Educational vocational and recreational facilities in federal penitentiaries of the United States

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The University of Montana
EDUCATIONAL, VOCATIONAL AND RECREATIONAL FACILITIES IN FEDERAL PENITENTIARIES OF THE UNITED STATES

by

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CHAPTER I
INTRODUCTION

1. THE PROBLEM

Present day interest in rehabilitation programs for prisoners has focused attention upon the development of improvements in our Federal Prison System. At present, there are two theses on file at Montana State University that deal with this subject. The first thesis was written by Cotter in the Sociology Department in 1953. It pertains mostly to the social readjustment of the prisoner. The second thesis was written by Landreville in the Music School in 1956.

A majority of the books and articles on this subject were written before World War II. There is a need at this time for a comprehensive study to show and explain the educational, vocational and recreational curriculum within the walls of Federal Penitentiaries.

II. SIGNIFICANCE OF THE PROBLEM

The problems involved in building genuine effective

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educational programs to reform the attitudes and habits of men who have rebelled in one way or another against social controls are numerous and complex.

It is well-recognized today that a prison experience is apt to bring out the worst in a man and leave its permanent scar upon his personality. Therefore what happens to men in prison will in a large measure determine their attitudes upon release. Approximately ninety-eight percent of those who go to prison return to the community some day. Society should be greatly concerned whether they come out soured and embittered against society for having placed them there, or full of hope and new courage for the future because society has afforded them ample opportunities to improve their condition during incarceration.

III. PURPOSE OF THIS STUDY

It is the purpose of this study to describe in detail the educational, vocational and recreational facilities of Federal Penitentiaries and to determine in what way these institutions measure up to the educational, vocational and recreational criteria established by correctional educators.

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Cotter, loc. cit.

3
This thesis will also serve as a guide for the officers delegated the responsibility for the organization and administration of a penal institution. Detailed specification and helpful remarks have been set up along the lines outlined in this thesis for the organization and administration of the educational, vocational and recreational training of inmates while they are incarcerated.

The Federal Penitentiaries to be considered in this dissertation are: (1) McNeil Island, located on Puget Sound in the state of Washington, having a capacity of nine hundred and fifteen inmates; (2) Alcatraz Island, situated in the waters of San Francisco Bay, a mile and a half from the mainland, having a capacity of three hundred and sixty-four inmates; (3) The United States Penitentiary at Leavenworth, Kansas, having a capacity of one thousand, nine hundred and four inmates; (4) The United States Penitentiary at Lewisburg, Pennsylvania, having a capacity of fifteen hundred inmates; (5) The United States Penitentiary at Terre Haute, Indiana, having a capacity of fifteen hundred inmates; and (6) The Atlanta Penitentiary at Atlanta, Georgia, having a capacity of two thousand, ninety-eight inmates.

The historical background together with the purpose and composition of each penitentiary will be discussed.
Then the details of the educational and vocational programs of the separate institutions will be portrayed. Some of the prisons will be seen to have more adequate systems of rehabilitation than others; however, all institutions will be shown to have programs indicative of the progressive and more enlightened penal systems of modern times.

IV. DEFINITION OF TERMS USED

Rehabilitation. Rehabilitation is the successful return of a prisoner to a useful position in society as well as overcoming the problems of institutional living in contrast to his freedom after he has fulfilled his punishment.

The Maximum-security Institution. A maximum security prison is for the retention of those inmates who have clearly revealed their probable incorrigibility by continued participation in criminal activities and by their past history of institutional conduct. It is not an institution where added punishments are to be heaped upon the offenders sent there, but rather an institution providing maximum custody for those who have proved the

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Landreville, loc. cit.
need for that type of custody.

The Medium-security Institution. The fundamental requirements of the maximum-security prison may again be repeated for the medium-security except that the latter does not need the million-dollar enclosing wall; instead, a strong, chain-link fence may be used. This tends to remove some of the forbidding aspects generally attendant on a wall enclosure and emphasizes the more normal aspects of a rehabilitation program.

The Minimum-security Institution. The minimum-security institution should have the atmosphere of a small, attractive community. Its aim is that of a school, and the inmates must be prepared, upon release, to take their places in the free community.

V. SCOPE

The Federal Bureau of Prisons consists of twenty-five units of confinement. Twenty-four are for men and one is a women's reformatory. This study considered the

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6 Ibid. p. 289.

7 Ibid. p. 293.
six penitentiaries which are considered "top security" institutions. The remaining nineteen units of confinement under the jurisdiction of the Federal Bureau of Prisons are known as either reformatory or correctional institutions. Because of the nature of these "top security" penitentiaries and the personality of their inmates, the matter of education necessarily becomes very difficult.

VI. DELIMITATION

Detailed study of the educational departments in federal institutions other than McNeil Island was virtually impossible due to the great distances involved. The results gathered by letters sent to the six federal prisons cannot be accepted as being conclusive representation of all such institutions due to the small sample. These limitations were recognized from the beginning and it was decided that this information was to be interpreted only as a guide to trends that exist in federal penal institutions.

VII. USE OF RELATED LITERATURE

Literature in the field of prison education was scarce. All available books on the subject in the library were read. In addition books were used from the private libraries of President Carl McFarland and Dr. Gordon Browder,
Professor of Sociology at Montana State University. The wardens of each federal penitentiary were more than generous in sending complete course studies and details of their vocational and recreational facilities.

In addition to providing necessary background information, secondary source information was utilized in forming the criteria of Chapter II, and compiling the text of Chapters III thru VIII for this thesis.

VIII. COLLECTION OF DATA

Names and addresses of top people connected with the Federal Prison System were obtained from the files of the Missoula County Sheriff's Office; these people in turn supplied much of the data for this study.

A personal tour of McNeil Island helped provide an insight into the curriculum and the facilities available to the inmates of our federal institutions. Because it was impossible to make a first hand inspection of all the institutions covered, a comparison of the individual institutions was not made, but criteria were established and each institution analyzed with respect to its position within, below or above the suggested standards of educational penologists.
IX. TREATMENT OF DATA

This study was carried out by visiting McNeil Island and writing many letters of inquiry to the administrators of the remaining five institutions. With the help of the 1950 Edition of Evaluative Criteria, the evaluative summaries were made. This was done to determine in what way the six Federal Penitentiaries measured within, below, or above the suggested criteria established by correctional educators.

1. A status description was made of the curricular offerings for each institution in individual chapter presentation.

2. The individual status description was made individually by institutions on the basis of the following divisions:

   I. Historical Background

   II. Educational Department and Regular Class Organization
      a. Justification of the Education Department
      b. New Arrivals
      c. Educational Goals
      d. Structure of the Department
      e. The Academic Division
      f. Afternoon School

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3. The Correspondence Section

III. Education Department and Institution Courses
   a. Mathematics
   b. English and Grammar
   c. Vocabulary
   d. Spelling
   e. International Correspondence Schools Courses
   f. Audio-Visual Aids Section

IV. Education Department and Vocational Training
   a. Trade Training Section
   b. Cooks, Bakers and Meat Cutters School
   c. Industrial Training

V. Education Department and Recreation
   a. Learning to use the Leisure Hours

VI. Summary and Evaluation of Program

3. At the close of the chapter status description for each institution, the evaluative criteria were applied and summarizing statements made.
CHAPTER II
SUGGESTED CRITERIA FOR ADEQUATE EDUCATIONAL FACILITIES IN PENAL INSTITUTIONS

Educational Program

Each chapter describes in detail the educational organization of the several Federal Penitentiaries. However, it is basic to this study to determine in what way these institutions measure up to educational criteria established by correctional educators. Consequently, when the educational programs of each institution have been described, a comparison will be made between the actual program of the institution and the recommended program of the educational penologist. The educational system in Federal Penitentiaries will be evaluated in terms of the suggested standards of correctional education.

In 1933, the State of New York appointed the Englehardt Commission to study the scope and ramifications of education in adult penal institutions of that state. Its recommendations were far-reaching and crystallized the attention of penologists on the new education, and integrated technique in dealing with the individual's specific needs. One recommendation states:

The term "education" as used in correction work should be interpreted very broadly. Education in terms of the three R's alone, or of vocational training organized and administered in the manner of traditional schools, is inadequate in correctional work. Education can and must be administered in terms of

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individual needs. There must be a complete back­
ground of information upon which an education diagnosis 

be made and the administrative set-up for training 
must permit the use of teaching methods applicable to 
diagnostic procedure. Education must be directed 
purposefully toward specific objectives. Teaching 
must be very largely in terms of guidance. It may 
be, but is not necessarily, concerned with text­
books, classrooms, and the ordinary appurtenances 
of the traditional school. The objective is always 
the attainment of some well defined and, such as 
changing attitudes, increasing vocational efficiency, 
elimination of complexes, the development of willing­
ness and skill for cooperative living after release.¹

The extent and intensity of the program will be 
governed by the nature of the institution, the size and 
character of the trainable population and time which can 
be devoted to training. However, nearly all institutions 

can undertake some or all of the accepted forms of educa­
tion, namely academic, vocational, physical, religious, 
and musical. To these should be added: correspondence 
courses, orientation and pre-parole courses, and such 
special types as are needed for the physically handicapped. 
Whatever the character of the institution, a well organized 
program of education is bound to pay dividends. Even in 
institutions of maximum custody the evidence seems clearly 
to indicate trainability of the major part of the inmate 
population.

²

The essential factors determining the effectiveness

¹ W. M. Wallack, G. M. Kendall, and H. L. Briggs, 
Education Within Prison Walls (New York: Columbia University 

² A Manual of Correctional Standards (New York: The 
of education in correctional institutions are as follows:

1. Adequate and competent personnel.

2. A program selected because it meets the requirements of the institution.

3. In the vocational field, a realistic grasp of the nature and purpose of such training.

4. Provision for diversified trade training, on various levels and also in agriculture pursuits.

5. Provision for correspondence courses and for groups requiring special education.

6. Physical education, cultural education and social education.

7. Orientation and Pre-Release Training.

8. Adequate physical facilities.

A director of education should be employed to administer the educational program in each institution. His background or training and experience should be sufficiently broad to warrant giving him important rank in the institutional staff. Working under him should be supervisors of the most important areas, such as recreational, academic and vocational activities.

To a great extent the quality of any educational program derives from the type of teachers who preside over the classrooms and shops. Best results are likely to be

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3 Ibid. p. 293.

achieved when competent, fully qualified teachers are employed, the number required being dependent upon the extent and variety of the program. Salaries and working conditions should be such as to attract high-grade men who may follow their profession in correctional education on a par with those engaged in public education. The aim should be to attract men who, in addition to having sound professional preparation, are emotionally stable, agreeable, possessed of good judgment and interested in the challenge of delinquent behavior. It must not be overlooked that the frequent association of inmates with men of intelligence, skill and balanced personality is one of the recognized means of achieving desirable changes in inmate personalities.

The most important element in education is the teacher. In the correctional setting, particularly, the influence of a strong sound teacher upon his students may be of more lasting importance than the skills or knowledge which he imparts.

In view of what has been said about the personality, training and function of correctional teachers, the use of inmate teachers must necessarily be regarded as unsound. If the aim of education in prisons is resocialization, then the inmate no more qualifies as a teacher than he does as a psychologist or guidance counsellor.

\[\text{Ibid. p. 294.}\]
However, as an assistant, working under direct supervision, the exceptional inmate may be employed to good advantage. His talents may be brought to bear in classroom, shop, library, and school office and his contribution in such capacity may enhance the effectiveness of the program.

The program of general or academic education should include provisions for the following groups:

a) Those who are illiterate and those whose capacity surpasses their educational achievement.

b) Those who require education in basic subjects in order to succeed in their vocation.

c) Those who are enrolled as vocational apprentices and require related trade subjects such as applied mathematics, blueprint reading, drafting, trade science and the like.

d) Those whose interests lie in completing the standard grade or high school curriculum.

e) Those whose needs are specialized and who can be assisted through supervised study, correspondence courses, university extension courses and the like.

The success and retaining power of the general education program will depend upon the interest aroused and sustained. Courses and course materials should be suitable for adults, the end-result of each course clearly discernable

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6 Ibid. p. 294.
7 Ibid. p. 299.
and the climate of the classroom free of tension and regimentation. The position of the teacher should be that of a leader, assisting men to attain their individual objectives.

A well-rounded general education program will provide learning opportunities for men on different levels of achievement from illiteracy through high school. The average educational level of the population will determine where the chief emphasis should be placed in organizing classes. In most institutions according to available information, upper elementary education will meet the needs of the greatest number, but the drawing power of high school subjects should not be overlooked. Many men, if offered the chance, seek the satisfaction of earning a high school diploma. In some states, through certification by state education boards, correctional schools are able to qualify men for high school diplomas and such diplomas bear no reference to the institution at which they were earned. Public high schools and colleges often cooperate with correctional educators by supplying study materials for men whose interests cannot be met in the regular program.

Specialized instruction not available in the regular

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8 Ibid. p. 300.
9 Ibid. p. 300.
program can often be provided through home study courses from reputable schools. Such courses should be under staff supervision with assistance available from staff members. Records should be kept of enrollments, progress and grades. If diplomas are to be earned, the final course examination should be proctored by a member of the educational staff.

There is nothing so demoralizing as idleness. Forcing men to sit day after day, month after month, in idleness is one of the cruelest wrongs that could be inflicted upon a person. Unemployment outside the prison is a curse; it is doubly so in prison because the prisoner is denied many of the normal pursuits that are the privilege of the unemployed man who is free. Activity of some sort must be provided as an absolute necessity of prison life.

Vocational education should equip men with the skills necessary for earning a livelihood. Under the leadership of a capable trade instructor men may learn painlessly, because of motivating interest in the trade, many of the essential elements of acceptable living. They develop self-confidence, pride in good workmanship, responsibility, ability to work harmoniously with others, cooperation with and respect for the instructor, and a sense of belonging in the world of skilled workmen.

10 Ibid. pp. 300-301.
Opportunities should be available in every institution for organizing trade training in the construction, maintenance and service trades. The process of shaping a maintenance activity into a purposeful training activity required the following institutional conditions:

a) An administrative head and his deputy who are sympathetic to the idea and interested in providing the best possible training.

b) A course of study developed for both shop operations and related information.

c) Operations and jobs so organized that each trainee is rotated systematically through every phase of the trade.

d) A careful selection of men for assignment and a periodic check of individual progress by the Director of Education.

Both labor and capital have impeded progress in vocational training. Discrimination against inmates by both these groups has frequently killed the incentive for training. If vocational training is to be of real significance, it must be provided in those areas that will make placement on parole easier. Lack of coordination between institution and parole programs will result in inmates being trained or restrained for skills which they do not have an opportunity to employ while on parole. Better
ways of making the institution and the parole program a continuous process should be worked out, utilizing vocational training to prepare inmates for adjustment on the outside. Specific training of inmates for occupations in which they can engage upon release should be one of the most vital means of bringing about total adjustment.

Perhaps no phase of the rehabilitative program has been so much neglected as that which deals with the recreational needs of prison inmates. It is axiomatic that constructive recreation or leisure-time pursuits can be a vital factor in the physical and social development of anyone, whether he is in a penal establishment or in the free society. Recreation within an institution can also have real meaning in the process of re-education and re-adjustment of the individual and, of course, should be integrated with all other phases of the program.

The objectives of the recreation program should be that of providing a sufficient variety of choices so that most of the population will volunteer to participate in one or more of the activities. To do this requires trained leadership, adequate supervision, and at least minimum facilities. The recreation program must provide for competitive games and sports of the big-muscle type for those

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who are physically able to participate in strenuous activity. It must also provide for self-testing and individual activities for those who are concerned about measuring their performance with other individuals or with established standards of achievement. In every prison there are inmates who, because of age or other conditions, are unable to participate in ordinary sports. Quiet games and contests of a wide variety should be provided for these. The essence of the function of recreation is to provide opportunities for an individual to do what he wants to do when he wants to do it. The activity is not recreation if it contains the element of force of pressure.

A great many inmates have never achieved knowledge, skills, and attitudes that would encourage them to participate in any kind of recreational activities on a voluntary basis. A primary purpose of physical education in a correctional institution is to develop skills, knowledge, and attitudes so that individuals will want to participate in wholesome recreation. Others will be assigned to physical education classes to learn new activities or improve their skills. Physical education, as well as recreation, affords an opportunity to "let off steam" in a desirable way, which might otherwise cause trouble.

Physical education should be put on a class basis and conducted in accordance with a good course of study. Many inmates who have never volunteered before to take part in recreational activities have acquired knowledge, skills, and habits which result in their seeking wholesome recreational opportunities during their free time when they return to society.

The physical education facilities should include not only outdoor facilities for every type of athletics and exercise in which it is practicable for prisoners to engage, but also adequate indoor facilities: a gymnasium, special exercise rooms, etc. The budget for supplies and equipment should be a generous one, and should be a part of the regular institution budget. Physical education should not be dependent on unpredictable receipts from a welfare fund, commissary fund, or similarly uncertain source of income.

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16 Ibid. p. 235.
SUMMARY

I. INSTRUCTIONS

General

When the various features included in this section are being checked and evaluated, "Inmate Population and the Academic, Vocational and Recreational Needs of Inmates" will be kept in mind. The information revealed by these sections will be applied to every educational activity in the institution. Persons studying these evaluations should ask: "How well do the practices of this program meet the needs of the inmate population and prison community?"

When evaluations are made, factors such as size, type, location of the penitentiary, and financial support available should not be permitted to justify failure to provide an appropriate program and facilities to meet the needs of the inmates and the prison population. The twofold nature of the work -- evaluation and stimulation to improvement -- should also be kept in mind. Careful, discriminating judgment is essential if these purposes are to be served satisfactorily.

Checklists

The checklists consist of conditions or characteristics found in good penal schools. All of them may not be necessary, or even applicable, in every institution. A penal institution may therefore lack some of the items...
listed, but have other compensatory features. The checklists are intended to provide the factual bases for the evaluations.

The use of the checklists requires five symbols. (1) If the condition called for in a given item of a checklist is made extensively, the item will be marked in the parentheses preceding it with a symbol "✓✓" (double check); (2) if the condition is made to some extent, the item will be marked with the symbol "✓"; (3) if the condition is made to a very limited extent, the item will be marked with the symbol "X"; (4) if the condition is missing but is needed, the item will be marked with the symbol "!!"; (5) if any condition is missing and is not desirable or appropriate for the institution, the item will be marked with the symbol "M".

Evaluations

Evaluations represent the best judgment of the person making the evaluations after all available material has been considered. They are to be made by means of the rating scale as defined below:

5. -- Excellent; the conditions are extensive and are functioning excellently.

4. -- Very good; the conditions are extensive and are functioning well.

3. -- Good; the conditions are moderately extensive and are functioning well.
2. -- Fair; the conditions are moderately extensive but are functioning poorly.

1. -- Poor; the conditions are limited in extent and are functioning poorly.

M. -- Missing; the conditions are missing and needed; if present, they would make a contribution to the physical educational needs of the inmates in this institution.

N. -- Does not apply; the conditions are missing but do not apply or are not desirable for the inmates of this institution. (Reasons for the use of this symbol will be explained in each case under COMMENTS.)

II. EVALUATIVE CRITERIA FOR THE ACADEMIC DIVISION IN FEDERAL PENITENTIARIES

STATEMENT OF GUIDING PRINCIPLES

The academic section consists of those courses, activities, or units of instruction which help meet the educational needs of the inmates and help prepare them to meet problems they will encounter after their release. Although the educational courses have such titles as accounting, algebra, art, blueprint reading, English,
French, mathematics and spelling, all of these courses include a variety of experiences designed to develop in each inmate an understanding and appreciation of the principles and tenets of democratic living. With these understandings and appreciations are developed specific knowledges and skills necessary to participate in a democracy with due concern for the welfare of others while assuming individual rights and responsibilities.

The curriculum provides opportunities for all inmates to participate in educational activities to meet their common needs and interests. Provision is also made for additional offerings to meet the special needs, usually vocational or technical in nature, of some inmates.

The learning activities are conducted in a classrooms where situations provide opportunity for group instruction and individual and group research. The program is designed to develop knowledge, skills, habits, attitudes, and ideals necessary for successful living in a "free society."

ORGANIZATION

Checklist

(  ) 1. Sequential courses or activities are offered to all inmates.

(  ) 2. Inmates who show competency in and need academic subjects are encouraged to take additional courses beyond the fifth grade.

(  ) 3. Inmates are assisted through counseling in electing various courses.
( ) 4. Provision is made for reassignment of inmates to other academic courses when desirable.

( ) 5. Each course offered is generally organized into comprehensive units built around key concepts fundamental principles.

( ) 6. Curriculum planning provides complementary repetition and needed review but avoids duplication of experiences.

( ) 7. The curriculum is being continually evaluated by the staff and revised as necessary.

( ) 8. Provisions are made for some inmates to use the facilities outside of regularly allotted class time.

Evaluations

( ) a. To what extent are general academic courses provided for all inmates?

( ) b. To what extent are academic courses available for inmates with specialized educational needs?

( ) c. Do time allotments for academic courses meet instructional needs satisfactorily?

NATURE OF OFFERINGS

Checklist

( ) 1. Aim to provide inmates with knowledge and understanding, through education, to deal with present and future problems.

( ) 2. Provide opportunity for inmates to study and develop understandings concerning present national, international and world problems.

( ) 3. Assist in preparing inmates to assume responsibilities and to practice methods of democratic action in the conduct of prison activities.

Evaluations

( ) a. How adequate is the variety of offerings in terms of the academic needs of inmates?
b. How adequate is the content of offerings in terms of the academic needs of inmates?

PHYSICAL FACILITIES

Checklist

1. Academic courses are conducted in a classroom situation which provides for a variety of activities.
2. The classrooms are equipped with movable furniture that can be adapted to group activities.
3. The classrooms can be darkened for effective use of visual aids.
4. Visual-aid equipment including films are available.
5. Such audio equipment as radio, phonograph, and recording machines are available for classroom use.
6. Map and graph making materials and supplies are available.

Evaluations

a. How adequate are the physical facilities to meet instructional needs of the inmates?

b. How effectively are the available physical facilities used?

