Preface* pg 13.

Crime is that behavior condemned by society; it occurs despite the rewards and punishments that have been devised to enforce that condemnation. If individual differences in criminality are to be explained, one must explain why some individuals, formed in part by their experiences within social institutions, nonetheless disobey many of the most important rules of those institutions and do so even when society has made it clear that it will try to punish that disobedience.

Wilson and Herrnstein, *Preface* pg 14

There is a difference between crime and criminality. Crime is a single short term event while criminality refers to those individuals showing a propensity to commit numerous criminal acts.

Wilson and Herrnstein, *Crime and its explanation* pg 23

We believe that one can supply an explanation of criminality - and more important, law-abidingness - that begins in, or even before, infancy and that takes into account the impact on him of subsequent experiences in the family, the school, the neighborhood, the labor market, the criminal justice system, and society at large.

Wilson and Herrnstein, *Crime and its explanation* pg 24

Crime is an activity carried out disproportionately by young men living in large cities. There are old criminals, the female ones, and rural and small-town ones, but, to a much greater degree than would be expected by chance, criminals are young urban is true in every society that keeps reasonable criminal statistics.

Wilson and Herrnstein, *Crime and its explanation* pg 26

Though class and racial factors may affect the crime rate, the fundamental explanation for individual differences in criminality ought to be base - indeed, must be based, if it is a general explanation - on factors that are common to all societies.

Wilson and Herrnstein, *Crime and its explanation* pg 29

Incidence is the frequency a criminal commits a crime while prevalence indicates the proportion of persons committing the crime.

Wilson and Herrnstein, *Crime and its explanation* pg 35

Crime is correlated, as we have seen, with age, sex, and place of residence, and it is associated, as we shall soon see, with other stable characteristics of individuals. Understanding those associations is the first task of criminological theory. Our approach is not to ask which persons belong to what category of delinquents but rather to ask whether differences in the frequency with which persons break the law are associated with differences in the rewards of crime, the risk of being punished for a crime, the strength of internalized inhibitions against crime, and the willingness to deter gratifications, and then to ask what biological, developmental, situational, and adaptive processes give rise to these individual characteristics. In doing so we are mindful of Niko Tinbergen, the ethologist who won a Nobel Prize, that there are four levels of analysis that must be brought

together: The developmental (how an individual grows up and is socialized by family and friends), the situational (how immediate circumstances, such as opportunities for crime, elicit behavior), the adaptive (how a person responds to the positive and negative rewards of alternative courses of action), and the biological (how evolution has equipped a person with certain attributes, such as intelligence and temperament).

Wilson and Herrnstein, *A theory of Criminal Behavior* pg 40

Our theory - or perspective - is a statement about the forces that control individual behavior. To most people, that is not a very interesting assertion, but to many scholars, it is a most controversial one. Some students of crime are suspicious of the view that explanations of criminality should be based on an analysis of individual psychology. Such a view, they argue, is “psychological reductionism” that neglects the setting in which crime occurs and the broad social forces that determine levels of crime. These suspicions, while understandable, are ill-founded. Whatever factors contribute to crime - the state of the economy, the competence of the police, the nurturance of the family, the availability of drugs, the quality of schools - they must all affect the behavior of if they are to affect crime. If people differ in their tendency to commit crime, we must express those differences in terms of how some array of factors affect their individual decisions. If crime rates differ among nations, it must be because individuals in those nations differ or are exposed to different arrays of factors. If crime rates rise or fall, it must be the that changes have occurred in the variables governing individual behavior.

Wilson and Herrnstein, *A theory of Criminal Behavior* pg 42

People choose reward over punishment - the immediate result over the long term result, a gain rather than a loss.

At any given moment a person can choose to commit a crime or to not commit a crime depending on how they view it at the moment.

There are two kinds of reinforcers innate and learned - hunger and money. Stealing money is more understandable than rape.

A theory is a testable statement of the relationship between two variables, so that, knowing the theory, we can say with some confidence that if we observe X, then we will also observe Y.

Wilson and Herrnstein, *Preface* pg 42

CAMPBELL

“What is a crime and why do men and women commit crimes? A crime is to break the law that was established by society to provide an atmosphere of security and tranquility for each individual. There are a small few who did not realize they were breaking the law - but the vast majority knew they were and, even with that full knowledge, no social incentive to be a law abiding citizen nor threat of punishment deterred them from the act. More than any other factor, crime is directly related to how certain individuals think. If society is to share responsibility, for how these certain people came to think as they do, then society has a mandate to provide the program to affect the change. By the same standard, the criminal has a mandate to participate willingly or never be released to victimize again.