III. EVALUATIVE CRITERIA FOR THE VOCATIONAL DIVISION IN FEDERAL PENITENTIARIES

STATEMENT OF GUIDING PRINCIPLES

The vocational education program consists of those courses, activities, and experiences designed to prepare inmates for a successful career in industry upon release. The program is based upon an analysis of the beginning
worker needs of industry, the opportunities and requirements for entrance, and the particular characteristics and needs of the inmate community.

The "in classroom instruction program" is supplemented by supervised work experience in industry within the institution. Whether conducted on a part-time or full-time basis, the experiences of the inmates in industry are coordinated with the institutional activities under the direction of a vocational supervisor.

Careful attention is given to the selection of inmates to participate in industrial vocational education. Their interests, aptitudes, and previous achievement in industrial arts activities are studied before inmates are enrolled in vocational education. Care is also taken to see that inmate needs for general education are met either before or during participation in vocational education.

ORGANIZATION

Checklist

( ) 1. Experiences in industrial vocational education are prerequisite for all inmates participating in prison industries.

( ) 2. Industrial vocational education is organized around major industries of the institution, locality or industrial job market.

( ) 3. Inmates in industrial vocational education participate with other inmates in such prison activities as academic education, athletics and recreation.
( ) 4. Inmates are encouraged to change from one area of specialization in industrial education to another when such transfer is desirable.

( ) 5. Provision is made for emphasis upon general industrial experiences in each area, progressing toward specialization near the time of release and employment.

( ) 6. Consideration is given to such factors as type of activities, facilities available, and safety of inmates in determining class sizes.

Evaluations

( ) a. To what extent is industrial vocational education available to all inmates who need it?

( ) b. How satisfactory are the time allotments of industrial vocational education?

NATURE OF OFFERINGS

Checklist

( ) 1. Designed to develop such beginning worker skills as are justified by the opportunities for employment while incarcerated and after release.

( ) 2. The instructors acquaint inmates with opportunities for employment in a related group of occupations.

( ) 3. The instructors emphasize personal qualifications and work habits important to success on a job.

( ) 4. The administrators provide a basis for training beyond the secondary school in industrial education.

( ) 5. The administrators prepare inmates to locate, apply for, and be interviewed for prospective employment.

Evaluations

( ) a. To what extent are the present offerings in industrial vocational education representative of inmate and institutional needs?
( ) b. To what extent are the learning activities representative of present conditions and procedures existing in industry?

( ) c. To what extent do the offerings provide for the development of an understanding and appreciation of work and good workmanship?

PHYSICAL FACILITIES

Checklist

( ) 1. An area for related work is provided.

( ) 2. The area for related work is equipped with suitable equipment.

( ) 3. Hand tools, similar to those used in industry, are provided in sufficient number to meet the needs of the class.

( ) 4. Machines, similar to those used in industry, are provided.

( ) 5. Fire-extinguishing equipment is available.

( ) 6. First-aid supplies are available.

( ) 7. Provisions are made for use of visual aids.

( ) 8. A system of records is used for accounting for equipment, materials, and supplies.

Evaluations

( ) a. How extensive is the area provided for industrial vocational education?

( ) b. How well is the shop area planned and laid out?

( ) c. How adequate is the amount of equipment to meet the needs of the class?

( ) d. How adequate is the quality of equipment?

( ) e. How adequate are the provisions for health and safety?

( ) f. How adequate are the administrative and advisory provisions for industrial vocational education?
IV. EVALUATIVE CRITERIA FOR THE PHYSICAL EDUCATION DEPARTMENT IN FEDERAL PENITENTIARIES

STATEMENT OF GUIDING PRINCIPLES

The physical education program for inmates consists of those courses and activities designed to help meet the physical and recreational needs of the prisoners. The comprehensive goals of the program emphasize the mental, emotional, and social aspects of living as well as the physical developmental aspects necessary for a happy and productive life while incarcerated. Immediate goals of the program emphasize the development of agility, strength, skill and endurance.

Both present and future physical and recreational needs of the inmates are partially or wholly met (1) through participating in physical activities that will lead to the development of strong, well-poised, organically sound bodies; (2) through participating in a variety of physical activities having carry-over value to life in "free society"; and (3) through experiences designed to develop knowledge, understanding, habits, attitudes, and ideals necessary to maintain physical and mental health.

Available information concerning the abilities, interests, and physical-health status of the inmates is used in planning a balanced program and in adapting the activities to the needs of the individual prisoner.
Checklist

( ) 1. Physical education activities are required of all inmates.

( ) 2. Physical education periods meet a sufficient number of times during the week.

( ) 3. Physical education periods are of sufficient length.

( ) 4. Sufficient time is provided in the period for showers and dressing.

( ) 5. Inmates with particular physical education problems or needs are encouraged to spend more or less time in the program according to their individual requirements.

( ) 6. Consideration is given to facilities and personnel available and the type of activities to be carried on in determining the size of the inmate group that can participate.

( ) 7. The physical education program is financed through the regular budget and is not dependent upon gate receipts or similar means for support.

Evaluations

( ) a. To what degree are physical education activities provided for all inmates?

( ) b. Do time allotments of the program meet instructional needs satisfactorily?

NATURE OF OFFERINGS

( ) 1. Activities are selected in terms of individual physical needs, interests and abilities of inmates.
( ) 2. Provisions are made to help meet the mental, emotional, and social needs of inmates as well as physical needs.

( ) 3. A variety of indoor games, sports, and athletic activities is provided.

( ) 4. A variety of outdoor games, sports, and athletic activities is provided.

( ) 5. Combative activities such as wrestling and boxing are provided.

( ) 6. Intramural experiences in a variety of sports are provided.

Evaluations

( ) a. How adequate is the variety of experiences to meet the physical education needs of all inmates?

( ) b. How adequate is the content of experiences to meet the physical education needs of all inmates?

( ) c. How satisfactorily do experiences provide for the development of skills and abilities having practicable carryover to "free society" physical-recreational activities?

( ) d. How adequately does the program provide for a desirable balance of activities according to individual physical education needs?

PHYSICAL FACILITIES

Checklist

( ) 1. The outdoor play area provides adequate space for conducting a modern program of outdoor physical education activities.

( ) 2. The outdoor facilities are readily accessible.

( ) 3. The outdoor play area is suitably surfaced, graded, drained, and enclosed.
( ) 4. The outdoor play area is free from obstructions and safety hazards.

( ) 5. The outdoor play area is laid out for a variety of activities.

( ) 6. A gymnasium is provided of sufficient area to accommodate existing inmate population.

( ) 7. Provision is made for seating facilities in the gymnasium.

( ) 8. The gymnasium floor is marked for a variety of games.

( ) 9. Flooring is made of appropriate materials and is satisfactorily finished.

( ) 10. Instructors' offices are provided.

( ) 11. Apparatus for gymnasium activities (e.g., ropes, mats, parallel bars, horse).

( ) 12. Equipment for a variety of games.

( ) 13. Storage spaces of sufficient size and in proper location.

Evaluations

( ) a. How extensive is the area provided for outdoor physical education activities?

( ) b. How adequate are the facilities for outdoor physical education activities?

( ) c. How extensive is the space provided for indoor physical education activities?

( ) d. How adequate is the quantity of permanent equipment for physical education?

( ) e. How adequate is the quality of permanent equipment for physical education?
CHAPTER III
THE EDUCATIONAL PROGRAM AT MCNEIL ISLAND

I. HISTORICAL BACKGROUND

Before Washington was admitted to the Union, and long before the U. S. Bureau of Prisons was established, federal offenders were housed on McNeil Island in the United States Marshals' Jail which served the great North-west Territory. As early as 1875, mutineers from the sea, outlaws, and males involved in illicit Indian traffic were taken in clinker-built dinkhys across the cold, tide-driven waters of Puget Sound to their grim confinement on the island.

In those days this was progressive penology. "Rehabilitation" was merely a word in the dictionary, and law enforcement generally consisted of the simple expedient of hanging or shooting the man who was unfortunate enough to get caught. Conditions were primitive at McNeil, but they were better than hanging. No attempt was made to do more than keep these men in custody and provide such work as could be found for them on the twenty-seven acres which comprise the Government property.

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2 Ibid.
The man who comes to McNeil Island Penitentiary today finds a group of modern buildings, up-to-date equipment and facilities, and a program aimed at returning him to society at least no worse than when he entered the prison and, if possible, with improved capacity to live a law-abiding and self-respecting life.

The Federal Bureau of Prisons recognizes the trend in modern occupational competition and believes that men must not stagnate while under confinement if they are to be able to meet the challenge of competition in the "free world". It charges every institution under the Federal Bureau of Prisons system with the responsibility of making available to the men an opportunity to advance their education and training.

It is the hope of every warden that each man while confined will take inventory of himself or inquire of himself if he has the education and employable skill he should possess in order to make a success of his "free-world" life.

For most of the inmates the opportunity is there, if they want to take advantage of the curriculum offered by the Department of Education.

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3 Ibid.

II. EDUCATIONAL DEPARTMENT AND
REGULAR CLASS ORGANIZATION

The Educational Department presents a complete educational and counseling program to the inmates at McNeil Island who are interested in securing elementary or advanced education while confined at the institution. The personnel is headed by the supervisor of education, supervisor of vocational training, advisory supervisor, employment placement supervisor, related trades instructor, and an associate instructor, librarian, vocational agriculture instructor, Catholic chaplain, Protestant chaplain, recreation instructor, and music instructor.

New Arrivals

The inmate's first contact with the Education Department at McNeil Island occurs when the inmate begins filling out forms and questionnaires, the first day or two in the Admission and Orientation Building. Among the forms is one which carries an invitation to the inmate to help himself through a long day by reviewing one or more elementary and short correspondence study courses in arithmetic and English.

The next experience with the Department of Education will occur at the end of the first week, when the

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inmate will meet in the dining room with a dozen or more other new arrivals to hear talks given by several members of the department. They tell the inmates of the opportunities available to them. A few days later, the inmates will again assemble in the dining room, where an achievement test will be given to find each inmate's present school grade level -- how much of his earlier education he has retained, and how much he has forgotten. American citizens who have a lower than fifth-grade level of achievement are placed in compulsory half-day classes until that level has been attained. Aliens may go to school (any phase) but must do so on their leisure time. Half-day school is regular assignment.

The achievement test is given as much for the inmate's information as for the institution's and it is very important. Much of the inmate's program during his stay at McNeil Island will hinge upon the results of this test; he is helped to understand the score he makes. About a week following the inmate's test, he will have a personal interview with a member of the educational department, at which time his school background, his occupational history and his hopes and plans will be discussed.

Ibid. pp. 6-7.
The final contact with the education department before the inmate's classification day will occur on his last Sunday in the Admission building; at noon the librarian guides the new inmates to the institutional library to discuss with them the very excellent supply of books and magazines.

**Educational Goals**

Education is pretty much an individual problem. Each man, whether he is confined in prison or is out in the "free world", must make his own decision as to the amount of education and training he wants and needs. However, it cannot be argued that there is a close relationship between economic success and training, or between joy of living and education.

This, then, is why the education department has arrived at the following goals for individual education; goals which each man must review in his own thinking, and determine his interest in achieving one or more of them.

The education department wants every inmate to have:

1. Effective use of the English language
2. Accuracy in basic, day-by-day use of arithmetic

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7 Statement by P. E. Phenneger, Vocational Training Supervisor, in a personal interview on March 15, 1956.
3. An appreciation of the factors underlying better health, and an understanding of the forces at work eliminating diseases

4. An appreciation of the value of good human relationship, working and playing cooperatively

5. The development of a vocational skill and the satisfaction of giving a day's work for a day's pay

6. A conviction that man does not live by bread alone, but that there is need for cultivation of the spiritual too.

Two Standard Tests. On Monday afternoon following the week in which the inmate comes to McNeil, he is given the Stanford Achievement Test. It is important to the inmate that he does the best he can in this test for it is a Bureau requirement and all during the inmate's stay at McNeil his score on this test will be a basis upon which many decisions concerning his program are determined.

The United States Public Health Service Test is given and supervised by the medical department. It, too, plays an important part in the inmate's orientation schedule as well as throughout his entire sentence. The inmate will do well to treat these tests seriously, and do the best he can. Many times a certain job the inmate wants

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Ibid. p. 10.
or requests will be awarded only after his scores on these tests are consulted.

These two are the only written tests routinely given to newly-arrived inmates. There are many other tests available, but because of the cost involved they are not given to each man. Only where special counseling and assistance are asked for or are indicated, will aptitude, interest, and personality tests be given. The Stanford Achievement Test may be taken at intervals of one year, and under certain circumstances even more often.

Aptitude Tests. The General Aptitude Test Battery is an occupational aptitude test that is used throughout the agencies of the United States Employment Service. The General Aptitude Test Battery is employed at McNeil to determine those skills or trades in which the inmate is best qualified--it will also reveal his natural aptitudes in the fields in which he could be trained, providing the inmate has interests in those areas.

Of the many indicated vocations, the General Aptitude Test Battery is utilized to indicate the inmate's aptitude in the literary, clerical, artistic, mechanical, and general assembly fields. This battery is intended as

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Ibid.

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Statement by Mr. Richman, Associate Warden, in a personal interview on March 15, 1956.
an aid in placement of the inmate at McNeil as well as for release purposes when applying to the Employment Placement office. Before this test is administered, certain prerequisites must be satisfied as to age, educational achievement, and physical capability.

The School Year. Some phase of education at McNeil will be in operation and open to every inmate regardless of the time of year. Most divisions and sections of the education department are operating the year around, but classroom activities generally are suspended during the mid-summer season (usually through most of July and August).

In order to have certain standard practices and uniform record keeping in all its institutions, the Federal Bureau of Prisons has established a "School Year" divided into four quarters:

Winter - January through March
Spring - April through June
Summer - July through September
Autumn - October through December

Elementary and High School Credit. Washington State recognizes the instruction at McNeil as acceptable

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12 Wilkinson, op. cit., p. 11.
13 Ibid. pp. 11-12.
for regular elementary and high school credit. Teachers for the elementary grades are carefully selected for their ability, experience, loyalty and past personal history. Compulsory school has three classes, one in the morning and two in the afternoon. Voluntary intermediate and advanced grade classes are held each school evening, from 6:00 p.m. to 7:00 p.m. and 7:00 p.m. to 8:15 p.m. each weekday evening, excepting Wednesdays.

The total number of men attending Compulsory School would average about thirty-six each month, or about twelve in each class. The evening classes range from ten to eighteen, depending upon the season of the year. When an inmate completes the eighth grade he is given a diploma from the Pierce County Superintendent of Schools. The high school diploma is from Clover Park High School. There is nothing on either diploma of reference to McNeil Island. An exercise is held in the staff dining room for each graduating class.

To earn credit for either of these diplomas, the inmate must make arrangements with the Department of Education in advance. To earn a diploma involves a considerable amount of hard work—diplomas are not just passed out—but

Statement by P. E. Phenneger, Vocational Training Supervisor, in a personal interview on March 15, 1956.
in most cases full credit will be allowed for all subjects the inmate has completed in earlier years.

**College Credit.** Occasionally the education department at McNeil is able to obtain college credits for a student who takes correspondence study. This is something that must be worked out on a very individualized service basis and requires considerable planning, especially if the inmate already has had some college credits or if he is eligible for college training under the "G. I." educational benefits.

**Structure of the Department**

The Department of Education consists of several divisions and sections. There are the:

- Academic
- Vocational Training
- Related Training
- Employment-Placement
- Socialization Program
- Library
- Publications
- Music and Dramatics

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15 Ibid.
16 Ibid.
The Academic Division

The Classroom Section. With certain minor exceptions, the "school day" begins at afternoon crew turn-out following the lunch period. The school day ends at 8:30 p.m. The afternoon hours are devoted to instruction for special groups and for men whose work schedule permits.

The great majority of inmates active in classroom studies attend during evening hours. The classrooms are open four evenings a week and the evenings are divided into two periods (6:00 p.m. to 7:00 p.m. and 7:00 p.m. to 8:15 p.m.). Because of the limited space (there are only six classrooms now, since two were given to the classification section), most classes meet two times a week. If a class is scheduled for Monday, it also meets Thursday. Likewise, a Tuesday class meets also on Friday. There are no Wednesday evening classes; that evening is needed for the mid-week bath (first period) and educational movies (second period).

Classroom Subjects. Because of the change in the inmate teacher personnel and other changing conditions, it is not possible to indicate in this paper the exact "School Quarter" of the year when the following subjects are offered. The writer would also like to point out

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Statement by P. E. Phenneger, Vocational Training Supervisor, in a personal interview on March 15, 1956.
that four evenings each week high school subjects are taught by Clover Park High School instructors, who come to the Island each school evening. A complete high school program is offered to the students. It may be assumed, however, that each of the following subjects will be taught during at least one of the school quarters. A majority of them are offered throughout the entire school year. A mimeographed sheet is always distributed from one to two weeks before the beginning of the quarter with the class schedule.

Accounting. This course is not intended to develop certified public accountants, but rather it is designed to give men who do operate small businesses of their own an opportunity to group the fundamentals of record keeping. An understanding of bookkeeping is a prerequisite to this course and it is offered during quarters when bookkeeping is not taught.

Algebra. Algebra and other mathematics courses beyond arithmetic are taught alternately. Always one of the following is offered and should be studied in this sequence: algebra, plane geometry, and trigonometry.

Arithmetic. This subject follows very closely the subject matter on the grade levels as offered in the

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Statement by Mr. Richman, Associate Warden, in a personal interview on March 15, 1956.
public schools. Grade levels five, six, seven and eight are offered to the evening school. The more elementary study is offered in the afternoon.

**Art Study.** Art study includes an extended variety of the media commonly found in the studies. McNeil always has been fortunate in having highly skilled instructors capable of teaching pencil studies, water color, charcoals, finger painting, and oils.

**Bookkeeping.** The fundamentals of bookkeeping are offered usually during the quarters when accounting is not taught. Both subjects are always available by correspondence study.

**Blueprint Reading.** Classroom study in elements of blueprint reading currently is offered only to vocational trainees of the various shops. It is always available to any inmate by correspondence study.

**Clerical Training.** This includes the study of Business English, spelling, typing, and shorthand. It is currently a full day-time assignment and is available on a vocational training assignment basis only.

**Dale Carnegie Course.** This course in leadership, effective speaking, and human relations is one of the most popular for the inmates at McNeil Island. Graduation

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19 For a more detailed description of this subject see Appendix "A".
entitles a participant to membership in the Dale Carnegie Club International. The course is exactly the same as is offered on the "outside", where the fees are approximately $100.00.

Drafting. Both architectural and mechanical drafting ability are valuable assets, and at least the rudiments of these are needed by all mechanically inclined men. This study is a requirement for most vocational trainees.

English. English is taught on the sixth, seventh, and eighth grade levels. Business English provides for more advanced study of the subject.

French. This language is offered only when sufficient student interest is evidenced and adequate instruction is available. This writer was informed that the course is offered only occasionally at McNeil.

How to Write Good Letters. This is a long title, but it is the best way to describe this practical skill in which most of the inmates have a desire to improve. Six weeks are spent in learning the fundamentals of correct business correspondence; six weeks are given to improving the inmates' style in social correspondence. This course usually alternates with journalism.

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For a more detailed description of this subject see Appendix "B".
Journalism. This class is not organized primarily to teach the inmate to write paid copy for publication, but, interestingly enough, it has done just that in a few instances. Its goal is to show the man with something to say how best to say it in writing that will promote reader interest.

Navigation and Seamanship. These subjects do not enjoy the popularity they once did at McNeil. This writer was told by P. E. Phenneger, that, during the war, they were frequently among the best attended classes. They are offered now only when enough interest is evident. Seamanship is a two-quarter course; navigation requires a full year of study.

Public Speaking. A splendid outlet for experience in this highly practical skill is provided by the Debate Forum Club which meets throughout the fall and winter quarters in the Library.

Spelling. This course is offered always during the day session, because of its importance in every day life. Instruction in spelling is usually included with the grade school English studies covering sixth, seventh, and eighth grades. It is likewise available at all times by correspondence lessons.

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21 P. E. Phenneger, Vocational Training Supervisor at McNeil Island.

22 For a more detailed description of this subject see Appendix "C".

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Spanish. The study of this language is always popular and in demand at McNeil. Instruction is offered for beginners and advanced students too. The inmates learn to read, write and speak Spanish.

Typing. Most intensive practice in this skill is acquired during day school hours, but provisions also are made for evening instruction and practice for men not able to qualify as vocational trainees in typing.

Afternoon School

Group No. 1. A substantial minority of citizens of the United States are educationally accomplished barely beyond "functional illiteracy". Provision is made at McNeil to correct this deficiency for most of the inmates who start confinement in this predicament, by means of afternoon classes in the "three R's". This privilege is extended until the man measures fifth grade accomplishment or demonstrates that it is not possible for him to do so.

Group No. 2. This group includes night workers and others whose job assignment permits them to use the school facilities for constructive purposes in the afternoon on a regular schedule.

The Correspondence Section

Beyond a doubt the most popular method of studying at McNeil is by enrolling in correspondence study. This was observed by the writer during a personal inspection of the facilities on the Island.
The Department of Education encourages every inmate who cannot attend classes to explore this avenue of learning.

Sources of good correspondence study material are numerous. The Department of Education encourages the inmates not to scatter their efforts over too wide a base, but to limit their contacts to the following sources: McNeil Island courses, International Correspondence School, colleges and universities.

The correspondence room has three hundred inmates registered and active in refresher courses. Five correctors handle about three hundred lessons daily. Also, a farm course under the auspices of the Penn State Agricultural School is offered as a correspondence course and at least one hundred inmates are active in these agricultural courses.

Certificates of Completion are awarded to those inmates who have successfully completed the required lessons. Copies of these certificates are filed in the inmate's record. The original may be kept or mailed home. A duplicate copy of a Unit Certificate is shown on the following page:

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Reproduced by permission of P. E. Phenneger, Vocational Training Supervisor.

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UNIT CERTIFICATE OF ACHIEVEMENT

This Is To Certify That

__________________________________________

has participated regularly in a ______________month's program
of instruction in ______________________________ and is
hereby awarded this Certificate No. ____________.

__________________________________________

DATE

Instructor  Supervisor

Audio-visual Aids Section

The Department of Education at McNeil Island is
fortunate in having several sound motion picture projectors
which enable the instructors to make use of many fine educa-
tional and training films made available by the Armed Forces
and by industrial firms. Almost every day some special
group sees an educational motion picture. In the course of
a year several hundred such films are shown, either to
special groups on the school floor or to the general popula-
tion in the Wednesday evening auditorium show.

Besides the motion picture projectors, the Education
Department has records and slide projectors. While this
writer was on a special tour of the facilities of McNeil,
he noticed several inmates using recording machines to
help them in their study of Spanish.
IV. EDUCATION DEPARTMENT AND VOCATIONAL TRAINING

There are many reasons why some men eventually are committed to prison. It is not the purpose of this thesis to discuss this topic, but rather to point out in connection with it that one of the most common, basic reasons is a man's lack of sufficient occupational skills necessary to maintain a decent standard of living in competition with other men.

During the past two decades the Federal Bureau of Prisons has accepted this fact as a real challenge and has done everything within its power to offer opportunities for such men to acquire sufficient occupational, industrial, and trade training.

Trade Training Section

The Trade Training Section is the largest group to come under the supervision of the Vocational Division of the Department of Education. This is quite understandable when the reader must realize the wide range of occupational activities in a community the size of McNeil.

There are more than fifty separate trades in use at McNeil. A few of these are: auto mechanic, barber, carpenter, diesel mechanic, electrician, hospital nurse, janitor, laundryman, machinist, plumber, sheet metal worker and welder.

Some men already skilled are assigned to the previously mentioned crews. Other men with no skill and no qualifications except a keen interest and desire to learn a trade are given consideration by the Classification Committee upon recommendation of the Educational Department. Trade Training is not open to every inmate who asks for it; many applications are rejected. During the personal interview with the Supervisor of Vocational Training, the inmate may be discouraged from taking up training in a particular trade. If this is the case, the inmate will be advised and the reason will be explained to him.

To Become a Trainee. If an inmate meets the prerequisites, he is tested in the field that he has chosen to pursue. A prospective trainee who does not completely fulfill the prerequisites, but who substantially does so, may upon the approval of the Classification Committee, and the recommendation of the Vocational Supervisor, be considered for vocational training.

After a satisfactory decision has been reached, his name will be submitted first to the Sub-Committee, then to Classification. If he is approved by the Committee he will be assigned to a thirty-day trial period. Unless his removal as "incapable of profiting from training" is

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requested by the Supervisor of Vocational Training within thirty days, the inmate is accepted automatically and recorded as a Vocational Training Trainee in that trade. During this trial period he is on probation.

If, after an inmate is permanently assigned as a trainee, he is not interested in learning the trade or does not have the ability to complete the training, his name is referred to the Classification Committee for proper action. At no time will an inmate be removed from training for disciplinary reasons or in case of an emergency, unless his removal has been approved by the Classification Committee.

Reports and Credit. The Shop Foreman is responsible for the training record and must turn in reports as required. This guide will include an up-to-date progress chart posted in the shop, monthly reports, and records of the hours of work devoted to the different phases of the job. Upon completion of the courses, a vocational certificate, "Certificate of Achievement," will be issued to the trainee showing the class hours and shop hours, and will be signed by the Foreman Instructor and the Supervisor of Vocational Training.

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26 Ibid. pp. 2-3.
27 Ibid. p. 3. Also see Appendix "D" for Trainee Selection Guide.
28 Ibid.
Industrial Training

The term "industrial training" has somewhat different meaning at McNeil Island than it has in the ordinary use of the expression. In the Federal Bureau of Prison institutions there is a very substantial number of industrial pay jobs, and much of the money which is available for use in vocational training comes from the operation of the industry.

Federal Prison Industries, Inc. A Government corporation, with offices in the Bureau of Prisons in Washington, D. C., operates a diversified system of industries throughout the Federal Prison System. At McNeil Island there are four industries: a cannery, a furniture refinishing shop, a wood specialty shop, and a metal salvage operation. These shops provide valuable training for inmates and enable them to earn modest wages which they may use to help their dependents or which they may save against the day of release. A small portion of these wages (not more than $12.00 a month) may be spent for personal items at the inmate commissary. Many prisoners voluntarily limit themselves to much smaller amounts.

In order to accomplish the best results and approximate conditions which the inmate will encounter when he goes to work "on the outside", the various shops are operated on a high level of quality and productivity.

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Each industry applies modern methods, with modern equipment, under the direction of a trained and experienced supervisor. Products are disposed of to other government departments and agencies and are never sold on the open market. Rigid specifications must be met; frequent inspections are made by representatives of such departments as the Food Processing Division of the U. S. Department of Agriculture, the Departments of the Army and Navy, and the like. The days of shoddy prison goods are probably ended, for the products of McNeil Island industries can hold their own with the better products of commercial manufacturing concerns throughout the country.

Safety devices are installed on machinery and equipment and safety campaigns are carried on continually. The accident rate in Federal Prison Industries compares favorably with that of similar types of employment in the "free world".

Prison industries pay their own way. From the sale of products all expenses are paid, including the cost of buildings, machinery, utilities, and salaries of civilian employees. Profits are used to finance the vocational program, to pay the salaries of the vocational instructors and

31 Ibid. p. 18.
the Employment Placement Officer, as well as to pay any other costs of the employment-placement service. Substantial profits remaining after these costs have been paid are regularly remitted to the U. S. Treasury. Through its industrial activities, its support of vocational training, and its employment-placement service, Federal Prison Industries, Inc., makes an invaluable contribution to the training and treatment of inmates at McNeil Island.

It is this writer's opinion that the industries at McNeil are entitled to a very serious consideration in connection with the training they offer the inmates. Industrial training for the inmates must be confined to the cannery and furniture repair projects, because of the limited number of inmates permitted to work in the wood specialty shop and in the metal salvage operation shop.

**Cannery.** The opportunity for learning the canning business is just as available at McNeil as in any "free world" cannery, despite the fact that its operations are on a comparatively small-time basis. On the personal tour of the facilities at McNeil, the writer of this thesis asked for and received the statistics on the canning output for the summer of 1956. The following is the tonnage of

32 Ibid. p. 18

33 Statement by P. E. Phenneger, Vocational Training Supervisor, in a personal interview on March 15, 1956.
fruits required for the 1956 canning pack:

<table>
<thead>
<tr>
<th>Fruit</th>
<th>Tons</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asparagus</td>
<td>350</td>
</tr>
<tr>
<td>Apricots</td>
<td>150</td>
</tr>
<tr>
<td>Apples</td>
<td>680</td>
</tr>
<tr>
<td>Pears</td>
<td>1600</td>
</tr>
<tr>
<td>Plums</td>
<td>265</td>
</tr>
</tbody>
</table>

The Furniture Repair Shop. The Furniture Repair Shop is in fact a cabinet making and carpenter shop and carries with it all the individual skills and training that goes with a similar shop in the "free world". Although many inmates who are assigned to this shop are assigned on the basis of family need, there are opportunities for unskilled men, who desire to prepare themselves for this fine occupation in the "free world" employment.

V. EDUCATION DEPARTMENT AND RECREATION

Learning to Use Leisure Time

The administration on McNeil Island realizes that social education and use of leisure time extends beyond discussion groups and forums, and beyond learning to speak effectively or even the improving of techniques of human relations. Music appreciation classes and orchestral and choral work meet the need of large numbers of the inmates. "Home talent" shows and capsule vaudeville performances

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Phenneger, loc. cit.
afford another valuable outlet. Cards, chess, and checkers are popular with a number of men who find in them a safe and constructive outlet for their natural competitive instincts.

Hobby Shop. McNeil opened its hobby shop in 1947. The quarters were designed for men engaged in hobbies that could not be allowed in cells or elsewhere in the institution. The shop is located in the basement of Cell House No. 4, and originally accommodated twelve inmates. Interest in the hobbies grew so rapidly that larger space soon was needed. The present shop has three times its original space; it is equipped to handle four times its original number of hobbyists.

At present, the hobby shop is equipped for leather craft, fly tying, weaving, knitting and braiding, wood craft, metal work, model buildings, and toy construction. On almost any of the four nights a week on which this shop is open or on weekends during the inclement weather, some seventy to eighty-five inmates will be busily engaged. Often they develop a considerable degree of skill. Raw materials are purchased through the inmate commissary, and the products may be sent home or offered for sale in a show case set up for the purpose in the Administration Building.

The observation made during a tour of the shop shows that the administrators did a fine job in setting up this hobby shop. This shop is located in the basement of the cell house where solitary confinement cells were at one time. This area is well lighted, walls are painted white, and the floor is spotless. There is always a long list for hobby shop assignments and the Department of Education tries to be fair to everyone with the limited space area for this use of leisure time.

**Athletics.** Sports, which have become more and more a part of the treatment program at McNeil, are particularly valuable in the adjustment of some of the more active individuals. An intensive year-round program is in operation. Here is a list of the spring and summer activities:

a. Organization of institutional baseball team
b. Organization of institutional softball team
c. Organization of softball leagues (major and minor, with six teams each)
d. Organization of baseball league (six teams)
e. Organization of touch football league
f. Setting up of boxing cards
g. Setting up of tournaments in:
   1. Tennis
   2. Shuffleboard

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Ibid. p. 11.
3. Handball
4. Horseshoes
5. Table tennis
6. Croquet

h. Setting up of annual field meet
i. Planning and setting up of annual athletic banquet

The following is a list of the fall and winter activities:

a. Organization of institutional basketball team
b. Organization of basketball leagues (major and minor, six teams each)
c. Organization of volleyball leagues (six teams)
d. Organization of boxing squad
e. Organization of wrestling squad
f. Setting up of tournaments in:
   1. Bridge
   2. Chess
   3. Checkers
   4. Ping-pong
   5. Basketball
g. Setting up of boxing cards (including outside boxers)

Softball, baseball, basketball, and tennis are most popular; they are played on both intramural schedules and in competition with outside groups. All athletic events
are played on the "home field". The Annual Athletic Banquet, which was mentioned previously, is held for the champions of the various athletic programs.

**Responsibility of the Recreational Supervisor.**

The responsibility of the recreational supervisor is as follows:

1. Select capable team managers and the setting up of by-laws and the discussion of rules of play which will be upheld for that particular period of play.

2. Forms various leagues in all the sports played on McNeil.

3. Schedules outside games for institutional teams in baseball, softball and basketball.

4. Draws up schedules on all intramural teams.

5. Holds meetings at various intervals for the purpose of threshing out points of controversy which may have arisen during the course of play.

6. Supervises records of team and individual play which serves as a means to maintain interest in the seasons play.

7. Supervises maintenance of all sports equipment and fields of play.

**Purpose of Recreational Program at McNeil.** One of the main purposes of the recreational program is to help

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Statement by C. Rubado, Supervisor of Recreation, in a personal interview on March 15, 1956.
other unit leaders in carrying on a program of rehabilitation for the men incarcerated at the Institution. The intent behind the organized recreational program is to provide leisure time activities for the men, so that they can learn to abide by rules of play and become more socialized by their contacts in sports.

Results of the Sports Activities at McNeil. One of the worthwhile results of the sports activities at McNeil, in addition to their contribution to the healthy atmosphere of the institution generally, has been the creation of a "big brother" spirit which finds expression in inmate sponsorship of a "PeeWee League" baseball team in Tacoma, Washington, at an annual cost of seven hundred dollars. This is maintained entirely by voluntary contributions from the inmates.

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38 Statement by C. Rubado, Supervisor of Recreation, in a personal interview on March 15, 1956.

39 Ibid.
SUMMARY

I. EVALUATIVE CRITERIA FOR THE ACADEMIC DIVISION AT MCNEIL ISLAND ORGANIZATION

Checklist

(✔) 1. Sequential courses or activities are offered to all inmates.

(✔) 2. Inmates who show competency in and need academic subjects are encouraged to take additional courses beyond the fifth grade.

(✔) 3. Inmates are assisted through counseling in electing various courses.

(✔) 4. Provision is made for reassignment of inmates to other academic courses when desirable.

(✔) 5. Each course offered is generally organized into comprehensive units built around key concepts and fundamental principles.

(✔) 6. Curriculum planning provides complementary repetition and needed review but avoids duplication of experiences.

(✔) 7. The curriculum is being continually evaluated by the staff and revised as necessary.

(X) 8. Provisions are made for some inmates to use the facilities outside of regularly allotted class time.

Evaluations

(5) a. To what extent are general academic courses provided for all inmates?

(4) b. To what extent are academic courses available for inmates with specialized educational needs?

(3) c. Do time allotments for academic courses meet instructional needs satisfactorily?
NATURE OF OFFERINGS

Checklist

(✓) 1. Aim to provide inmates with knowledge and understanding, through education, to deal with present and future problems.

(✓) 2. Provide opportunity for inmates to study and develop understandings concerning present national, international and world problems.

(✓) 3. Assist in preparing inmates to assume responsibilities and to practice methods of democratic action in the conduct of prison activities.

Evaluations

(5) a. How adequate is the variety of offerings in terms of the academic needs of inmates?

(4) b. How adequate is the content of offerings in terms of the academic needs of inmates?

PHYSICAL FACILITIES

Checklist

(✓) 1. Academic courses are conducted in a classroom situation which provides for a variety of activities.

(✓) 2. The classrooms are equipped with movable furniture and can be adapted to group activities.

(✓) 3. The classrooms can be darkened for effective use of visual aids.

(✓) 4. Visual-aids equipment, including films, are available.

(✓) 5. Such audio equipment as radio, phonograph, and recording machines are available for classroom use.

(✓) 6. Map and graph making materials and supplies are available.
Evaluations

(3) a. How adequate are the physical facilities to meet instructional needs of the inmates?

(4) b. How effectively are the available physical facilities used?

II. EVALUATIVE CRITERIA FOR THE VOCATIONAL DIVISION AT MCNEIL ISLAND

ORGANIZATION

Checklist

(✓) 1. Experiences in industrial vocational education are prerequisite for all inmates participating in prison industries.

(✓✓) 2. Industrial vocational education is organized around major industries of the institution, locality or industrial job market.

(✓✓) 3. Inmates in industrial vocational education participate with other inmates in such prison activities as academic education, athletics and recreation.

(X) 4. Inmates are encouraged to change from one area of specialization in industrial education to another when such transfer is desirable.

(✓) 5. Provision is made for emphasis upon general industrial experiences in each area, progressing toward specialization near the time of release and employment.

(✓✓) 6. Consideration is given to such factors as type of activities, facilities available, and safety of inmates in determining class sizes.

Evaluations

(4) a. To what extent is industrial vocational education available to all inmates who need it?

(5) b. How satisfactory are the time allotments of industrial vocational education?
NATURE OF OFFERINGS

Checklist

(✓) 1. Designed to develop such beginning worker skills as are justified by the opportunities for employment while incarcerated and after release.

(✓) 2. The instructors acquaint inmates with opportunities for employment in a related group of occupations.

(✓) 3. The instructors emphasize personal qualifications and work habits important to success on a job.

(✗) 4. The administrators provide a basis for training beyond the secondary school in industrial education.

(✓) 5. The administrators prepare inmates to locate, apply for, and be interviewed for prospective employment.

Evaluations

(4) a. To what extent are the present offerings in industrial vocational education representative of inmate and institutional needs?

(4) b. To what extent are the learning activities representative of present conditions and procedures existing in industry?

(5) c. To what extent do the offerings provide for the development of an understanding and appreciation of work and good workmanship?

PHYSICAL FACILITIES

Checklist

(✓✓) 1. An area for related work is provided.

(✓✓) 2. The area for related work is equipped with suitable equipment.

(✓✓) 3. Hand tools, similar to those used in industry, are provided in sufficient number to meet the needs of the class.
(✓) 4. Machines, similar to those used in industry, are provided.

(✓✓) 5. Fire-extinguishing equipment is available.

(✓) 6. First-aid supplies are available.

(✓) 7. Provisions are made for use of visual aids.

(✓✓) 8. A system of records is used for accounting for equipment, materials and supplies.

Evaluations

(4) a. How extensive is the area provided for industrial vocational education?

(4) b. How well is the shop area planned and laid out?

(3) c. How adequate is the amount of equipment to meet the needs of the class?

(3) d. How adequate is the quality of equipment?

(4) e. How adequate are the provisions for health and safety?

(5) f. How adequate are the administrative and advisory provisions for industrial vocational education?

III. EVALUATIVE CRITERIA FOR THE PHYSICAL EDUCATION DEPARTMENT AT MCNEIL ISLAND ORGANIZATION

Checklist

(✓) 1. Physical education activities are required of all inmates.

(✓) 2. Physical education periods meet a sufficient number of times during the week.

(✓) 3. Physical education periods are of sufficient length.

(✓) 4. Sufficient time is provided in the period for showers and dressing.
5. Inmates with particular physical education problems or needs are encouraged to spend more or less time in the program according to their individual requirements.

6. Consideration is given to facilities and personnel available and the type of activities to be carried on in determining the size of the inmate group that can participate.

7. The physical education program is financed through the regular budget and is not dependent upon gate receipts or similar means for support.

Evaluations

5. a. To what degree are physical education activities provided for all inmates?

4. b. Do time allotments of the program meet instructional needs satisfactorily?

NATURE OF OFFERINGS

Checklist

1. Activities are selected in terms of individual physical needs, interests and abilities of inmates.

2. Provisions are made to help meet the mental, emotional, and social needs of inmates as well as physical needs.

3. A variety of indoor games, sports, and athletic activities is provided.

4. A variety of outdoor games, sports, and athletic activities is provided.

5. Combative activities such as wrestling and boxing are provided.

6. Intramural experiences in a variety of sports are provided.
Evaluations

(5) a. How adequate is the variety of experiences to meet the physical education needs of all inmates?

(5) b. How adequate is the content of experiences to meet the physical education needs of all inmates?

(4) c. How satisfactorily do experiences provide for the development of skills and abilities having practicable carryover to "free society" physical-recreational activities?

(4) d. How adequately does the program provide for a desirable balance of activities according to individual physical education needs?

PHYSICAL FACILITIES

Checklist

(✓) 1. The outdoor play area provides adequate space for conducting a modern program of outdoor physical education activities.

(✓) 2. The outdoor facilities are readily accessible.

(✓✓) 3. The outdoor play area is suitably surfaced, graded, drained, and enclosed.

(✓✓) 4. The outdoor play area is free from obstructions and safety hazards.

(✓) 5. The outdoor play area is laid out for a variety of activities.

(✓) 6. A gymnasium is provided of sufficient area to accommodate existing inmate population.

(✓) 7. Provision is made for seating facilities in the gymnasium.

(✓) 8. The gymnasium floor is marked for a variety of games.

(✓) 9. Flooring is made of appropriate materials and is satisfactorily finished.
(✓) 10. Instructors' offices are provided.
(✓) 11. Apparatus for gymnasium activities (e.g., ropes, mats, parallel bars, horse) is provided.
(✓) 12. There is equipment for a variety of games.
(✓) 13. Storage spaces are of sufficient size and in proper location.

Evaluations

(5) a. How extensive is the area provided for outdoor physical education activities?
(4) b. How adequate are the facilities for outdoor physical education activities?
(4) c. How extensive is the space provided for indoor physical education activities?
(3) d. How adequate is the quantity of permanent equipment for physical education?
(4) e. How adequate is the quality of permanent equipment for physical education?
CHAPTER IV
THE UNITED STATES PENITENTIARY
ALCATRAZ ISLAND

Historical Background

The United States Penitentiary at Alcatraz Island is the Federal Government's maximum security prison. Its buildings and towers, surmounting twelve acres of solid rock rising steeply above the waters of San Francisco Bay, are like a huge battleship moored in the swirling cross-current a mile and a half from the mainland. From the city's hills and bridges, from ships passing through the Golden Gate, from every point of vantage, travelers from far and near gaze at the fabled isle and wonder ...

Too frequently, the fog-shrouded institution is pictured as the Western Hemisphere's "Devil's Island," the point-of-no-return for Federal prisoners. But before this writer tries to relate its twentieth century mission as a penitentiary and explain the part it plays in the Federal Prison System, he will briefly outline the early history of Alcatraz.

While Thomas Jefferson and Benjamin Franklin and other committee members of the American Congress were

2 Ibid.
completing the first draft of the Declaration of Independence and preparing to sign the document in Philadelphia, a Spanish brigantine dropped anchor on the windward side of the island, at that time unnamed and uncharted. A conquistador, Lt. Juan Manuel de Ayala, and a party of his crew rowed ashore and took possession of the island in the name of Spain. Lt. de Ayala wrote the bleak promontory into his map as the "Isle de Los Alcatraces" ("Isle of the Pelicans") because of the great number of those birds he found living there.

Nothing was done on or to Alcatraz, so far as records reveal, for nearly seventy years. Then, in 1846, just three years before the gold rush, Alcatraz was granted to Julian Workman by Pio Pico, the last Mexican Governor of California. The new owner was issued the grant on the condition that he would establish a light house. But there is no recorded evidence that Workman made any effort to fulfill this obligation. His heirs later transferred the island to the United States Government, in whose possession it was when California became a state in 1850.

Those who have seen San Francisco Bay, with this little island midway across the opening known as the Golden Gate, can appreciate its strategic importance in the early

\[3\] Ibid.
\[4\] Ibid.
fortifications around San Francisco. It remained a highly fortified spot from 1854 to the end of the century, when it became an army prison, known as the Pacific Branch of the United States Military Prison, later to be known as the Disciplinary Barracks. During the Indian wars many Indian Chiefs were confined there. The most interesting of these was Iaete-na, an Apache and a friend of the great Geronimo. He was tried by a jury of his tribe for fomenting a disturbance on the San Carlos Reservation and was sentenced by them to confinement for three years.

As the size of the Army decreased and military activities on the West Coast and in the Pacific area declined, the continued maintenance of a Disciplinary Barracks on Alcatraz became unnecessary. Consequently, the institution was declared surplus to the needs of the War Department.