With that premise in mind, and as our technology to effectively teach “mental Fitness” or “THINKING SKILLS” increases, we can expect the future of “Corrections” will take on more and more the primary role of the “Rehabilitator” than the “Warehouser” of criminals. Due to the length of training required to staff programs, State Corrections will begin providing a Jail Alternative Sentence Option Program (JASOP) to each county. Judges will give much longer or indeterminate sentences, for the very first offense, to motivate offenders to “do time for their crime” in a program for change - rather than incur an indeterminate sentence lasting until they are considered safely ready to reenter society. The JASOP would last at least 2-3 years and even longer if the individual did not demonstrate readiness for release from the program.”

The present discipline problems in schools,.. over crowding of prisons, divorce rate and increasing youth suicide rate.. clearly indicate the need for Life Management Skills Training.

For the past century and a half,.. the world of Psychology has been going in the wrong direction... It has poured billions of dollars into the study of mental illness.. It has become expert at saying what mental illness is.. and what’s wrong with people.

I feel we could have been more intent on defining mental fitness,.. in learning what wellness is,.. or what can be right with people... People are not interested in learning what’s wrong with them.. They would rather invest their time in learning what to do about it.

Lifeskills is a subject!... It is a subject like English, history, geography or algebra are subjects.... I say, there is a greater demand for lifeskills training than for counseling... We need to think effectively so we can solve our own problems...

No one can learn for us... or change for us.
Lifeskills is a new subject. It's about how to think effectively.. and how to achieve mental fitness... After we study this new subject,.. we discover we are able to solve more complex human relations problems much easier... We no longer say "you make me mad" or "you make me depressed".. as we no longer think others control our emotions... We change much of our behavior because we discover it was unknowingly causing results directly opposite our intent.

I believe we are at the beginning of the greatest cultural awakening in the history of mankind.. We are now learning about mental fitness.. and how to teach it so that it can be applied.. We are going to be able to teach our children how to think and communicate in a way they can maintain successful marriages and hold jobs.

What's holding us back?.... In today's schools, Lifeskills,.. as a subject,.. is normally presented as a minor part of personal hygiene.... In the 10th grade, a student receives either half a semester of training.. or none at all,.. and the training focuses primarily on physical wellness.

The VALUE placed on Lifeskills,.. as a subject,.. should be equal to.. or greater than.. the value placed on English, history, geography or algebra.. It's not poor math that's killing us - it's human relations problems..... We can do better.... and we can do better NOW!

CAMPBELL, Forward

"Over a year ago, I gave a lengthy briefing on the SOC program to a large number of Parole and Probation Officers here in Multnomah County. I was completely unprepared for the negative reaction I got during the briefing. I had interrupted my vacation with my family, at the coast, to give the briefing. I had a good two hours to think about the extremely negative reaction on the trip back in my car. When I was entering Seaside, on my return trip, it dawned on me that they apparently had a "Mind Set" about any program of this nature being successful. I concluded they, as individuals, had tried everything they knew,.. in attempting to get their clients to make the changes needed to stop offending,.. and had met consistently with more failures than successes... It appeared to me they had unknowingly adopted the attitude that it therefore couldn't be done by anyone else either - a don't tell me anything buster, I know from experience and you have never even been a probation officer... Since that time, some of those same parole and probation officers, who were present at that meeting, have experienced portions of the SOC program,.. and their attitude toward the program has become supportive - their attitudes have changed.

It is an understandable situation. Like any person would, the POs entered into their jobs with a very positive attitude,.. intending on doing something

meaningful to help the offenders,.. but the POs slowly became disillusioned about prospects for success. Through their repeated experiences, they proved to themselves they couldn't get the clients to make changes.... When they can't get their clients to do what they want them to do, it can often lead some probation officers to unknowingly exhibit a permanent attitude of hostility towards their clients... They can develop a cynical attitude toward the shortcomings of the system... They begin to react emotionally with the client rather than responding rationally using more successful strategies. The reason I say they experienced more failures than successes was that they didn't have the tools, equipment, facilities, and the training to achieve the desired result... They didn't have a comprehensive program for rehabilitation working with them to get the change they wanted to see happen....”