During the late 1920's, the country was shocked and frightened by a series of kidnappings, bank robberies, and other crimes. As a result, Congress passed a number of new laws giving the Federal Bureau of Investigation and other Federal law enforcement agencies jurisdiction over a whole series of offenses previously under the exclusive jurisdiction of the states. Under the leader-

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5 Ibid. p. 2.
6 Ibid.
ship of the then Attorney General, Homer Cummings, there was a vigorous drive to apprehend and severely punish the gangsters, racketeers, and desperadoes who were escaping state prosecution. It was decided that a component part of the campaign should be the establishment of a special institution of maximum security and minimum privileges for the confinement of such ruthless individuals.

Another and perhaps more important factor influencing the Department of Justice to take over the island prison was the need for an institution to relieve the overcrowding in other Federal prisons and also to provide another link in the Federal Government's prison system.

The establishment of Alcatraz Prison, contrary to general belief, was not primarily or solely to make punishment more severe. Rather, it was for the purpose of making possible better treatment for the majority of prisoners confined in Federal prisons and to give them greater opportunity for reformation. This is just one more piece of evidence that the Department of Justice does not propose to permit a small number of prisoners to defeat its more important objective of rehabilitating those who show inclination to self-improvement and who are apparently susceptible to reformatory treatment.

Ibid. pp. 4-5.
A Prisoner's Day

The prisoners at Alcatraz are awakened on weekdays at 6:30 a.m. They are given time to wash and dress, following which they go to the main dining room for their breakfast. On returning to their cells after breakfast, they are counted, and those assigned to work in the shops proceed to their jobs. The cells of others, detailed to maintenance tasks about the institution, are then unlocked, and the men are escorted to their particular assignments. At 11:30 a.m. the gong sounds for dinner, and the men return to the cell house where they are again counted. After a few minutes for washing and cleaning up, they have their noon meal. They then return to their cells for a short rest period. Work is resumed at 1:00 p.m. Supper is at 5:00 p.m., following which the men are returned to their cells, counted, and locked in for the night.

This program is varied on weekends, on holidays, and on certain evenings by giving those in good standing an opportunity to exercise in the yard, visit the library, or participate in other institutional activities.

No Privileges on Alcatraz

Certain privileges at other institutions, such as the use of a commissary, and radios, are not allowed at Alcatraz. Incentive is created for the individual to

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Ibid. pp. 16-18.
develop a sound adjustment, adhere to the established program, and regain the privileges extended elsewhere in the Federal Prison System. A convincing record of good behavior, the consistent display of an attitude of understanding of his problems and predicament, and a genuine interest in rehabilitation—all are factors in considering the transfer of an inmate from Alcatraz to some institution of less strict regimen and discipline. The inmates have earned their way into Alcatraz; they can and frequently do earn their way out.

Ibid. p. 7.
EDUCATION DEPARTMENT
ALCATRAZ ISLAND

In gathering material for this thesis, the writer wrote to and received a letter in return from Warden P. J. Madigan on the educational program. He wrote:

"Inasmuch as we have a completely maximum custody institution here at Alcatraz, we do not have a vocational and educational program. Our educational work is confined to correspondence courses conducted through the University of California and the International Correspondence School."

Because of space limitations and the essential restrictions of maximum custody, as Warden Madigan mentioned, classroom activity is not possible. However, inmate students show keen interest in education and enroll in a variety of subjects ranging from differential calculus to foreign languages to English to engineering. Art, too, is a popular outlet; approximately fifteen per cent of the population do painting in oils or in pastels.

While the present-day regimen of the island is strict and is not characterized by indulgences, many facilities are provided to stimulate morale and to promote self-advancement. These activities are scheduled to occupy the otherwise idle hours in the evenings and on Sundays.

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10 Paul J. Madigan, Warden, Alcatraz Island, Personal Letter, received on January 20, 1956.

and holidays. Both educational and entertainment films are shown regularly. The Alcatraz library, consisting of approximately 9,000 volumes of fiction and non-fiction, is up-to-date and provides one of the major activities of the institution. It is an interesting but not surprising fact that the inmates at Alcatraz read more than do most people on the outside, the average library circulation being approximately seventy-five to eighty books a year for each inmate. Moreover, these men read more serious literature than does the ordinary person in the community. Philosophers such as Kant, Schopenhauer, Hegel, and many more, are especially popular. Advanced mathematics and physics texts, too, are in great demand, as are other types of literature having to do with the more profound aspects of our culture.

\[\text{Ibid. p. 13.}\]
VOCATIONAL DEPARTMENT
ALCATRAZ ISLAND

As the writer of this thesis mentioned earlier, there is no Vocational Training given on Alcatraz. The inmates receive training by direct means. They work at jobs assigned by the Classification Committee.

Classification of Prisoners

To understand how Alcatraz operates and what the daily life of the prison is like, it should be remembered that the Classification Committee, composed of institutional officers, including the Warden and his immediate associates, the Chief Medical Officer, and the Chaplains, are charged with the responsibility of determining the program for each inmate. The group assists in the placement of prisoners in appropriate job assignments in Prison industries or on maintenance details. After an interview at the time of his arrival, the inmate's special aptitudes are weighed and his potentials in other occupational fields determined by testing and other clinical procedures. The prisoner's attitude toward self-discipline and work, his ethical standards, leisure time interests, and educational level are other factors taken into consideration by the Committee. Medical officers, psychiatrists, and supervisors who observe the man at work, at play, and in the housing unit, report their impressions from month to month, thus keeping the
Classification Committee informed of his progress. The Committee recommends re-transfer when, in the over-all analysis, it is believed the prisoner will be able to conform to the regimen at other penitentiaries.

Alcatraz, in common with other institutions throughout the Federal Prison System, carries out a program of constructive work activity for all inmates who are physically qualified. All employment other than that needed for the maintenance of the prison is under the jurisdiction of Federal Prison Industries, Incorporated. Men assigned to the various shops receive modest wages, as well as certain reductions in sentence over and beyond the regularly awarded for proper conduct and good behavior in the prison.

**Industrial Units.**

The industrial units in operation on the island include a cargo net and clothing factory, a brush shop, a modern laundry, and a furniture factory. The laundry serves military posts located in the Bay area and the Military Transport Service. The other shops and factories perform contract services for the armed forces. The Alcatraz branch of Prison Industries has been awarded

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14 Ibid. p. 11.
numerous commendations for its contribution to national defense during World War II and the fighting in Korea.

Prisoners are not forced to participate in the occupational program at Alcatraz. However, a large percentage prefer assignments in Industries and usually volunteer immediately after arriving at the institution. Other than the therapeutic value offered by gainful employment in prison, the inmates are zealous to earn the wages paid and make regular contributions to their dependents or accumulate savings for use following release.

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15 Ibid. p. 11.

16 Ibid. pp. 11-13.
RECREATION DEPARTMENT

ALCATRAZ ISLAND

The Recreation Department on Alcatraz has two big handicaps to start with. First, each inmate is a maximum security risk and, secondly, the island is limited in space, especially space used for athletic or recreational purposes.

A sports program is promoted, but the policies are such on Alcatraz that visiting teams for sporting events are at a minimum and all sporting events are played on the "home field."

Softball and handball enthusiasts compete each weekend on the recreation field. Inmates of a more sedentary nature may play chess, dominoes, checkers, or bridge.

As the author of this thesis mentioned earlier, the inmate's play stops at 5:00 p.m., when he is locked in for the night. This alone limits the recreational program to weekends and holidays only.

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Ibid. p. 15.
SUMMARY

I. EVALUATIVE CRITERIA FOR THE ACADEMIC DIVISION AT ALCATRAZ ISLAND ORGANIZATION

Checklist

- (N) 1. Sequential courses or activities are offered to all inmates.
- (X) 2. Inmates who show competency in and need academic subjects are encouraged to take additional courses beyond the fifth grade.
- (X) 3. Inmates are assisted through counseling in electing various courses.
- (X) 4. Provision is made for reassignment of inmates to other academic courses when desirable.
- (M) 5. Each course offered is generally organized into comprehensive units built around key concepts and fundamental principles.
- (M) 6. Curriculum planning provides complementary repetition and needed review but avoids duplication of experiences.
- (M) 7. The curriculum is being continually evaluated by the staff and revised as necessary.
- (N) 8. Provisions are made for some inmates to use the facilities outside of regularly allotted class time.

Evaluations

- (M) a. To what extent are general academic courses provided for all inmates?
- (M) b. To what extent are academic courses available for inmates with specialized educational needs?
- (M) c. Do time allotments for academic courses meet instructional needs satisfactorily?
NATURE OF OFFERINGS

Checklist

(M) 1. Aim to provide inmates with knowledge and understanding, through education, to deal with present and future problems.

(M) 2. Provide opportunity for inmates to study and develop understandings concerning present national, international and world problems.

(X) 3. Assist in preparing inmates to assume responsibilities and to practice methods of democratic action in the conduct of prison activities.

Evaluations

(1) a. How adequate is the variety of offerings in terms of the academic needs of inmates?

(1) b. How adequate is the content of offerings in terms of the academic needs of inmates?

PHYSICAL FACILITIES

Checklist

(M) 1. Academic courses are conducted in a classroom situation which provides for a variety of activities.

(M) 2. The classrooms are equipped with movable furniture that can be adapted to group activities.

(M) 3. The classrooms can be darkened for effective use of visual aids.

(✓) 4. Visual-aids equipment, including films, is available.

(✓) 5. Such audio equipment as radio, phonograph, and recording machines are available for classroom use.

(✓) 6. Map and graph making materials and supplies are available.
Evaluations

(1)  a. How adequate are the physical facilities to meet instructional needs of the inmates?

(2)  b. How effectively are the available physical facilities used?

II. EVALUATIVE CRITERIA FOR THE VOCATIONAL DIVISION AT ALCATRAZ ISLAND ORGANIZATION

Checklist

(M) 1. Experiences in industrial vocational education are prerequisite for all inmates participating in prison industries.

(X) 2. Industrial vocational education is organized around major industries of the institution, locality of industrial job market.

(✓) 3. Inmates in industrial vocational education participate with other inmates in such prison activities as academic education, athletics and recreation.

(N) 4. Inmates are encouraged to change from one area of specialization in industrial education to another when such transfer is desirable.

(X) 5. Provision is made for emphasis upon general industrial experiences in each area, progressing toward specialization near the time of release and employment.

(✓) 6. Consideration is given to such factors as type of activities, facilities available, and safety of inmates in determining class sizes.

Evaluations

(2)  a. To what extent is industrial vocational education available to all inmates who need it?

(2)  b. How satisfactory are the time allotments of industrial vocational education?
NATURE OF OFFERINGS

Checklist

(✓) 1. Designed to develop such beginning worker skills as are justified by the opportunities for employment while incarcerated and after release.

(✓) 2. The instructors acquaint inmates with opportunities for employment in a related group of occupations.

(✓) 3. The instructors emphasize personal qualifications and work habits important to success on a job.

(✓) 4. The administrators provide a basis for training beyond the secondary school in industrial education.

(N) 5. The administrators prepare inmates to locate, apply for, and be interviewed for prospective employment.

Evaluations

(X) a. To what extent are the present offerings in industrial vocational education representative of inmate and institutional needs?

(4) b. To what extent are the learning activities representative of present conditions and procedures existing in industry?

(4) c. To what extent do the offerings provide for the development of an understanding and appreciation of work and good workmanship?

PHYSICAL FACILITIES

Checklist

(✓) 1. An area for related work is provided.

(✓) 2. The area for related work is equipped with suitable equipment.
(✓/✓) 3. Hand tools, similar to those used in industry, are provided in sufficient number to meet the needs of the class.

(✓/✓) 4. Machines, similar to those used in industry, are provided.

(✓/✓) 5. Fire-extinguishing equipment is available.

(✓/✓) 6. First-aid supplies are available.

(✓) 7. Provisions are made for use of visual aids.

(✓/✓) 8. A system of records is used for accounting for equipment, materials and supplies.

Evaluations

(3) a. How extensive is the area provided for industrial vocational education?

(4) b. How well is the shop area planned and laid out?

(4) c. How adequate is the amount of equipment to meet the needs of the class?

(4) d. How adequate is the quality of equipment?

(4) e. How adequate are the provisions for health and safety?

(2) f. How adequate are the administrative and advisory provisions for industrial vocational education?

III. EVALUATIVE CRITERIA FOR THE PHYSICAL EDUCATION DEPARTMENT AT ALCATRAZ ISLAND

ORGANIZATION

Checklist

( X) 1. Physical education activities are required of all inmates.

( X) 2. Physical education periods meet a sufficient number of times during the week.
(X) 3. Physical education periods are of sufficient length.

(✓) 4. Sufficient time is provided in the period for showers and dressing.

(✓) 5. Inmates with particular physical education problems or needs are encouraged to spend more or less time in the program according to their individual requirements.

(✓) 6. Consideration is given to facilities and personnel available and the type of activities to be carried on in determining the size of the inmate group that can participate.

(✓✓) 7. The physical education program is financed through the regular budget and is not dependent upon gate receipts or similar means for support.

Evaluations

(4) a. To what degree are physical education activities provided for all inmates?

(3) b. Do time allotments of the program meet instructional needs satisfactorily?

NATURE OF OFFERINGS

Checklist

(✓) 1. Activities are selected in terms of individual physical needs, interests and abilities of inmates.

(✓) 2. Provisions are made to help meet the mental, emotional, and social needs of inmates as well as physical needs.

(X) 3. A variety of indoor games, sports, and athletic activities is provided.

(X) 4. A variety of outdoor games, sports, and athletic activities is provided.
(X) 5. Combative activities such as wrestling and boxing are provided.

(X) 6. Intramural experiences in a variety of sports are provided.

Evaluations

(3) a. How adequate is the variety of experiences to meet the physical education needs of all inmates?

(3) b. How adequate is the content of experiences to meet the physical education needs of all inmates?

(3) c. How satisfactorily do experiences provide for the development of skills and abilities having practicable carryover to "free society" physical-recreational activities?

(2) d. How adequately does the program provide for a desirable balance of activities according to individual physical education needs?

PHYSICAL FACILITIES

Checklist

(X) 1. The outdoor play area provides adequate space for conducting a modern program of outdoor physical education activities.

(X) 2. The outdoor facilities are readily accessible.

(✓) 3. The outdoor play area is suitably surfaced, graded, drained and enclosed.

(✓) 4. The outdoor play area is free from obstructions and safety hazards.

(✓) 5. The outdoor play area is laid out for a variety of activities.

(M) 6. A gymnasium is provided of sufficient area to accommodate existing inmate population.

(M) 7. Provision is made for seating facilities in the gymnasium.
8. The gymnasium floor is marked for a variety of games.

9. Flooring is made of appropriate materials and is satisfactorily finished.

10. Instructors' offices are provided.

11. Apparatus for gymnasium activities (e.g., ropes, mats, parallel bars, horse) is provided.

12. Equipment is provided for a variety of games.

13. Storage spaces are of sufficient size and are in proper locations.

Evaluations

(3) a. How extensive is the area provided for outdoor physical education activities?

(3) b. How adequate are the facilities for outdoor physical education activities?

(4) c. How extensive is the space provided for indoor physical education activities?

(3) d. How adequate is the quantity of permanent equipment for physical education?

(4) e. How adequate is the quality of permanent equipment for physical education?
CHAPTER V

UNITED STATES PENITENTIARY

LEAVENWORTH, KANSAS

Historical Background

When the Leavenworth Penitentiary first came into existence in 1895, rehabilitation was a little-used word in the dictionary. Life and laws were not so complex, and most of those who walked the troubled path through Leavenworth's somber arch were out-and-out "bad men". There were no income tax evaders, no violators of the "white collar" criminal code, and few whose crimes were not as open-and-shut as the manacles that guaranteed their custody. World War I, which was to unstring so many emotions and create the factors for a whole generation of social pathology, was still far in the future. Those who came to Leavenworth in the early years were "honest thieves," outlaws, counterfeiters, defaulters, and the like and they (and their keepers) would have been dumbfounded at any suggestions that they were there for any other purpose than that of punishment. They went out as they came in, criminals and enemies of society. Their discharge was for a penalty paid; society was apparently satisfied and so were they.

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Thus, the Leavenworth of that era was in the nature of an old-time bastille. But the time came when society began to be aware of the futility of such processes. In 1930, under the newly reorganized Bureau of Prisons, new policies were placed in effect and "rehabilitation" began to develop into a vigorous practice.

The First Years

The organization of the institution at first consisted of warden, deputy warden, chaplain, surgeon, clerk, bookkeeper, superintendent of industries, superintendent of transportation and farm, and a force of 50 guards. There were accommodations for a maximum population of 525. During the first year, the average number of prisoners was something over 300. In the second year, capacity was almost reached and, in the third year, it was exceeded, with an average census of 560. Since that time, throughout the career of this prison, the population has almost always exceeded the capacity, despite the repeated expansion of living quarters.

The first year of operation had not ended before the Department of Justice realized the necessity for prompt construction of a new, modern, and large penitentiary.

\[2\] Ibid.

\[3\] Ibid. p. 3.
Upon recommendation of the Attorney General, Congress passed the enabling act on July 10, 1896, authorizing the selection of approximately 1000 acres of land on the military reservation as a site for a walled penitentiary capable of accommodating at least 1200 prisoners.

An area some three miles from the Fort Leavenworth Penitentiary was selected, sheds were erected for the temporary feeding of prisoners who were to work on the project, and barbed wire was strung for security.

The institution was planned after the so-called "radial" pattern, with four cell houses radiating from a rotunda and with space at the center back for inside offices, dining room, kitchen, schoolrooms, library, and auditorium. In front of this structure, a two-story administration building was to be erected. The walls of the institution were to be 30 feet high and about 2,600 feet long. The site was to cover about 16 acres. Today the wall is 3,030 feet long and encloses an area of 22 acres.

Construction of the institution was started in March, 1897, with 250 prisoners detailed from Fort Leavenworth to do the work. Not a single building was erected by contract. According to the U. S. Attorney General's report for that period, the job of marching the prisoners

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\textsuperscript{4} \textit{Ibid.} p. 3.

\textsuperscript{5} \textit{Ibid.} pp. 3-5.
back and forth between their quarters and the work site was no pleasant one for either the prisoners or their supervisors.

Construction was slow. It was not until February 1, 1906, that sufficient work was completed (one cell house, the power plant, dining room, kitchen, and laundry) to permit restoration of the former military prison to the War Department.

Classification of Prisoners at Leavenworth

The classification program is geared to meet the needs of an institution with a population of over 2,000, serving an average sentence of slightly under 11 years. Roughly, each month, 100 new men are received and absorbed into this population and a similar number released. A high percentage of the inmates are recidivists and have, therefore, become experienced in group living but frequently carry deep feelings of resentment and persecution. A program of treatment looking toward release to successful living after a number of years involves the consideration of many factors and is a challenge to the intelligence and ingenuity of the Classification Committee.

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6 Ibid.
7 Ibid. p. 5.
8 Ibid. p. 6.
Committee Responsibility

The Classification Committee is composed of the Warden (who acts as chairman), the associate wardens, the chief medical officer and psychiatrist, the Supervisor of Classification and Parole, the Supervisor of Education, the Vocational Counselor, the Catholic and Protestant Chaplains, and the Parole Supervisors assigned to work with the respective prisoners. The program for each individual inmate is decided in committee discussion after exhaustive investigation into his background, his history, and the circumstances of his crime. This program is discussed with the inmate thirty days after his commitment to the institution. A sub-committee, composed of five of the regular committee members, meets once a week to review changes of program which may be indicated by subsequent developments. Actions of this committee are referred to the regular Classification Committee for approval. The sub-committee was formed to relieve the Classification Committee proper of much time-consuming work which detracted from the performance of its primary functions.

The number of cases reviewed by the sub-committee and the Classification Committee, not including new admissions, will average approximately three hundred a month, involving such considerations as annual review,

Ibid. pp. 6-8.
vocational training assignments, transfers to other institutions, changes in custody, assignments to industries, meritorious good time recommendations, restoration of forfeited good time, and the like.

**Basis of Classification**

Factors which comprise the program for the individual inmate are the degree of custody under which he will live and work, medical and psychiatric treatment required, his work assignment, participation in educational activities, vocational training, religious needs and advisability of transfer to another institution, placement on the Honor Farm, and special housing requirements.

The following tests are administered to the new inmates as part of the admission program.

1. U. S. Public Health Service Federal Penal and Correctional Institutions Classification Test

2. Wechsler-Pellevue Intelligence Test
   This test is given to inmates unable to take the above written test

3. Minnesota Manual Dexterity Test

4. Stanford Achievement Test
   Intermediate Battery
   Advanced Battery

**EDUCATION DEPARTMENT**

**LEAVENWORTH**

In the early days, the library and religious activities were about the only means through which any

Looney, personal letter, received on May 9, 1956.
kind of education was made available to inmates at Leavenworth. The present program of adult training compares well with those of similar adult training centers throughout the country.

The heterogeneous character of the prison population greatly affects the nature of the education and training program. The I. Q. of the men at Leavenworth ranges from 50 to 145, with an average of about 103. About eighteen per cent are unable, at the time of admission, to use the reading, writing, and language skills expected of a ten year old child. Some have completed the grades and high school, and a few have advanced to college and university levels and are anxious to go further. This broad range of abilities, interests, and aptitudes calls for a highly diversified and flexible plan of training.

The education and training problems are attacked through specific but closely coordinated programs that have as their objectives the correction of illiteracy and the advancement of general, social, advanced academic, trade, and vocational education. These basic purposes are generally accepted in all similar adult education and vocational training centers. The program is designed to

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fit the individual, rather than the individual being forced into a rigidly preconceived program. It is understood that a desire for training and self-improvement may be stimulated but cannot be imposed by outside authority. Each individual is considered a separate and distinct rehabilitation problem.

Leavenworth's Try For Greater Literacy

All physically able men under the age of 50 who are not mentally inferior but who have failed to achieve a fifth grade level of education are required to participate in the literacy training program. They must continue until they have attained a grade equivalent of 5.0 in reading, spelling, language, writing, and arithmetic. With the exception of certain safety and health courses, all other education and training activities are voluntary.

Intermediate education at Leavenworth is concerned with the development of greater proficiency in the basic tools of learning. Participation is voluntary. All inmates who have attained a fifth grade level may enroll. The work is available in both cell study and classroom courses and is particularly designed for men who want to meet the basic educational requirements for related training work in various trades and occupations which they have selected to study.

\[13\] Ibid. p. 12.
The advanced, or academic, program includes both high school and college courses. To list the complete courses given during the year would be very repetitious; instead, the courses given for one quarter will be listed. The period under consideration will be the Fourth Quarter of the school year which begins on April 5th and ends June 25th. The facilities at Leavenworth are as modern and up-to-date as those of any social community in the country. There are fifteen well-furnished and well-lighted classrooms at the disposal of the energetic inmates who wish to complete their high school education and enroll in university correspondence courses.

Extension Courses

The University of Kansas offers psychology, a basic introduction course in psychology. The second course that is taught during the Fourth Quarter is sociology. This covers the study of cultures and social institutions. In order for an inmate to take these two courses, he must be a high school graduate or the equivalent, and be able to pay the regular tuition fee of $22.50.

High School Courses

The following is a general outline of the courses


16 Ibid. pp. 1-6.

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that are offered during the Fourth Quarter at Leavenworth. For the hours and classroom numbers, this writer has reproduced the "Classroom Chart". "G. E." means the grade level required to take the course.

**American History:** (Social Science - High School) The development of the United States Government from the Colonial period to the present date. **G. E. 9.0.**

**Art Courses:**

**Commercial:** Designed to provide instruction in the four fundamentals of Commercial Art: layout, lettering, balance, and color harmony. **G. E. 7.0.**

**Poster Art:** Designed to provide instruction and practice in the basic techniques of lettering (Posters, Signs etc.). **G. E. 6.0.**

**Fine Art:** Teaching the techniques of Portrait and Landscape painting. **G. E. 8.0.**

**Algebra I & II:** An introductory course and continuation course. **G. E. 8.0.** *(In Arithmetic)* required.

**Business Arithmetic:** Commercial application of Arithmetic, including interest, discount, taxes, insurance, etc. **G. E. 9.0.**

**Bookkeeping I & II:** A general introduction to accounting, including the double entry system and a continuation course. **G. E. 8.0.**

**Business Law:** Principles of business law, with emphasis on contractual relationships and negotiable instruments. **G. E. 9.0.**
English IV & V: Advanced courses in English Grammar and Composition. G. E. 9.0 and 10.0.


French I & II: An introductory and continuation course.


Shorthand I, II, & III: Inmates who want to enter these courses must have completed typing. G. E. 8.0.

Social Science II: A history course covering Ancient History from the creation of the earth to the fall of the Roman Empire. G. E. 8.0.

Social Science V: (Current Events) A treatment of selected topics in the Social Fields. The content of this course consists of reading and defining Newscasts, Newspapers, periodicals etc., relating to the present day topics. G. E. 8.0.


Typing II: An advanced course in typing. G. E. 8.0.

Trigonometry I & II: An introduction course in Plane Trigonometry with a continuation course which includes plan navigation and spherical trigonometry. G. E. 10.0.
Intermediate School

To list the complete curriculum of the Intermediate School at Leavenworth would be too repetitious. Upon reviewing the courses given, the writer of this paper feels very secure in knowing the educators at Leavenworth are doing a fine job on the heterogeneous group they have to work with. The courses are the same as any normal grade school child would receive out in a "free world" school. This school covers the grade level between 5.0 and 7.0.

Fundamental School

This portion of the school has geared the curriculum to handle all inmates that have not attained a grade level of 5.0.

Teacher Training

Much of the instruction is done by prisoners. Some men come to Leavenworth well qualified to teach; others must be trained in the use and application of the tools and techniques. In addition to personal conferences, weekly group meetings, and demonstration classes, one month during the year is set aside for teaching training purposes. During this time, teachers and prospective teachers are instructed in such college training courses as Classroom Methods and Management, Educational Psychology, Educational Testing, Training Adults, and the Teaching of Reading.

| TIME | DAYS | CLASS                  | ROOM | TIME | DAYS | CLASS                  | ROOM | TIME | DAYS | CLASS                  | ROOM | TIME | DAYS | CLASS                  | ROOM | TIME | DAYS | CLASS                  | ROOM | TIME | DAYS | CLASS                  | ROOM |
|------|------|------------------------|------|------|------|------------------------|------|------|------|------------------------|------|------|------|------------------------|------|------|------|------------------------|------|------|------|------------------------|------|------|------|------------------------|------|
| 1:30 | MWF  | RADIO CODE             | 1    | 2:30 | MWF  | RADIO CODE             | 1    | 3:30 | MWF  | RADIO CODE             | 1    | 4:30 | MWF  | RADIO CODE             | 1    | 6:45 | MWF  | RADIO CODE             | 1    |
| 2:30 | MWF  | DRAFTING               | 1    | 3:30 | MWF  | DRAFTING               | 1    | 4:30 | MWF  | DRAFTING               | 1    | 5:30 | MWF  | DRAFTING               | 1    | 6:45 | MWF  | DRAFTING               | 1    |
| 3:30 | MWF  | ENGLISH IV             | 1    | 4:30 | MWF  | ENGLISH IV             | 1    | 5:30 | MWF  | ENGLISH IV             | 1    | 6:45 | MWF  | ENGLISH IV             | 1    | 7:45 | MWF  | ENGLISH IV             | 1    |
| 4:30 | MWF  | BUS. LAW I             | 1    | 5:30 | MWF  | BUS. LAW I             | 1    | 6:45 | MWF  | BUS. LAW I             | 1    | 7:45 | MWF  | BUS. LAW I             | 1    | 8:45 | MWF  | BUS. LAW I             | 1    |
| 5:30 | MWF  | ARITHMETIC I           | 1    | 6:45 | MWF  | ARITHMETIC I           | 1    | 7:45 | MWF  | ARITHMETIC I           | 1    | 8:45 | MWF  | ARITHMETIC I           | 1    | 9:45 | MWF  | ARITHMETIC I           | 1    |
| 6:45 | MWF  | SCIENCE I              | 1    | 7:45 | MWF  | SCIENCE I              | 1    | 8:45 | MWF  | SCIENCE I              | 1    | 9:45 | MWF  | SCIENCE I              | 1    | 10:45| MWF  | SCIENCE I              | 1    |
| 7:45 | MWF  | SCIENCE II             | 1    | 8:45 | MWF  | SCIENCE II             | 1    | 9:45 | MWF  | SCIENCE II             | 1    | 10:45| MWF  | SCIENCE II             | 1    | 11:45| MWF  | SCIENCE II             | 1    |
| 8:45 | MWF  | BIOL. OCY              | 1    | 9:45 | MWF  | BIOL. OCY              | 1    | 10:45| MWF  | BIOL. OCY              | 1    | 11:45| MWF  | BIOL. OCY              | 1    | 12:45| MWF  | BIOL. OCY              | 1    |
| 9:45 | MWF  | TRIGONOMETRY I         | 1    | 10:45| MWF  | TRIGONOMETRY I         | 1    | 11:45| MWF  | TRIGONOMETRY I         | 1    | 12:45| MWF  | TRIGONOMETRY I         | 1    | 13:45| MWF  | TRIGONOMETRY I         | 1    |
| 10:45| MWF  | H. S. MATH             | 1    | 11:45| MWF  | H. S. MATH             | 1    | 12:45| MWF  | H. S. MATH             | 1    | 13:45| MWF  | H. S. MATH             | 1    | 14:45| MWF  | H. S. MATH             | 1    |
| 11:45| MWF  | SHORTHAND III          | 1    | 12:45| MWF  | SHORTHAND III          | 1    | 13:45| MWF  | SHORTHAND III          | 1    | 14:45| MWF  | SHORTHAND III          | 1    | 15:45| MWF  | SHORTHAND III          | 1    |
| 12:45| MWF  | INT. A. HIST.          | 1    | 13:45| MWF  | INT. A. HIST.          | 1    | 14:45| MWF  | INT. A. HIST.          | 1    | 15:45| MWF  | INT. A. HIST.          | 1    | 16:45| MWF  | INT. A. HIST.          | 1    |
| 13:45| MWF  | ENGLISH V              | 1    | 14:45| MWF  | ENGLISH V              | 1    | 15:45| MWF  | ENGLISH V              | 1    | 16:45| MWF  | ENGLISH V              | 1    | 17:45| MWF  | ENGLISH V              | 1    |
| 14:45| MWF  | H. S. GEOGRAPHY        | 1    | 15:45| MWF  | H. S. GEOGRAPHY        | 1    | 16:45| MWF  | H. S. GEOGRAPHY        | 1    | 17:45| MWF  | H. S. GEOGRAPHY        | 1    | 18:45| MWF  | H. S. GEOGRAPHY        | 1    |
Much attention is given to vocational education, which is under the direction of the Supervisor of Vocational Training. He is assisted by a training committee composed of other members of the vocational and educational staff, the Associate Warden, and the Supervisor of Employment-Placement. This committee, which meets weekly, endeavors to assist the Classification Committee, in the selection of trainees and in the improvement of training practices. Its greatest service is in assuring that the vocational training aspect of the program is kept in the forefront.

The Selection of Vocational Trainees

The selection of men for vocational training is a major concern. The general principles that determine the selection of men for vocational training and the place of training, are guided by certain major considerations. Does the inmate possess aptitude for learning the particular skills or trade? Is the inmate sufficiently free from occupational handicaps to justify his being given a vocational training status? Are the possibilities of his finding desirable occupational connections upon release sufficient to justify his being placed on vocational training? To satisfy these questions, it is

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required that each trainee conform to certain standards set for each occupation. The standards that apply at Leavenworth are presented as follows:

1. AGE: The trainee must have sufficient career time left after release to justify the training.

2. LENGTH OF SENTENCE: The trainee must have sufficient time to acquire the essential skills of the trade.

3. HEALTH STATUS: The trainee must be free from incurable health handicaps which would interfere with his successfully pursuing the skill as a means of livelihood upon release.

4. MENTAL ABILITY: The trainee must possess mental ability sufficiently high to enable him to pursue the prescribed training program.

5. EDUCATIONAL ABILITY: The trainee must either possess or show promise of acquiring the necessary educational skills to enable him to read the literature, know the mathematics, science and business practices related to the craft.

6. MANIPULATIVE DEXTERITY: The trainee must not possess manipulative handicaps that will prevent him from acquiring the basic skills of the trade.

7. MECHANICAL APTITUDE: The trainee must possess sufficiently high mechanical aptitude to justify his being admitted to training for a particular trade or craft.

8. HABITUAL BEHAVIOR: The trainee must be free from habitual occupational behavior handicap, that will interfere with his learning or using the craft as a means of livelihood upon release.

9. MENTAL STATUS: The trainee must not possess mental occupational handicaps.

10. PHYSICAL HANDICAPS: The trainee must be free from incorrectable physical handicaps that will interfere with his successfully pursuing the particular skill or trade upon release as a means of livelihood.

11. PHYSICAL CHARACTERISTICS: The trainee's physical characteristics such as: height, weight, vision, hearing, etc., must conform to the requirements necessary for learning and practicing the skill or craft.

12. PERSONALITY: The trainee's personality and personal appearance must be such as not to interfere with his securing and maintaining occupational connections.

13. CUSTODY: The trainee's custody must be such as not to interfere with the complete satisfaction of all trade training requirements.

14. CITIZENSHIP STATUS: The trainee's citizenship status must be of such a character, or should promise to become so, as to justify his being recommended for employment in American industry.

15. OCCUPATIONAL INTEREST: The trainee must show positive interest in pursuing the training in the occupation for which he is recommended.

16. RESIDENTIAL STATUS: The trainee's residential status must not interfere with his ability to secure desirable occupational connections in the field for which he has been trained.

17. CRIMINAL STATUS: The trainee must not be selected for training in a field that has contributed to his delinquency.

The application of the above principles or standards for selecting inmates for training at Leavenworth are in use in 44 major training fields that absorb approximately sixty percent of the institution's population. The construction of these standards, that are being applied
to specific vocational fields, was done through the conference procedure in which the actual shop training supervisor played an important part. These standards were not constructed for general application outside of Leavenworth, but the writer of this thesis believes they can be used to great advantage in any penal institution that is politically free.

Who Selects the Inmate Trainees

Vocational education at Leavenworth follows a widely accepted pattern. The Classification Committee selects for training those men who need it, want it, and are able to profit by it. When a man is selected for vocational training in factories and shops, he is placed with an instructor who is proficient in the skills he teaches. Related training is required of all men pursuing a definite vocational training program. The institution at Leavenworth provides 75 related training courses. About half of these are procured from established correspondence schools; the rest are secured from trade schools or are developed by the institution staff.

Generally, close to 100 men are training in such trades as carpentry, plumbing, laundry operation, and the like; around 200 are learning some phase of industrial training such as shoemaking, clothing manufacture, brush

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making, furniture construction, printing, and industrial maintenance; from 20 to 25 men are engaged in vocational training in agriculture. The specifications for training in each of these fields have the approval of the Kansas State Board for Vocational Education. Certificates of Attainment are issued by the Board to prisoners who have completed the basic requirements for the various trades or occupations. The institution, through its social service agencies, has been able to assist all men needing aid to find occupational connections in the fields in which they have been trained.

The institutional service training program seeks to promote safety practices in shop and factory, sanitary practices in housekeeping, and strict sanitation in the kitchen, bakery, and dining room. The initial training is started in the classroom and continued on the job. Its value is reflected in the institution's improved safety record and sanitary practices. Approximately 800 men are passed through these programs annually.

RECREATION PROGRAM
LEAVENWORTH

Among the many desirable aims and objectives of a recreation program, three are of major significance: social adjustment, beneficial use of leisure time, and

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physical fitness. The exclusion of any one of these for the greater promotion of another would result in an unbalanced program.

Games are provided for all age groups and equalized so far as possible among the older and the younger men. Such activity is not a luxury but a necessity in the lives of men in prison.

In competitive sports, emphasis is placed on good sportsmanship, fair play, and teamwork which is necessary in training inmates for their ultimate release into society.

Athletic activities are offered on a voluntary basis, but are limited to the number of teams in a league and also the number of inmates on each team.

**Basketball**

At Leavenworth, the basketball league play begins during the first week of January and ends during the first week in April. There are four teams in each league, with a maximum of twelve players on each team. Managers are selected by the Director of Athletics and he is in full charge of organizing, securing players and equipment for his team.

Inmates desiring to play on a basketball team are requested to submit their names on a regular request form to the Athletic Director. The appointed team managers choose their teams from the names submitted. If
an inmate is not chosen at the beginning of the season, he is put on a waiting list and the team managers will fill vacancies on their teams from the waiting list.

All players who are chosen to play on a team will be asked to sign a request form (a contract), agreeing to play with such teams. After a player has agreed in writing to play for such team, he will not be permitted to play on any other league team until he has been released or traded by his team manager.

**Baseball**

The baseball season starts during the middle of April and continues on during the summer until the middle of September. Six teams are formed with a maximum of fifteen players for each team. The two teams on the bottom of the list after a month of competition may have twenty men on their roster. Here again, players chosen to play on a league team must sign a written contract agreeing to play for that particular team. These league teams are the farm clubs for the institution team that represents Leavenworth against "Outside" teams. All games with "Outside" teams are played on Sundays and Holidays on the "Home Field."

**Other Recreational Activities**

Besides basketball and baseball, the other

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activities that are offered at Leavenworth and have the same methods of organization and rules are: boxing, wrestling, bodybuilding, touch football, handball, volleyball, table tennis, weightlifting and miniature golf.

In addition to those more active sports, leisure time activities are offered in croquet, shuffleboard, horseshoes, checkers, chess, dominoes, Chinese checkers, playing cards, popular and hillbilly bands, radio, weaving, crocheting and knitting.

SUMMARY

I. EVALUATIVE CRITERIA FOR THE ACADEMIC DIVISION AT LEAVENWORTH ORGANIZATION

Checklist

(✓✓) 1. Sequential courses or activities are offered to all inmates.

(✓✓) 2. Inmates who show competency in and need academic subjects are encouraged to take additional courses beyond the fifth grade.

(✓) 3. Inmates are assisted through counseling in electing various courses.

(✓) 4. Provision is made for reassignment of inmates to other academic courses when desirable.

(✓✓) 5. Each course offered is generally organized into comprehensive units built around key concepts and fundamental principles.

(✓) 6. Curriculum planning provides complementary repetition and needed review but avoids duplication of experiences.

(✓) 7. The curriculum is being continually evaluated by the staff and revised as necessary.

(✗) 8. Provisions are made for some inmates to use the facilities outside of regularly allotted class time.

Evaluations

(5) a. To what extent are general academic courses provided for all inmates?

(4) b. To what extent are academic courses available for inmates with specialized educational needs?

(3) c. Do time allotments for academic courses meet instructional needs satisfactorily?
NATURE OF OFFERINGS

Checklist

(✓) 1. Aim to provide inmates with knowledge and understanding, through education, to deal with present and future problems.

(✓) 2. Provide opportunity for inmates to study and develop understandings concerning present national, international and world problems.

(✓) 3. Assist in preparing inmates to assume responsibilities and to practice methods of democratic action in the conduct of prison activities.

Evaluations

(5) a. How adequate is the variety of offerings in terms of the academic needs of inmates?

(4) b. How adequate is the content of offerings in terms of the academic needs of inmates?

PHYSICAL FACILITIES

Checklist

(✓) 1. Academic courses are conducted in a classroom situation which provides for a variety of activities.

(✗) 2. The classrooms are equipped with movable furniture that can be adapted to group activities.

(✓) 3. The classrooms can be darkened for effective use of visual aids.

(✓) 4. Visual-aids equipment, including films, is available.

(✓) 5. Such audio equipment as radio, phonograph, and recording machines are available for classroom use.

(✓) 6. Map and graph making materials and supplies are available.
Evaluations

(3) a. How adequate are the physical facilities to meet instructional needs of the inmates?

(4) b. How effectively are the available physical facilities used?

II. EVALUATIVE CRITERIA FOR THE VOCATIONAL DIVISION AT LEAVENWORTH ORGANIZATION

Checklist

(✓) 1. Experiences in industrial vocational education are prerequisite for all inmates participating in prison industries.

(✓✓) 2. Industrial vocational education is organized around major industries of the institution, locality of industrial job market.

(✓✓) 3. Inmates in industrial vocational education participate with other inmates in such prison activities as academic education, athletics and recreation.

(✗) 4. Inmates are encouraged to change from one area of specialization in industrial education to another when such transfer is desirable.

(✓) 5. Provision is made for emphasis upon general industrial experiences in each area, progressing toward specialization near the time of release and employment.

(✓✓) 6. Consideration is given to such factors as type of activities, facilities available, and safety of inmates in determining class sizes.

Evaluations

(4) a. To what extent is industrial vocational education available to all inmates who need it?

(5) b. How satisfactory are the time allotments of industrial vocational education?
NATURE OF OFFERINGS

Checklist

(✓) 1. Designed to develop such beginning worker skills as are justified by the opportunities for employment while incarcerated and after release.

(✓) 2. The instructors acquaint inmates with opportunities for employment in a related group of occupations.

(✓) 3. The instructors emphasize personal qualifications and work habits important to success on a job.

(✗) 4. The administrators provide a basis for training beyond the secondary school in industrial education.

(✓) 5. The administrators prepare inmates to locate, apply for, and be interviewed for prospective employment.

Evaluations

(4) a. To what extent are the present offerings in industrial vocational education representative of inmate and institutional needs?

(4) b. To what extent are the learning activities representative of present conditions and procedures existing in industry?

(5) c. To what extent do the offerings provide for the development of an understanding and appreciation of work and good workmanship?

PHYSICAL FACILITIES

Checklist

(✓✓) 1. An area for related work is provided.

(✓✓) 2. The area for related work is equipped with suitable equipment.

(✓✓) 3. Hand tools, similar to those used in industry, are provided in sufficient number to meet the needs of the class.
(✓) 4. Machines, similar to those used in industry, are provided.

(✓✓) 5. Fire-extinguishing equipment is available.

(✓) 6. First-aid supplies are available.

(✓) 7. Provisions are made for use of visual aids.

(✓✓) 8. A system of records is used for accounting for equipment, materials and supplies.

Evaluations

(4)  a. How extensive is the area provided for industrial vocational education?

(5)  b. How well is the shop area planned and laid out?

(3)  c. How adequate is the amount of equipment to meet the needs of the class?

(3)  d. How adequate is the quality of equipment?

(4)  e. How adequate are the provisions for health and safety?

(5)  f. How adequate are the administrative and advisory provisions for industrial vocational education?

III. EVALUATIVE CRITERIA FOR THE PHYSICAL EDUCATION DEPARTMENT AT LEAVENWORTH ORGANIZATION

Checklist

(✓) 1. Physical education activities are required of all inmates.

(✓) 2. Physical education periods meet a sufficient number of times during the week.

(✓) 3. Physical education periods are of sufficient length.

(✓) 4. Sufficient time is provided in the period for showers and dressing.
5. Inmates with particular physical education problems or needs are encouraged to spend more or less time in the program according to their individual requirements.

6. Consideration is given to facilities and personnel available and the type of activities to be carried on in determining the size of the inmate group that can participate.

7. The physical education program is financed through the regular budget and is not dependent upon gate receipts or similar means for support.

Evaluations

5. To what degree are physical education activities provided for all inmates?

4. Do time allotments of the program meet instructional needs satisfactorily?

NATURE OF OFFERINGS

Checklist

1. Activities are selected in terms of individual physical needs, interests and abilities of inmates.

2. Provisions are made to help meet the mental, emotional, and social needs of inmates as well as physical needs.

3. A variety of indoor games, sports, and athletic activities is provided.

4. A variety of outdoor games, sports, and athletic activities is provided.

5. Combative activities such as wrestling and boxing are provided.

6. Intramural experiences in a variety of sports are provided.
Evaluations

(5) a. How adequate is the variety of experiences to meet the physical education needs of all inmates?

(5) b. How adequate is the content of experiences to meet the physical education needs of all inmates?

(4) c. How satisfactorily do experiences provide for the development of skills and abilities having practicable carryover to "free society" physical-recreational activities?

(4) d. How adequately does the program provide for a desirable balance of activities according to individual physical education needs?