Campbell, 1987 OCA Speech

The Correction Officer, more than any other group, knows that when an offender is convicted and incarcerated, he or she enters a system where his or her thinking errors may be reinforced significantly... Although it is not the intent, or the criminal justice system, to improve the criminal's abilities to commit crimes, in actuality, we are sending them to a “Criminal University” where they learn every trick of the trade from the most seasoned experts. Oregon presently has no, I repeat no, comprehensive program to teach offenders the thinking skills that would offset their thinking errors.

After all that has been written about the need for this type program, it is appalling to say it. There is no comprehensive program having Order, Continuity, and providing a Cumulative change experience anywhere in the system - Why? Why is there no program like this?

Probably the word “Technology” is the key to understanding.

It takes a long time to accomplish rehabilitation... I doubt that will ever change in the near future... And, time means money spent and human resources consumed. I've listed three primary reasons we have to overcome to implement a viable program.

First, In the past, the thought of installing a comprehensive program for rehabilitation instantly put up the red flag.. It will cost a great deal of money. Budget people instantly freaked out and politicians wouldn't touch it for fear the taxpayers might instantly revolt. It certainly would have cost more money than any budget would allow. The reason for this exorbitant cost was probably due to the fact that everything had to be done manually. Computers and video recorders were not available to aid in implementing the program so that labor cost could be cut to an acceptable figure. But now, the delivery technology has improved.

Second, so much time, money, and effort, has been spent studying mental illness that the field of mental fitness (or wellness) was a neglected child. That is no longer true. Now the “technology” of teaching mental fitness (as a subject) is available. This new technology is replacing the older counseling concepts and strategies of how you go about getting change in those individuals who have significant attitudinal problems. In other words,.. I’m saying,.. that in the past, we did not even have the capability, within ourselves, to produce an effective rehabilitation program in a format that even had a chance of being financially acceptable.

Third, primarily because of the two previous considerations, some of the individuals, presently administering the criminal justice system, grew up in the era that didn’t have this new technology... they have not experienced the new technology of teaching mental fitness... and are still in control of the decision making process that would allow the new technology to come forth.

In view of this,... As I see it..., there is only one single thing that needs to be accomplished to allow rehabilitation to become the cornerstone of the criminal justice system ... And that is - a thoroughly documented Success!

But, to implement any program that is going to prove itself, it is going to have to start at the top. It’s going to take time to convince those in leadership positions that Corrections can do the job successfully. Unless the decision makers get involved, the scenario of “no rehabilitation in the system” will continue.

To this end, I contend that implementing the SOC program is destined to be a successful decision - as the program will be the first and only comprehensive program corrections has ever had available to fill the void of a lack of a “thinking Skills” training... Almost any program that takes advantage of the new technologies,... even the SOC program, is still better than nothing at all. At the least, SOC has established a sufficient track record to indicate the program deserves the chance to succeed. If there is to be success, the Correction Officer will form the cornerstone of the program - and therefore we must start by training the Correction Officers right along with implementing the program for offenders.

Campbell, 1987 OCA Speech

VICTOR E. FRANKL

I am reminded of the American Doctor who once turned up in my clinic in Vienna and asked me, “Now, doctor, are you a psychoanalyst.” Whereupon I replied, “Not exactly a psychoanalyst; let’s say a psychotherapist.” Then he

continued questioning me: “What school do you stand for?” I answered, “It is my own theory; it is called logotherapy.” “Can you tell me in one sentence what is meant by logotherapy?” he asked. “At least, what is the difference between psychoanalysis and logotherapy?” “Yes,” I said, “but in the first place, can you tell me in one sentence what you think the essence of psychoanalysis is?” This was his answer: “During psychoanalysis, the patient must lie down on a couch and tell you things that sometimes are very disagreeable to tell.” Whereupon I immediately retorted with the following improvisation: ‘Now, in logo therapy the patient may remain sitting erect, but he must hear things that sometimes are very disagreeable to hear.’”

Of course, this was meant facetiously and not as a capsule version of logotherapy. However, there is something in it, inasmuch as logotherapy, in comparison with psychoanalysis, is a method less *retrospective* and less *introspective*. Logotherapy focuses rather on the future, that is to say, on the assignments and meanings to be fulfilled by the patient in his future. At the same time, logotherapy defocuses all the vicious-circle formations and feedback mechanisms that play such a great role in the development of neurosis. Thus the typical self-centeredness of the neurotic is broken up instead of being continually fostered and reinforced.

Frankl, Victor E. Man's Search for Meaning. Translation from the German by Ilse Lasch. New York, Washington Square Press, 1963 - pp 151-153.

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