Checklist

(✓) 1. The outdoor play area provides adequate space for conducting a modern program of outdoor physical education activities.

(✓) 2. The outdoor facilities are readily accessible.

(✓) 3. The outdoor play area is suitably surfaced, graded, drained and enclosed.

(✓) 4. The outdoor play area is free from obstructions and safety hazards.

(✓) 5. The outdoor play area is laid out for a variety of activities.

(✗) 6. A gymnasium is provided of sufficient area to accommodate existing inmate population.

(✗) 7. Provision is made for seating facilities in the gymnasium.

(✗) 8. The gymnasium floor is marked for a variety of games.

(✓) 9. Flooring is made of appropriate materials and is satisfactorily finished.
(✓) 10. Instructors' offices are provided.

(✓) 11. Apparatus for gymnasium activities (e.g., ropes, mats, parallel bars, horse) is provided.

(✓) 12. Equipment is provided for a variety of games.

(✓) 13. Storage spaces are of sufficient size and in proper locations.

Evaluations

(5) a. How extensive is the area provided for outdoor physical education activities?

(4) b. How adequate are the facilities for outdoor physical education activities?

(4) c. How extensive is the space provided for indoor physical education activities?

(3) d. How adequate is the quantity of permanent equipment for physical education?

(4) e. How adequate is the quality of permanent equipment for physical education?
The Lewisburg Penitentiary is one of twenty-six correctional institutions. Classified as a medium security prison, it occupies a position about mid-way between the reformatories for younger offenders and the close-custody penitentiaries such as Atlanta and Leavenworth for confirmed criminals.

The institution is located off U. S. Highway 15, about a mile and one-half from the town of Lewisburg, Pennsylvania, on a thousand acre Government reservation. The main buildings are within a twenty-six acre tract surrounded by a wall. Outside the enclosure are numerous farm buildings and an honor camp which houses one hundred and twenty minimum custody prisoners. Authorized by Act of Congress in 1930, the Lewisburg Penitentiary was opened on November 15, 1932.

The Prison Community

There are many parallels between the free community and an institution such as the Lewisburg Penitentiary. Public utilities—heat, light, water, sewage disposal, have their counterparts in the prison. Church

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library, academic and vocational schools provide for religious and intellectual needs. A hospital cares for those who become ill. Industries, farming, and many trades such as plumbing, carpentry, painting, mechanical repair are carried on.

The Lewisburg Penitentiary, like all institutions of the Federal system, is operated on the principle that men are committed to prison as punishment, not for punishment. Probably also, whether or not we are aware of it, the law demands that society be protected by the segregation from normal community life of those who have engaged in criminal activity. What is so frequently forgotten is that nearly every man who goes to prison will sooner or later come out—to work beside us in the shop or in an office, to sit next to us in a movie, to mingle with us on the street. The things that happen to an inmate while he is serving his sentence, the standards of behavior required that he maintain, the goals and moral principles held before him, become exceedingly important. Obviously, if prison life only makes the inmate more vindictive and sullen, or furthers his education in crime, the lives and property of people will later be placed in jeopardy. The task of the prison administration is to see that every man committed to its care goes out at least no worse than when

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Ibid.
he entered and, if possible, improved in attitudes and 3
in ability to live constructively among his fellow men.

I. EDUCATION DEPARTMENT
LEWISBURG

The Value of Education

The aim of the Education Department at Lewisburg
is to open the doors of opportunity for every inmate
interested in broadening his vision or improving his
learning. In our social life, in business, or in the
industrial world, the educated man has a marked advantage
over his non-educated competitor. It has become apparent
to even the most dull that without learning, academic or
technical, a man is absolutely lost. Limited opportuni­
ties, limited earnings, limited friendships and limited
pleasures are his miserable lot. The roots of democracy
are nourished in a foundation of learning. Whether a man
is professionally trained, works in an office, in a factory
or on a farm, modern training can make him a more impor­
tant cog in the future of America. Without it he is
seriously handicapped, and may even be a burden to society.
Every man owes it to himself, to his family and to the
state to obtain the maximum amount of education within

3Ibid. p. 2.
his power to grasp.

The Education Department at Lewisburg has a varied program of activities open to all men interested in self improvement. Enrollment in educational courses is not compulsory, and it is up to the individual to determine whether or not he desires to make time serve him. The diversions in a normal society that stopped many from advancing and broadening themselves do not exist in prison. When a man enters prison, he has ample time to study himself, and once having decided what he needs, can proceed to better himself.

More often than not, prisoners are deficient in education. While the lack of education even at the elementary school level cannot in itself be considered a cause of criminal behavior, it does present a serious handicap in getting along in today's world. Moreover, relatively few men have meaningful vocational skills with which they can compete successfully in our industrialized society.

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4 G. W. Humphrey, Warden, "A Brochure of the Educational and Training Opportunities Offered by the Penitentiary at Lewisburg". (Federal Prison Industries, Lewisburg, Pa., 1950), p. VII.

5 Ibid.

6 Taylor, op. cit., p. 6.
The Lewisburg staff recognizes the need for a constructive program of education to equip men to meet the requirements and responsibilities of contemporary American society. Courses are available from the primary grades up to and including some college subjects. Except for those who have less than a fifth grade education, attendance at school is not compulsory. The school is open five days a week with periods in the morning, afternoon and evening, under the supervision of the education staff. In addition to classroom instruction, the education program provides for self-study courses and correspondence courses made available by such nationally known organizations as the International Correspondence School and Pennsylvania State College. Arrangements have been made with the Pennsylvania State Department of Public Instruction to give credits toward high school graduation certificates in both academic and vocational fields to those students who qualify. The Education Department has developed a coordinated program of vocational training which provides related class work in connection with on-the-job instruction in the various shops and in other areas of work.

Social Education Courses Offered at Lewisburg

One of the newer developments in correctional

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Ibid. pp. 6-8.
education has been the introduction of "social education" courses. This derives from the observation that a working knowledge of social organization, a deep-seated sense of social responsibility, an appreciation of the arts and sciences, and the ability to live peacefully and constructively with others are conspicuously lacking in persons who go to prison. Since it is not enough to teach men to read and write or to acquire trade skills, a new curriculum has been added to the program.

The Social Education Program at Lewisburg

The social education program consists in part of lectures by professors in economics, sociology, arts, and sciences. Discussion courses of everyday social problems, led by qualified members of the staff, help many of the men to understand themselves better. Some of these discussion courses deal with psychology and behavior, others with family and community relationships. A chapter of Alcoholics Anonymous has been in operation at Lewisburg for the past five years. Alcoholism is an old and familiar story to those who deal with violators of the law. Alcoholics Anonymous not only helps the true alcoholic to cope with his serious personal problems, but frequently results in the acquisition of new behavior patterns through a reasoned change of mind and heart.

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Ibid. pp. 7-8.
Social education also has its cultural aspects. For example, very few people dislike music. At Lewisburg, two orchestras and a glee club meet regularly for weekly practice. Both Protestant and Catholic Chaplains have their own choirs. Courses are available in music appreciation, consisting of weekly recorded programs of both classical and popular music.

Included in the social education curriculum is a limited crafts program. Often men find comfort and satisfaction in making things with their hands. Each article a man makes has some special meaning for him, and it has the value of giving him something to do besides think about himself and his problems. Sometimes crafts have a definite training value for those who discover unsuspected talents.

The Library at Lewisburg

Just as specific study often opens up new experiences, so do books present a challenge wholly new in the lives of many prisoners. Lewisburg has a large, attractive library which operates on the same open-shelf principle as the typical public library. Inmates may go to the library during recreation hours to browse, read, and select books to take to their cells and dormitories. An important part of library activities, under the supervision of a

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trained staff librarian, is the weekly current events forum patterned after the Town Hall of the Air. Occa­sional debates with nearby college debating teams are popular events.

**Grade School Classes**

Many men, who never before had the opportunity to begin or finish grade school, now find that they can satisfy that long-suppressed desire in prison. The grade school enables a man to learn enough so that he can qualify for high school. All a man needs is the desire and interest coupled with perseverance and ambition. If a man wants to learn, if he wants to open doors to a better understanding and greater enlightenment, if he wants to advance culturally, socially and economically, all he needs to start on this path lies right within the walls at Lewisburg.

There are four classes which constitute the entire grade school. They are much similar to the numerical classes as they are known elsewhere, but no attempt is made to particularly make them so. The four classes are numbered from D to A starting with the lowest class and working to the highest. Progress and promotion through classes is determined by resting with the Stanford

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Achievement Test. Most classes generally meet four periods a week with fifty-five minutes for each period.

The "D" Class

The "D" Class is the beginners group in which English subjects are stressed (reading, spelling, language and grammar). The students in this class begin to spell after they have learned to recognize the letters of the alphabet and have gained a knowledge of word pronunciation and sound.

Spelling is conducted orally for sound and meaning; written exercises of simple sentences, covering the assigned spelling words, are dictated by the teacher. Simple arithmetic, such as a person uses in every day life, is also taught.

The "C" Class

The inmates who have limited knowledge of reading and writing find this class will further broaden and develop the use of the English language for them. Oral and written exercises in English subjects are conducted in this class and a spelling vocabulary of some 800 words are taught.

\[12\]
\[13\]
\[14\]
The "B" Class

The "B" class is composed of intermediate grade school students. The subjects taught are reading, language, spelling, penmanship, and arithmetic. Since the inmates at this grade will know how to read, emphasis is placed upon the content of the reading.

The "A" Class

The "A" class is departmentalized to improve the quality of the instruction by giving specific subjects to the teachers with ability and interest in them. The subjects taught are reading, spelling, arithmetic, and penmanship. In the English class an article is read orally each class period with a class discussion concerning the social significance of the content. A considerable stress is placed upon the vocabulary, pronunciation, definition, shades of meaning, and proper use of parts of speech.

High School Classes

Inmates who have completed their eighth grade education in an outside school or its equivalent in an institution school are eligible to enroll in the high school classes for State credit.

The high school subjects listed below are given for the benefit of those seeking official credit toward

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15 Ibid. p. 2.
16 Ibid. p. 2.
a high school diploma. These classes are available also to those not particularly interested in official credits, but who want to attend school merely for their own satisfaction and advancement. The final examinations for high school credit are given by the Pennsylvania State Department of Public Instruction, Harrisburg, Pennsylvania. The examinations are held at Lewisburg three times a year, in January, in May, and in August.


Correspondence Courses

Courses offered by correspondence or cell study are open to all qualified inmates. Correspondence courses in academic subjects are not intended to replace the regular classroom courses where instruction is given by a qualified teacher, but are intended as refresher courses for those who need to review the work they have studied in school but had forgotten. Other correspondence courses

\[17\]
Ibid. p. 4.

\[18\]
Ibid. pp. 5-11.
are offered in technical or special subjects to students qualified by previous training or experience. Inmates may begin courses by correspondence at any time. An inmate may register for one, two, or three courses at the same time, depending upon the amount of time at his disposal for correspondence study. For a correspondence course to be of most value, one or two lessons a week should be completed. An inmate should be guided by this in deciding whether to enroll for more than one course at a time. If pursuing more than one course non-currently, it is permissible to send in one or two lessons a week in each course.

If an inmate registers for a correspondence course and for any reason becomes inactive or fails to satisfactorily complete a reasonable number of lessons over a period of time, his name will be dropped from the rolls. If he again desires to register in the same course, such registration must be approved by the Supervisor of the Extension Division in the Education Department.

Any inmate who satisfactorily completes one of the Institution correspondence courses is awarded a certificate of accomplishment without charge. International Correspondence Schools certificates are awarded upon the passing of the final examination and the approval of a sampling

19 Ibid. p. 12.
of lessons (six or more), after a transcript of passing grades in all lessons of the course has been forwarded to I.C.S. This certificate costs $5.00, an expense that must be borne by the inmate.

II. EDUCATION DEPARTMENT AND VOCATIONAL TRAINING

LEWISBURG

It would be patently futile to classify and study prisoners and then permit them to become demoralized by idleness. If men in prison are to go out less criminally inclined than when they came in, some form of productive labor must be provided for them. Equally important to good physical and emotional health is the need among many men to establish habits of industry which will not only enable them to earn their living but provide for their families following release. The staff at Lewisburg as well as other institutions under the Federal Prison System believes that men in prison must be taught the dignity of honest toil, the discipline of working regularly, and the necessity for budgeting time.

The basic vocational training program at Lewisburg has been developed around three general types or groups of training areas: occupational, agricultural,

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21 Ibid. p. 13.

22 Taylor, op. cit., p. 4.
and industrial. Vocational courses on an on-the-job training basis paralleled by directly related subjects have been developed for the following occupations: baking, bricklaying, cabinet shop, cooking, drafting, electric shop, laundry, machine trade, meat cutting, nursing, office machine repair, painting, plumbing trade, power house, sheet metal, watch repair, and welding. Chart No. 2 will show the training fields mentioned and the requirements to be selected by the Classification Committee.

In addition to the many other essential operations in which inmates are employed, Lewisburg operates two industries—a sheet metal factory and a clothing factory. These industries, which regularly employ well over three hundred men, are under the direction of Federal Prison Industries, Incorporated, a Government owned corporation. Men are selected for assignment to industries primarily on the basis of their need to earn money with which to help support their families or to establish savings to meet their own needs at the time of their release. Prison industries produce goods for the exclusive use of other government agencies and are geared not only for production but also to provide valuable opportunities for training. A man working in industries at Lewisburg may

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become expert in any one of several different industrial skills for which there is considerable demand in the "free world."
## Trainee Selection Guide

<table>
<thead>
<tr>
<th>Training Field</th>
<th>Average AC</th>
<th>Average FGS</th>
<th>U.S.P.H.S. IQ</th>
<th>Minimum Training Time</th>
<th>Physic Require</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Baking</td>
<td>5.0</td>
<td>5.0</td>
<td>Average - Up</td>
<td>9 months</td>
<td>Medium</td>
</tr>
<tr>
<td>2. Barbering</td>
<td>5.0</td>
<td>5.0</td>
<td>Average - Up</td>
<td>1 year</td>
<td>Medium</td>
</tr>
<tr>
<td>3. Bricklaying</td>
<td>7.0</td>
<td>7.0</td>
<td>High Average - Up</td>
<td>1 year</td>
<td>Rigorous</td>
</tr>
<tr>
<td>4. Cabinet Shop</td>
<td>6.0</td>
<td>6.0</td>
<td>High Average - Up</td>
<td>1 year</td>
<td>Rigorous</td>
</tr>
<tr>
<td>5. Cooking</td>
<td>5.0</td>
<td>5.0</td>
<td>Average - Up</td>
<td>9 months</td>
<td>Medium</td>
</tr>
<tr>
<td>6. Drafting</td>
<td>7.0</td>
<td>7.0</td>
<td>High Average - Up</td>
<td>1 year</td>
<td>Medium</td>
</tr>
<tr>
<td>7. Electric Shop</td>
<td>6.0</td>
<td>6.0</td>
<td>High Average - Up</td>
<td>1 year</td>
<td>Medium</td>
</tr>
<tr>
<td>8. Laundry</td>
<td>5.0</td>
<td>5.0</td>
<td>Average - Up</td>
<td>1 year</td>
<td>Medium</td>
</tr>
<tr>
<td>9. Machine Trade</td>
<td>7.0</td>
<td>7.0</td>
<td>High Average - Up</td>
<td>2 years</td>
<td>Rigorous</td>
</tr>
<tr>
<td>10. Meat Cutting</td>
<td>5.0</td>
<td>5.0</td>
<td>Average - Up</td>
<td>1 year</td>
<td>Medium</td>
</tr>
<tr>
<td>11. Nursing</td>
<td>7.0</td>
<td>7.0</td>
<td>High Average - Up</td>
<td>1 year</td>
<td>Medium</td>
</tr>
<tr>
<td>12. Office Machine Repair</td>
<td>7.0</td>
<td>7.0</td>
<td>High Average - Up</td>
<td>1 year</td>
<td>Light</td>
</tr>
<tr>
<td>13. Painting</td>
<td>5.0</td>
<td>5.0</td>
<td>Average - Up</td>
<td>1 year</td>
<td>Rigorous</td>
</tr>
<tr>
<td>14. Plumbing Trade</td>
<td>6.0</td>
<td>5.0</td>
<td>Average - Up</td>
<td>1 year</td>
<td>Rigorous</td>
</tr>
</tbody>
</table>
**TRAINEE SELECTION GUIDE (PART II)**

<table>
<thead>
<tr>
<th>TRAINING FIELD</th>
<th>Average AC</th>
<th>Average FGS</th>
<th>U.S.P.H.S. IQ</th>
<th>Minimum Training Time</th>
<th>Physic Requir</th>
</tr>
</thead>
<tbody>
<tr>
<td>15. Power House</td>
<td>6.0</td>
<td>7.0</td>
<td>Average - Up</td>
<td>1 year</td>
<td>Rigo</td>
</tr>
<tr>
<td>16. Sheet Metal</td>
<td>6.0</td>
<td>7.0</td>
<td>High Average - Up</td>
<td>2 years</td>
<td>Rigo</td>
</tr>
<tr>
<td>17. Watch Repair</td>
<td>7.0</td>
<td>7.0</td>
<td>High Average - Up</td>
<td>1 year</td>
<td>Medi</td>
</tr>
<tr>
<td>18. Welding</td>
<td>6.0</td>
<td>5.0</td>
<td>Average - Up</td>
<td>1 year</td>
<td>Rigorous</td>
</tr>
</tbody>
</table>

**AVOCATIONAL COURSES**

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Art</td>
<td>6.0</td>
<td>6.0</td>
<td>High Average - Up</td>
<td>1 year</td>
</tr>
<tr>
<td>2.</td>
<td>Drafting</td>
<td>7.0</td>
<td>7.0</td>
<td>High Average - Up</td>
<td>1 year</td>
</tr>
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<td>3.</td>
<td>Leathercraft</td>
<td>5.0</td>
<td>5.0</td>
<td>Average - Up</td>
<td>4 months</td>
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</table>
III. EDUCATION DEPARTMENT AND RECREATION

LEWISBURG

Deprived of recreation, the average person becomes morose and irritable, his nerves dangerously on edge. In prison, all work and no play leads to brooding, plotting, perversions, and riots. No matter how progressive the prison or how advanced the theories of correctional treatment, the inmate himself is keenly aware that his freedom is curtailed. To provide normal outlets for pent-up energies that might otherwise explode, Lewisburg has worked out a comprehensive sports program to afford every individual the chance to gain enough bodily exercise in addition to being able to enjoy some recreation and surcease from routine. Sports and recreations are conducted in the outside and inside stockade and the 25 gymnasium.

The outdoor stockade generally runs from May through October dependent upon the weather. In this area are the following facilities: One Regulation Baseball Diamond; Two Softball Diamonds; Three Volleyball Courts; Four Bocce Courts; Four Shuffleboard Courts; One Cinder Track (1/6th. mile distance); Seven Handball Courts; Three Horseshoe Pits. There are also benches and tables where men can

Humphrey, op. cit. p. 78.
sit and play chess and checkers.

One of the main features of the summer athletic program is the intramural baseball league, consisting of seven teams, five white and two colored. This league is run by and for the men, and only supervisory control is exercised by the institution. Any inmate in the population can try out and play on one of these teams. The institution also has a "Fed" team which plays teams from outside the walls. Over a period of years the "Feds" have built up a very good reputation for sportsmanlike and capable teams throughout the surrounding countryside.

The winter program is carried on for the most part in the gymnasium. Basketball, volleyball, tumbling and handball are the main features of this program. Basketball is the 'big' winter sport and that takes care of a large number of participants. As in baseball, basketball is organized with each cell house having a team in intra-mural competition. Every inmate is offered the opportunity to play with his quarter's team. Still following the same pattern, the institution fields a "Fed" basketball squad which competes against the best opposition to be found nearby. Men in the population are invited to attend these games which are held on week

\[ \text{Ibid.} \]
\[ \text{Ibid. p. 78.} \]
nights. Table tennis, cards, and other minor activities are found available in the Inside Stockade.

Efforts are always being made to enlarge and expand the sports program and at the same time the institution is constantly striving to make the program more interesting and beneficial to all. Recognition is paid to the fact that organized sports are health and morale builders.
SUMMARY

I. EVALUATIVE CRITERIA FOR THE ACADEMIC DIVISION AT LEWISBURG

ORGANIZATION

Checklist

(✓) 1. Sequential courses or activities are offered to all inmates.

(✓✓) 2. Inmates who show competency in and need academic subjects are encouraged to take additional courses beyond the fifth grade.

(✓) 3. Inmates are assisted through counseling in electing various courses.

(✓) 4. Provision is made for reassignment of inmates to other academic courses when desirable.

(✓✓) 5. Each course offered is generally organized into comprehensive units built around key concepts and fundamental principles.

(✓) 6. Curriculum planning provides complementary repetition and needed review but avoids duplication of experiences.

(✓) 7. The curriculum is being continually evaluated by the staff and revised as necessary.

(X) 8. Provisions are made for some inmates to use the facilities outside of regularly allotted class time.

Evaluations

(5) a. To what extent are general academic courses provided for all inmates?

(4) b. To what extent are academic courses available for inmates with specialized educational needs?

(4) c. Do time allotments for academic courses meet instructional needs satisfactorily?
Checklist

(✓) 1. Aim to provide inmates with knowledge and understanding, through education, to deal with present and future problems.

(✓) 2. Provide opportunity for inmates to study and develop understandings concerning present national, international and world problems.

(✓) 3. Assist in preparing inmates to assume responsibilities and to practice methods of democratic action in the conduct of prison activities.

Evaluations

(4) a. How adequate is the variety of offerings in terms of the academic needs of inmates?

(4) b. How adequate is the content of offerings in terms of the academic needs of inmates?

PHYSICAL FACILITIES

Checklist

(✓) 1. Academic courses are conducted in a classroom situation which provides for a variety of activities.

(✗) 2. The classrooms are equipped with movable furniture that can be adapted to group activities.

(✓) 3. The classrooms can be darkened for effective use of visual aids.

(✓) 4. Visual-aids equipment, including films, are available.

(✓) 5. Such audio equipment as radio, phonograph, and recording machines are available for classroom use.

(✓) 6. Map and graph making materials and supplies are available.
Evaluations

(4) a. How adequate are the physical facilities to meet instructional needs of the inmates?

(4) b. How effectively are the available physical facilities used?

II. EVALUATIVE CRITERIA FOR THE VOCATIONAL DIVISION AT LEWISBURG

ORGANIZATION

Checklist

(✓) 1. Experiences in industrial vocational education are prerequisite for all inmates participating in prison industries.

(✓✓) 2. Industrial vocational education is organized around major industries of the institution, locality or industrial job market.

(✓✓) 3. Inmates in industrial vocational education participate with other inmates in such prison activities as academic education, athletics and recreation.

(✓) 4. Inmates are encouraged to change from one area of specialization in industrial education to another when such transfer is desirable.

(✓) 5. Provision is made for emphasis upon general industrial experiences in each area, progressing toward specialization near the time of release and employment.

(✓) 6. Consideration is given to such factors as type of activities, facilities available, and safety of inmates in determining class sizes.

Evaluations

(4) a. To what extent is industrial vocational education available to all inmates who need it?

(4) b. How satisfactory are the time allotments of industrial vocational education?
NATURE OF OFFERINGS

Checklist

(✓) 1. Designed to develop such beginning worker skills as are justified by the opportunities for employment while incarcerated and after release.

(✓) 2. The instructors acquaint inmates with opportunities for employment in a related group of occupations.

(✓✓) 3. The instructors emphasize personal qualifications and work habits important to success on a job.

(✓) 4. The administrators provide a basis for training beyond the secondary school in industrial education.

(✓) 5. The administrators prepare inmates to locate, apply for, and be interviewed for prospective employment.

Evaluations

(4) a. To what extent are the present offerings in industrial vocational education representative of inmate and institutional needs?

(5) b. To what extent are the learning activities representative of present conditions and procedures existing in industry?

(5) c. To what extent do the offerings provide for the development of an understanding and appreciation of work and good workmanship?

PHYSICAL FACILITIES

Checklist

(✓) 1. An area for related work is provided.

(✓✓) 2. The area for related work is equipped with suitable equipment.

(✓✓) 3. Hand tools, similar to those used in industry, are provided in sufficient number to meet the needs of the class.
4. Machines, similar to those used in industry, are provided.

5. Fire-extinguishing equipment is available.

6. First aid supplies are available.

7. Provisions are made for use of visual aids.

8. A system of records is used for accounting for equipment, materials and supplies.

Evaluations

(a) How extensive is the area provided for industrial vocational education?

(b) How well is the shop area planned and laid out?

(c) How adequate is the amount of equipment to meet the needs of the class?

(d) How adequate is the quality of equipment?

(e) How adequate are the provisions for health and safety?

(f) How adequate are the administrative and advisory provisions for industrial vocational education?

III. EVALUATIVE CRITERIA FOR THE PHYSICAL EDUCATION DEPARTMENT AT LEWISBURG

ORGANIZATION

Checklist

1. Physical education activities are required of all inmates.

2. Physical education periods meet a sufficient number of times during the week.

3. Physical education periods are of sufficient length.

4. Sufficient time is provided in the period for showers and dressing.
5. Inmates with particular physical education problems or needs are encouraged to spend more or less time in the program according to their individual requirements.

6. Consideration is given to facilities and personnel available and the type of activities to be carried on in determining the size of the inmate group that can participate.

7. The physical education program is financed through the regular budget and is not dependent upon gate receipts or similar means for support.

Evaluations

(5) a. To what degree are physical education activities provided for all inmates?

(4) b. Do time allotments of the program meet instructional needs satisfactorily?

Nature of Offerings

Checklist

(✓) 1. Activities are selected in terms of individual physical needs, interests and abilities of inmates.

(✓) 2. Provisions are made to help meet the mental, emotional and social needs of inmates as well as physical needs.

(✓✓) 3. A variety of indoor games, sports, and athletic activities is provided.

(✓✓) 4. A variety of outdoor games, sports, and athletic activities is provided.

(✓) 5. Combative activities such as wrestling and boxing are provided.

(✓✓) 6. Intramural experiences in a variety of sports are provided.
Evaluations

(4) a. How adequate is the variety of experiences to meet the physical education needs of all inmates?

(4) b. How adequate is the content of experiences to meet the physical education needs of all inmates?

(4) c. How satisfactorily do experiences provide for the development of skills and abilities having practicable carryover to "free society" physical-recreation activities?

(4) d. How adequately does the program provide for a desirable balance of activities according to individual physical education needs?

PHYSICAL FACILITIES

Checklist

(✓) 1. The outdoor play area provides adequate space for conducting a modern program of outdoor physical education activities.

(✓) 2. The outdoor facilities are readily accessible.

(✓) 3. The outdoor play area is suitably surfaced, graded, drained, and enclosed.

(✓✓) 4. The outdoor play area is free from obstructions and safety hazards.

(✓✓) 5. The outdoor play area is laid out for a variety of activities.

(✗) 6. A gymnasium is provided of sufficient area to accommodate existing inmate population.

(✗) 7. Provision is made for seating facilities in the gymnasium.

(✗) 8. The gymnasium floor is marked for a variety of games.

(✓) 9. Flooring is made of appropriate materials and is satisfactorily finished.
10. Instructors' offices are provided.

11. Apparatus for gymnasium activities (e.g., ropes, mats, parallel bars, horse), is provided.

12. There is equipment for a variety of games.

13. Storage spaces are of sufficient size and in proper locations.

Evaluations

(4) a. How extensive is the area provided for outdoor physical education activities?

(4) b. How adequate are the facilities for outdoor physical education activities?

(4) c. How extensive is the space provided for indoor physical education activities?

(3) d. How adequate is the quantity of permanent equipment for physical education?

(4) e. How adequate is the quality of permanent equipment for physical education?
CHAPTER VII

THE UNITED STATES PENITENTIARY

TERRE HAUTE, INDIANA

Like the United States Penitentiary at Lewisburg, Pennsylvania, after which it was patterned, the Terre Haute institution is one of the best examples of contemporary prison architecture and construction in the country. Embodied throughout is the philosophy that beauty is itself therapeutic and that a prison need not be grim, forbidding, and repellent to be custodially secure. Detention sash is used instead of barred windows and a well-lighted, double woven wire fence, reinforced by four towers, replaces the traditional prison walls.

Designed for Rehabilitation

While some serious offenses are listed among those for which men serve sentences at Terre Haute, vicious or habitual criminals are customarily sent elsewhere; the Terre Haute Penitentiary is reserved for those offenders who are believed to be reformable and capable of responding to modified discipline.

\[1\]


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The ages of prisoners at Terre Haute range from eighteen to sixty and over. However, those between the ages of twenty-two and thirty-nine account for seventy-eight per cent of the population, with the largest single group of thirty-two per cent in the age bracket of twenty-two to twenty-five. Sentences, too, cover the whole range of Federal offenses and vary from one year and one day to life, although the number of those serving life is only about one-tenth of one per cent and consists almost entirely of military court martial cases. Sentences for transporting stolen motor vehicles account for the greatest single category of commitments; approximately seventy percent of the men serving sentences at Terre Haute for this offense are between the ages of twenty-two and twenty-nine.

The program of the institution is designed to provide every possible opportunity for the individual to establish habits of industry, further his education, build up a sound body, and develop a sense of social responsibility.

A Man Enters Prison

When a man is brought to the institution by a United States Marshal to begin serving his sentence, he

\textsuperscript{2}Ibid. pp. 1-2.
is met at the front gate by an experienced officer who escorts him to the admission and orientation unit. There he bathes, receives an initial physical examination, and is "dressed in"—which means he is issued a complete clean outfit of prison clothing, including shirt and trousers, underclothing, socks, and shoes. He may, if he chooses, arrange to have his own clothing and personal effects sent home or, if he prefers, the institution will keep them for him until he is released.

At the time of his admission, the first records, consisting of his name and age and the names and addresses of his immediate relatives, are completed. He is then assigned to a clean room or cell equipped with a steel cot with springs, a table, a chair, a toilet, a lavatory with both hot and cold water, and clean, sterilized bedding including a mattress, with cover, blankets, pillow, sheets, and pillow cases.

During his stay in the admission and orientation unit—which is about thirty days—the man is interviewed by various members of the staff who (according to their several responsibilities) acquaint him with the institution rules and procedures, give him a complete physical examination, and inform him of the various self-improvement opportunities available to him in the way of education, vocational training, religious study and worship, and the

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Ibid. p. 2
like. A trained case worker, called a Parole Officer, discusses with him his personal and family problems and helps him, so far as possible, to resolve any difficulties which he may have. Throughout the man's stay in the institution, the Parole Officer is his confidante and helper.

During the orientation period, more complete records are compiled, based upon information received from the court, the United States Attorney, the Federal Bureau of Investigation, and from family, friends, and agencies in the man's home community. All these data, together with the observations of and the information gained by the staff members through interviews with the man himself, are embodied in an Admission Summary which becomes a permanent part of the man's record at Terre Haute.

A Program for the Individual

At the end of the orientation period, the inmate appears before the Classification Committee, which consists of the Warden as Chairman, the two Associate Wardens, the Chief Medical Officer, the Vocational Counselor, the Parole Officers, and the Chaplains. This committee will carefully study all the information about the man; most of the members will have talked with him personally and

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5 Ibid. p. 4.
6 Ibid.
will have made their own contributions to the record. In consultation, before the inmate enters the room, decisions will have been made as to his housing and work assignment, education or vocational training, need for a program of religious instruction and counseling, and the like. The inmate is then called in, the plans are discussed with him informally, and he is given an opportunity to express his views. Not infrequently modifications are made as a result of the man's own ideas and preferences.

Periodically, following this initial classification, the man's progress and adjustment, together with any problems which may have arisen in the meantime, are re-studied by a sub-committee, and recommendations for changes are sometimes made. Or, the man himself may present a request for reconsideration of his program. Thus adjustments are made as the need arises, for there is a continuous effort to provide a "live" program from which the inmate will derive maximum benefit.

I. EDUCATION DEPARTMENT

TERRE HAUTE

New Worlds of Knowledge and Experience

At Terre Haute, courses are available at all levels from the beginning grade school up to and including some college subjects. Attendance at school is not

Ibid. p. 5.
compulsory except for those who have less than a fifth-grade education, but approximately half the population is engaged in some type of educational or vocational training work. The school is open five evenings a week under the supervision of the education staff. Both 8 personnel and inmate teachers are used.

In addition to classroom instruction, the education program provides for cell study courses and correspondence courses with such nationally known organizations as the International Correspondence School, the University of Minnesota, and the Pennsylvania State Agriculture College.

International Correspondence School Courses

In an earlier chapter, this writer explained the origin, price and number of courses offered by the International Correspondence Schools of Scranton, Pennsylvania. In this chapter, the writer will list the courses offered at Terre Haute.

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<th>COURSE</th>
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8 Ibid. p. 15.
9 Ibid. pp. 15-16.
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<td>Aircraft Mechanic</td>
<td>MBI</td>
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<td>Electric Motor Repairman</td>
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<td>Electrical Contracting</td>
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Besides receiving Certificates of Achievement for completing courses on the elementary and high school level, arrangements have been made with the Indiana State School authorities to give credits toward high school graduation diplomas in both academic and vocational fields to those students who earn them and who are interested in receiving them.

The education department is responsible for developing and coordinating the vocational training of inmates and for providing all related classwork in connection with the training in the various shops and other areas of work.

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Modern correctional practice recognizes that if positive results are to be achieved, the time a man spends in prison must be made to yield its maximum benefit rather than accomplish its maximum destruction. Basic to such a task is the establishment of habits of industry which will not only enable a man to earn his living and provide for his family following his release, but will also contribute to his character, his self respect, and his sense of well being.

At Terre Haute, every able-bodied man is required to work. A great deal of manpower is required to operate the institution properly and maintain it in good condition. Essential operations in which inmates are employed are: general cleaning; laundering clothing and bed linen and keeping them in repair; operating the power plant twenty-four hours a day; painting and keeping up the buildings and other facilities; working in the various institution shops such as carpentry, machine, plumbing, electric, sheet metal, automobile mechanics; keeping machinery and equipment in good repair; manning the hospital, the library, and the school; maintaining utility lines, the water and sewage systems, and the roads, walks, and

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12 **Ibid.** pp. 10-11.
grounds; trimming hedges, planting and cultivating flowers and shrubs about the institution; erecting and repairing fences, etc. In addition, several industries provide employment for a considerable number of men. In whatever phase of the work a man may be engaged, he can if he will learn skills, put it to productive use when he returns to the free community.

For Learning and Earning

In selecting men for assignment in industries, the primary consideration is their need to earn money with which to support their families. In addition, there is the factor of their interest in and aptitude for industrial training. In all Federal prisons the industries are geared not only for production but also to provide a valuable resource for the vocational education program. A man may become expert in any one of a number of different industrial skills for which there is a demand in the free world. Men working in industries receive industrial "good time" in addition to their modest wages.

Although industries have been operated for many years in Federal prisons, they have since December 11, 1934, been under the direction of Federal Prison Industries, Inc.,

13 Ibid. p. 11.
14 Ibid.
a Government-owned corporation established by the Congress during 1934. The law requires that there be sufficient diversity that free industry will not be adversely affected and, further, that there shall be no open market competition and all products shall be sold to other Government departments and agencies. During World War II and the conflict in Korea, the output of Federal Prison Industries reached extremely impressive figures and proved a vital morale factor in that men working in industries felt that they were making a patriotic contribution. The Terre Haute Penitentiary played its full part in these accomplishments. All the industry buildings were constructed entirely by inmate labor.

The principal industrial activity at Terre Haute is a woolen textile mill which manufactures materials for suits, overcoats, linings, and blankets. This mill supplies the Army, Navy, Veterans Administration, St. Elizabeth's Hospital, and other Federal agencies with material to be used in making discharge clothing for inmates and officers' uniforms. In a letter to the writer of this paper, Warden D. M. Byington of Terre Haute, gave a statistical report on the Woolen Mill. This report is given on the following page:

15 Ibid. pp. 11-12.
16 Byington, personal letter, received on May 1, 1956.
Our woolen mill industry is designed chiefly to manufacture blankets but we also manufacture suitings, ranging in weight from eight to twelve ounces per yard; overcoatings, eighteen to thirty ounces; topcoating and sportcoating, ten ounces to sixteen ounces. The overcoating, topcoating and sportcoating materials are used for discharge purposes. We manufacture a wide range of colors and styles.

Our production on blankets is approximately 1,000 blankets per day, depending on the type of blankets being manufactured. The cost of the mill to install nine years ago, when the equipment was contracted for, was approximately $1,000,000. If one were to purchase the exact machinery in the same quantity today, we estimate that it would cost about $1,500,000. We have eight sets of 60 x 60 Whitin Cards. We also have 15 120 spindle, 5 inch ring, 6½ guage Whitin Model E spinning frames. We also have two thirty spindle filling winders with a yarn conditioner. We have two reels, two beamers, and one creel for warp dressing operations. This equipment was also manufactured by Whitin Machine Works. We have forty two looms. Our looms are W-3 Crompton & Knowles, eight of which have a 92 inch reed space and thirty four of which have 82 inch reed space. We also have two soapers, two fulling mills, two washers, two driers, and three nappers in our finishing operations. In our dyeing and picking department we have four raw stock dye kettles, manufactured by Martin Machine Works at Columbus, Ga. We have a raw stock drier manufactured to take care of the mill waste or surplus waste wool rags which we obtain. We employ twenty three civilians. Chiefly, these civilians are all experienced in the woolen textile field. We have four men who are overseers or instructors in the carding department; three men in the weaving, winding and dressing department; three men in the finishing department; and two men in the dyeing picking department. In addition to these men, we have other civilians in our office and maintenance shops to keep the operation level. We employ approximately 190 inmates the year around. However, it is believed that the output of a mill this size would be far more than the capacity of any one state. If this mill ran for five days per week, fifty-two weeks out of the year, we would produce approximately 250,000 blankets per year.
Cannery

Employment in the cannery varies from twenty-five men during the slack season to one hundred and fifty men when the work is at its peak. The industry has capacity to pack about forty thousand cases of No. 10 cans of assorted vegetables annually, most of which are sold to the U. S. Army. In addition, surplus fruits and vegetables produced on the farm are processed for institutional use.

Other Industries

Less extensive industries include the manufacture of wooden pallets, truck jacks and boxes for the Army; renovation of steel bomb fins and other metal equipment for the Navy; and various other similar requirements for Army and Navy installations in the general area of Terre Haute.

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18 Ibid.
III. EDUCATION DEPARTMENT AND RECREATION AT TERRE HAUTE

Under the best of circumstances, life in prison is regimented. The inmates are subject to strict routine and have no wholesome outlet for their energies other than such as can be provided by the institution. Pent-up energies are potentially destructive, particularly in prison where they could explode disastrously at any moment. And while work is an important channel for the release of these energies, it is neither possible nor humane to make men work during every moment of their waking hours. Nor does being in prison alter the inherent need for periods of relaxation and play in which those better elements in human nature are almost literally re-created. The Terre Haute institution has therefore undertaken a broad program which provides some form of recreation for every man who is not temporarily disabled or ill. Participation in the program is entirely optional, but it is encouraged.

Major Sports Facilities

A. Baseball and softball
   (1) Institution baseball team
   (2) Institution softball team
   (3) Intra-mural baseball league
   (4) Intra-mural softball league

B. Touch Football
   A & B leagues

19 Ibid. p. 19.
20 Eyington, personal letter, received May 1, 1956.
C. Basketball
   (1) Institution basketball team
   (2) Intra-mural A & B leagues

Minor Sports Facilities

Boxing - 3 shows per year
Track meet - semi-annual
Miniature golf
Weight lifting and body building

Handball
Tennis
Bocci Ball
Shuffleboard

Recreation Yard

Gymnastic Bars
Weightlifting equipment
Shuffleboard courts
Tennis courts (2 double courts)
Miniature Golf course (18 holes)
3 Softball diamonds
1 Baseball diamond
1 Bocci Ball court
2 Heavy punching bags (used all year around)

Shot Put area
10 Horseshoe courts
Broad jump pit
4 Handball courts
1 Volleyball court
1 Badminton court
1 Basketball court

The recreation field is in two sections of about 475 feet by 600 feet each, and one section boasts a quarter-mile track. Special baseball games with outside teams, field days, and picnics are held in this area, and a large concrete grandstand has been constructed for the use of those men who enjoy watching but do not care to participate in the more competitive sports.

Two boxing tournaments are held each year, and in the day rooms of the housing units the men may engage in games of checkers, chess, dominoes, cards, and similar indoor activities. Radio programs are broadcast daily over the public address system, and inmates are given a

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choice of two radio channels according to the wishes expressed by the majority.

The institution is proud of the fact that its baseball team, "The Wabash Warriors," entered in the Western Indiana League with outside teams, has on several occasions won the League championship. The trophies received for these accomplishments are on display in the library.

SUMMARY

I. EVALUATIVE CRITERIA FOR THE ACADEMIC DIVISION AT TERRE HAUTE ORGANIZATION

Checklist

(✓✓) 1. Sequential courses or activities are offered to all inmates.

(✓✓) 2. Inmates who show competency in and need academic subjects are encouraged to take additional courses beyond the fifth grade.

(✓) 3. Inmates are assisted through counseling in electing various courses.

(✓) 4. Provision is made for reassignment of inmates to other academic courses when desirable.

(✓✓) 5. Each course offered is generally organized into comprehensive units built around key concepts and fundamental principles.

(✓) 6. Curriculum planning provides complementary repetition and needed review but avoids duplication of experiences.

(✓) 7. The curriculum is being continually evaluated by the staff and revised as necessary.

(✗) 8. Provisions are made for some inmates to use the classroom facilities outside of regularly allotted class time.

Evaluations

(5) a. To what extent are general academic courses provided for all inmates?

(4) b. To what extent are academic courses available for inmates with specialized educational needs?

(3) c. Do time allotments for academic courses meet instructional needs satisfactorily?
NATURE OF OFFERINGS

Checklist

(✓) 1. Aim to provide inmates with knowledge and understanding, through education, to deal with present and future problems.

(✓) 2. Provide opportunity for inmates to study and develop understandings concerning present national, international and world problems.

(✓) 3. Assist in preparing inmates to assume responsibilities and to practice methods of democratic action in the conduct of prison activities.

Evaluations

(5) a. How adequate is the variety of offerings in terms of the academic needs of inmates?

(4) b. How adequate is the content of offerings in terms of the academic needs of inmates?

PHYSICAL FACILITIES

Checklist

(✓) 1. Academic courses are conducted in a classroom situation which provides for a variety of activities.

(X) 2. The classrooms are equipped with movable furniture that can be adapted to group activities.

(✓) 3. The classrooms can be darkened for effective use of visual aids.

(✓) 4. Visual-aids equipment, including films, is available.

(✓) 5. Such audio equipment as radio, phonograph, and recording machines are available for classroom use.

(✓) 6. Map and graph making materials and supplies are available.
Evaluations

(3) a. How adequate are the physical facilities to meet instructional needs of the inmates?

(4) b. How effectively are the available physical facilities used?

II. EVALUATIVE CRITERIA FOR THE VOCATIONAL DIVISION AT TERRE HAUTE ORGANIZATION

Checklist

(✓) 1. Experiences in industrial vocational education are prerequisite for all inmates participating in prison industries.

(✓✓) 2. Industrial vocational education is organized around major industries of the institution, locality or industrial job market.

(✓✓) 3. Inmates in industrial vocational education participate with other inmates in such prison activities as academic education, athletics and recreation.

(✗) 4. Inmates are encouraged to change from one area of specialization in industrial education to another when such transfer is desirable.

(✓) 5. Provision is made for emphasis upon general industrial experiences in each area, progressing toward specialization near the time of release and employment.

(✓✓) 6. Consideration is given to such factors as type of activities, facilities available, and safety of inmates in determining class sizes.

Evaluations

(4) a. To what extent is industrial vocational education available to all inmates who need it?

(5) b. How satisfactory are the time allotments of industrial vocational education?
NATURE OF OFFERINGS

Checklist

(√) 1. Designed to develop such beginning worker skills as are justified by the opportunities for employment while incarcerated and after release.

(√) 2. The instructors acquaint inmates with opportunities for employment in a related group of occupations.

(√) 3. The instructors emphasize personal qualifications and work habits important to success on a job.

(X) 4. The administrators provide a basis for training beyond the secondary school in industrial education.

(√) 5. The administrators prepare inmates to locate, apply for, and be interviewed for prospective employment.

Evaluations

(4) a. To what extent are the present offerings in industrial vocational education representative of inmate and institutional needs?

(4) b. To what extent are the learning activities representative of present conditions and procedures existing in industry?

(5) c. To what extent do the offerings provide for the development of an understanding and appreciation of work and good workmanship?

PHYSICAL FACILITIES

Checklist

(✓✓) 1. An area for related work is provided.

(✓✓) 2. The area for related work is equipped with suitable equipment.

(✓✓) 3. Hand tools, similar to those used in industry, are provided in sufficient number to meet the needs of the class.
(✓) 4. Machines, similar to those used in industry, are provided.

(✓✓) 5. Fire-extinguishing equipment is available.

(✓) 6. First aid supplies are available.

(✓) 7. Provisions are made for use of visual aids.

(✓✓) 8. A system of records is used for accounting for equipment, materials and supplies.

Evaluations

(4) a. How extensive is the area provided for industrial vocational education?

(5) b. How well is the shop area planned and laid out?

(3) c. How adequate is the amount of equipment to meet the needs of the class.

(3) d. How adequate is the quality of equipment?

(4) e. How adequate are the provisions for health and safety?

(5) f. How adequate are the administrative and advisory provisions for industrial vocational education?

III. EVALUATIVE CRITERIA FOR THE PHYSICAL EDUCATION DEPARTMENT AT TERRE HAUTE ORGANIZATION

Checklist

(✓) 1. Physical education activities are required of all inmates.

(✓) 2. Physical education periods meet a sufficient number of times during the week.

(✓) 3. Physical education periods are of sufficient length.

(✓) 4. Sufficient time is provided in the period for showers and dressing.
5. Inmates with particular physical education problems or needs are encouraged to spend more or less time in the program according to their individual requirements.

6. Consideration is given to facilities and personnel available and the type of activities to be carried on in determining the size of the inmate group that can participate.

7. The physical education program is financed through the regular budget and is not dependent upon gate receipts or similar means for support.

Evaluations

5 a. To what degree are physical education activities provided for all inmates?

4 b. Do time allotments of the program meet instructional needs satisfactorily?

NATURE OF OFFERINGs

Checklist

1. Activities are selected in terms of individual physical needs, interests and abilities of inmates.

2. Provisions are made to help meet the mental, emotional, and social needs of inmates as well as physical needs.

3. A variety of indoor games, sports, and athletic activities is provided.

4. A variety of outdoor games, sports, and athletic activities is provided.

5. Combative activities such as wrestling and boxing are provided.

6. Intramural experiences in a variety of sports are provided.
Evaluations

(5) a. How adequate is the variety of experiences to meet the physical education needs of all inmates?

(5) b. How adequate is the content of experiences to meet the physical education needs of all inmates?

(4) c. How satisfactorily do experiences provide for the development of skills and abilities having practicable carryover to "free society" physical-recreational activities?

(4) d. How adequately does the program provide for a desirable balance of activities according to individual physical education needs?

PHYSICAL FACILITIES

Checklist

(✓✓) 1. The outdoor play area provides adequate space for conducting a modern program of outdoor physical education activities.

(✓) 2. The outdoor facilities are readily accessible.

(✓✓) 3. The outdoor play area is suitably surfaced, graded, drained, and enclosed.

(✓✓) 4. The outdoor play area is free from obstructions and safety hazards.

(✓✓) 5. The outdoor play area is laid out for a variety of activities.

(✗) 6. A gymnasium is provided of sufficient area to accommodate existing inmate population.

(✗) 7. Provision is made for seating facilities in the gymnasium.

(✗) 8. The gymnasium floor is marked for a variety of games.
(✓) 9. Flooring is made of appropriate materials and is satisfactorily finished.

(✓) 10. Instructors' offices are provided.

(✓) 11. Apparatus for gymnasium activities (e.g., ropes, mats, parallel bars, horse), is provided.

(✓) 12. There is equipment for a variety of games.

(✓) 13. Storage spaces are of sufficient size and are in proper locations.

Evaluations

(5) a. How extensive is the area provided for outdoor physical education activities?

(4) b. How adequate are the facilities for outdoor physical education activities?

(4) c. How extensive is the space provided for indoor physical education activities?

(3) d. How adequate is the quantity of permanent equipment for physical education?

(4) e. How adequate is the quality of permanent equipment for physical education?
CHAPTER VIII

UNITED STATES PENITENTIARY
ATLANTA, GEORGIA

Historical Background

The Atlanta Penitentiary is one of three institutions authorized by Congress in 1891 to meet the need for more adequate facilities for the care of Federal Prisoners. No funds were appropriated at that time, however, and actual construction of the institution at Atlanta was not begun until 1899, when a tract of land located several miles from Atlanta was purchased by that city and offered to the Government as a site. The city itself has not stood still during the years, but has grown out to meet and surround those acres, so that the penitentiary has the distinction of being the only large Federal penal institution located directly in a metropolitan area. It was built by prison labor and was not fully completed until several years after it received its first prisoners.

For a number of years Atlanta and the U. S. Penitentiary at Leavenworth, Kansas, were the only Federal prisons, if we except the U. S. Marshal's Jail at McNeil Island, which antedated both these institutions

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but which was not taken over as a Federal prison until 1909. Built to house approximately 2,000 inmates, the population of the Atlanta Penitentiary has at times—during the prohibition era, for instance—reached a figure more than twice that high. Its present population runs only slightly higher than its normal capacity.

I. EDUCATION DEPARTMENT

ATLANTA

Education has come into its own in Atlanta. With a program designed to meet the needs of all educational levels, the Atlanta School System is fast assuming a vital and dynamic role in rehabilitative progress. Designed as an integral part of the institution-wide rehabilitation effort, the classroom projects are directed toward the reconstruction of the inmates' basic approaches and outlooks.

Compulsory Elementary Program

Although compulsory education has existed before on an hourly basis, a new half-day program is now progressing through its first year. When it was decided men should spend more time in self-improvement, plans were discussed for a general broadening of the education facilities. It was determined that men who had achieved

\[2\]
\[\text{Ibid. p. 2.}\]

an EGS (Educational Grade Standing) lower than 5.0 on their initial Stanford achievement tests be classified as students, being excused from work details for a half-day to attend school. Because several men entering the institution have meager academic backgrounds, this program presents material equivalent to the first five grades of public schools.

The administrators feel every man who leaves Atlanta should at least have the ability to read and write, have an appreciation and understanding of the elementary history of the nation and its geography, plus a foundation in arithmetic in order to adjust more capably into the social picture upon release. Of course, inmates do not necessarily agree with these ideas. In many cases human nature won't allow them to admit their educational needs. Of the 220 students in the present enrollment, however, fifty percent frankly state that they would continue to attend even if the classes were on a voluntary basis.

Each summer the inmate instructors devote their time to special training sessions which are conducted by the education department to provide instructors with the knowledge of modern teaching techniques, classroom

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4 Ibid.
5 Ibid.
procedures, understanding of learning processes, and utilization of visual aids that can then be applied by each teacher during the ensuing year. A follow up to this teacher-training is held monthly so that techniques can be improved by first hand discussions of cases, methods and problems. The inmate instructors' gruelling schedules and patient efforts represent the most tiring and most difficult inmate assignments in the institution.

For students, promotion is granted according to the marks they attain on the Stanford Achievement Tests which are given every quarter. A battery of four tests reduces the possibility of the men becoming test-wise while measuring the same areas of development. When a student reaches a 5.0 standing, he is dismissed from compulsory school to apply his training in the vocational shops, further his learning through cell study and higher level classes, or glory in his self satisfaction.

Night School at Atlanta

Sixth and seventh grade instruction is provided in a night school program which is conducted two hours a night, two nights a week. Clerical training, including typing, is offered on a one and two hour basis both in the day school and in night classes. Spanish instruction for

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6 Ibid.
7 Ibid.
English speaking students is offered at night school and occasionally in day classes. Other special night classes are, World History, Economics, Modern Literature, Political Science, American History and Psychology.

Because the program is on a voluntary basis, class groups consist of men who want to learn. These factors reduce the tension usually associated with prison or formal learning so that progress is unlimited. Besides the courses listed above, the night school is designed to offer high school to junior college level courses to men who had previously been denied classroom instruction by institution work assignments. On Tuesday and Thursday evenings approximately 160 inmates leave the noise and turmoil of their cells to profit by a few hours of concentrated study. The mere fact that so many men are allowed to move at night in such a security-conscious prison as this is a revolutionary departure from the traditional "keep 'em locked up at night" line of thinking.

Personal Advancement

For years a prison sentence has often meant only a prolonged schooling in more efficient and more varied knowledge of crime. Inmate associations have been stronger and more eagerly, if tacitly, accepted than

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8 S. L. Meek, Supervisor of Education, U. S. Penitentiary, Atlanta, Georgia., Personal letter, received April 12, 1956.


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the routine efforts of penal administrators toward rehabilitation. As a result most men who leave prison are no more than skilled criminals. And most of them eventually return. To combat this fault the Personal Advancement program at Atlanta is designed to treat adult problems on an adult level.

The program consists of a wide variety of courses ranging from First Aid to World Affairs. The set-up is similar to that of a night school; students select their own subjects, shape their own curricula. There are classes in Salesmanship which helps to provide men with a possible means of livelihood, Creative Writing, and Psychology which helps the individual to understand himself as well as the persons around him. Just as college courses are aimed at certain professions, these courses have a primary target—successful living.

**College at the Crossroads**

For years the services of the education department extended only to subjects which did not exceed high school level. That narrow tradition has finally been abandoned. Through the efforts of the Education Staff and the cooperation of Oglethorpe University, the U. S. Penitentiary at Atlanta now boasts its own university

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10 **Ibid.** p. 29.

11 **Ibid.**
of higher learning—the "College at the Crossroads." The non-accredited "college" which is under the sponsorship of Oglethorpe University, is actually an expansion of the Personal Advancement program.

II. EDUCATION DEPARTMENT AND VOCATIONAL TRAINING

Organized vocational training classes are conducted on a half-time or full-time basis in welding, sheet metal, masonry, machine shop, commercial art, radio and television, and electricity. The writer of this thesis asked for and received vocational training manuals on electricity, plumbing and culinary. The manuals and courses offered to the inmates are a credit to the type of men who administer our Federal Prisons. To reproduce any of the material here would only serve as repetition.

On-the-job training is given, under the direction of qualified civilian craftsmen, in all operations of the textile mill, in building trades, office work, agriculture, and the many other trades and skills found throughout the institution. This training is supplemented by related trades training in such subjects as shop mathematics, drafting, and blueprint reading. Correspondence courses are available through Pennsylvania

Ibid.
State College in some forty-five agricultural subjects; through the International Correspondence Schools in a wide range of technical courses; and, developed and administered within the institution itself, in more than twenty different subjects covering a wide variety of interests.

Federal Prison Industries, Inc. at Atlanta

Atlanta is one of twenty-one institutions in which Federal Prison Industries, Inc., operates a total of fifty shops representing thirty different types of productive activity. In Atlanta the corporation has a textile mill, clothing factory, canvas specialty shop, mattress factory and print shop, employing approximately eight hundred inmates. Here are produced heavy duck, ounce goods, cotton trousers and coats, various canvas bags, tents, tarpaulins, innerspring mattresses, cotton felted mattresses, and printing matter such as letterheads and small pamphlets. In addition, they underwrite the Vocational Training Program teaching sheet metal, radio and television, machine shop, and welding.

Inmate workers receive a monetary reward for

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13 Miatt, op. cit. pp. 15-16.

services rendered ranging from ten cents to twenty-five cents per hour dependent upon the skill required and quantity and quality of production. Also they receive an additional good time award of from two days to five days per month. The corporation's activities in the U. S. Penitentiary at Atlanta make this institution almost self-sustaining.

III. EDUCATION DEPARTMENT AND RECREATION

ATLANTA

Recreational facilities and events at the U. S. Penitentiary at Atlanta

The recreational facilities at Atlanta consist of:

2 baseball diamonds
1 softball diamond
1 volleyball court
8 tennis courts
9 handball courts
5 bocci-ball alleys
7 horseshoe pits
10 shuffleboard alleys
1 boxing ring
1 weightlifting and muscle building area
2 sets parallel bars
1 four section trapeze and swings ensemble
30 picnic type tables for domino, checker and card games
2 cement grandstands
5 exercise walks
2 striking bag platforms
12 ice water fountains
3 ping-pong tables

Ibid.

16 Ralph E. Masters, Supervisor of Recreation, U. S. Penitentiary, Atlanta, Georgia, personal letter, received April 12, 1956.
1 sun-bathing area
60 benches for use by spectators
6 outdoor showers
4 indoor showers
1 locker room for storing of individual intra-mural teams’ equipment
2 locker rooms for use by the institutional team representatives such as the baseball, softball, tennis and basketball teams
1 recreational equipment repair room
2 basketball courts

Every night from the first of April through the end of September, weather permitting, a baseball game is held on each of the two baseball diamonds, and two softball games are held on the softball diamond. These are all intra-mural games with the baseball games lasting for seven innings and the softball games for five innings. The intra-mural teams are divided into two leagues for each sport, and each league consists of five teams. Playing schedules, player contracts, limitation of sixteen players to each team, etc., are patterned after the system used by major league baseball teams.

From the first of October through the end of March, two softball games and two basketball games are held each night, weather permitting, utilizing one of the baseball diamonds, the softball diamond, and both of the basketball courts. From early spring through late fall, eight tennis teams, consisting of eight players each, engage in intra-mural tennis matches. There are

Ibid.
eight holidays each year on which Field Days consisting of foot races, track events, wheelbarrow races, pole climbs, etc., are held. In mid-season, the top team from each league plays a game for the mid-season championship. At the end of the season, top teams play a game, or series of games, to determine the institutional championship in their respective sports.

In addition to the daily intra-mural sports, approximately sixty visiting teams each year play the institutional teams in such sports as baseball, softball, tennis and basketball. These games are scheduled for Saturday and Sunday afternoons. Whenever possible, major league baseball teams, tennis teams, etc., play exhibition games for the inmates. Sports such as handball, weightlifting, boxing, shuffleboard, horseshoes, acrobats, volleyball, etc., are more or less sports of an individual nature and go on the year round as participated in by the inmates interested in them.
SUMMARY

I. EVALUATIVE CRITERIA FOR THE ACADEMIC DIVISION AT ATLANTA

ORGANIZATION

Checklist

(✓✓) 1. Sequential courses or activities are offered to all inmates.

(✓✓) 2. Inmates who show competency in and need academic subjects are encouraged to take additional courses beyond the fifth grade.

(✓) 3. Inmates are assisted through counseling in electing various courses.

(✓) 4. Provision is made for reassignment of inmates to other academic courses when desirable.

(✓✓) 5. Each course offered is generally organized into comprehensive units built around key concepts and fundamental principles.

(✓) 6. Curriculum planning provides complementary repetition and needed review but avoids duplication of experiences.

(✓) 7. The curriculum is being continually evaluated by the staff and revised as necessary.

(✗) 8. Provisions are made for some inmates to use the facilities outside of regularly allotted class time.

Evaluations

(4) a. To what extent are general academic courses provided for all inmates?

(5) b. To what extent are academic courses available for inmates with specialized educational needs?

(4) c. Do time allotments for academic courses meet instructional needs satisfactorily?
NATURE OF OFFERINGS

Checklist

(✓) 1. Aim to provide inmates with knowledge and understanding, through education, to deal with present and future problems.

(✓) 2. Provide opportunity for inmates to study and develop understandings concerning present national, international and world problems.

(✓) 3. Assist in preparing inmates to assume responsibilities and to practice methods of democratic action in the conduct of prison activities.

Evaluations

(5) a. How adequate is the variety of offerings in terms of the academic needs of inmates?

(5) b. How adequate is the content of offerings in terms of the academic needs of inmates?

PHYSICAL FACILITIES

Checklist

(✓) 1. Academic courses are conducted in a classroom situation which provides for a variety of activities.

(✗) 2. The classrooms are equipped with movable furniture that can be adapted to group activities.

(✓) 3. The classrooms can be darkened for effective use of visual aids.

(✓) 4. Visual-aids equipment, including films, is available.

(✓) 5. Such audio equipment as radio, phonograph, and recording machines are available for classroom use.

(✓) 6. Map and graph making materials and supplies are available.
Evaluations

(3) a. How adequate are the physical facilities to meet instructional needs of the inmates?

(5) b. How effectively are the available physical facilities used?

II. EVALUATIVE CRITERIA FOR THE VOCATIONAL DIVISION AT ATLANTA ORGANIZATION

Checklist

(✓) 1. Experiences in industrial vocational education are prerequisite for all inmates participating in prison industries.

(✓✓) 2. Industrial vocational education is organized around major industries of the institution, locality or industrial job market.

(✓✓) 3. Inmates in industrial vocational education participate with other inmates in such prison activities as academic education, athletics and recreation.

(✓) 4. Inmates are encouraged to change from one area of specialization in industrial education to another when such transfer is desirable.

(✓) 5. Provision is made for emphasis upon general industrial experiences in each area, progressing toward specialization near the time of release and employment.

(✓✓) 6. Consideration is given to such factors as type of activities, facilities available, and safety of inmates in determining class sizes.

Evaluations

(4) a. To what extent is industrial vocational education available to all inmates who need it?

(4) b. How satisfactory are the time allotments of industrial vocational education?
NA\ URE OF OFFERINGS

Checklist

(✓) 1. Designed to develop such beginning worker skills as are justified by the opportunities for employment while incarcerated and after release.

(✓) 2. The instructors acquaint inmates with opportunities for employment in a related group of occupations.

(✓) 3. The instructors emphasize personal qualifications and work habits important to success on a job.

(✓) 4. The administrators provide a basis for training beyond the secondary school in industrial education.

(✓) 5. The administrators prepare inmates to locate, apply for, and be interviewed for prospective employment.

Evaluations

(4) a. To what extent are the present offerings in industrial vocational education representative of inmate and institutional needs?

(4) b. To what extent are the learning activities representative of present conditions and procedures existing in industry?

(5) c. To what extent do the offerings provide for the development of an understanding and appreciation of work and good workmanship?

PHYSICAL FACILITIES

Checklist

(✓) 1. An area for related work is provided.

(✓) 2. The area for related work is equipped with suitable equipment.

(✓/✓) 3. Hand tools, similar to those used in industry, are provided in sufficient number to meet the needs of the class.
4. Machines, similar to those used in industry, are provided.

5. Fire-extinguishing equipment is available.

6. First aid supplies are available.

7. Provisions are made for use of visual aids.

8. A system of records is used for accounting for equipment, materials and supplies.

Evaluations

(4) a. How extensive is the area provided for industrial vocational education?

(4) b. How well is the shop area planned and laid out?

(4) c. How adequate is the amount of equipment to meet the needs of the class?

(5) d. How adequate is the quality of equipment?

(5) e. How adequate are the provisions for health and safety?

(5) f. How adequate are the administrative and advisory provisions for industrial vocational education?

III. EVALUATIVE CRITERIA FOR THE PHYSICAL EDUCATION DEPARTMENT AT ATLANTA ORGANIZATION

Checklist

(✓) 1. Physical education activities are required of all inmates.

(✓) 2. Physical education periods meet a sufficient number of times during the week.

(✓) 3. Physical education periods are of sufficient length.

(✓) 4. Sufficient time is provided in the period for showers and dressing.
5. Inmates with particular physical education problems or needs are encouraged to spend more or less time in the program according to their individual requirements.

6. Consideration is given to facilities and personnel available and the type of activities to be carried on in determining the size of the inmate group that can participate.

7. The physical education program is financed through the regular budget and is not dependent upon gate receipts or similar means for support.

Evaluations

5. To what degree are physical education activities provided for all inmates?

4. Do time allotments of the program meet instructional needs satisfactorily?

NATURE OF OFFERINGS

Checklist

✓ 1. Activities are selected in terms of individual physical needs, interests and abilities of inmates.

✓ 2. Provisions are made to help meet the mental, emotional, and social needs of inmates as well as physical needs.

✓ 3. A variety of indoor games, sports, and athletic activities is provided.

✓ 4. A variety of outdoor games, sports, and athletic activities is provided.

✓ 5. Combative activities such as wrestling and boxing are provided.

✓ 6. Intramural experiences in a variety of sports are provided.
Evaluations

(5) a. How adequate is the variety of experiences to meet the physical education needs of all inmates?

(5) b. How adequate is the content of experiences to meet the physical education needs of all inmates?

(4) c. How satisfactorily do experiences provide for the development of skills and abilities having practicable carryover to "free society" physical-recreational activities?

(4) d. How adequately does the program provide for a desirable balance of activities according to individual physical education needs?

PHYSICAL FACILITIES

Checklist

(✓) 1. The outdoor play area provides adequate space for conducting a modern program of outdoor physical education activities.

(✓) 2. The outdoor facilities are readily accessible.

(✓) 3. The outdoor play area is suitably surfaced, graded, drained, and enclosed.

(✓) 4. The outdoor play area is free from obstructions and safety hazards.

(✓) 5. The outdoor play area is laid out for a variety of activities.

(X) 6. A gymnasium is provided of sufficient area to accommodate existing inmate population.

(X) 7. Provision is made for seating facilities in the gymnasium.

(X) 8. The gymnasium floor is marked for a variety of games.

(✓) 9. Flooring is made of appropriate materials and is satisfactorily finished.
(✓) 10. Instructors' offices are provided.

(✓) 11. Apparatus for gymnasium activities (e.g., ropes, mats, parallel bars, horse), is provided.

(✓✓) 12. Equipment for a variety of games is provided.

(✓) 13. Storage spaces are of sufficient size and are in proper locations.

Evaluations

(5)  a. How extensive is the area provided for outdoor physical education activities?

(4)  b. How adequate are the facilities for outdoor physical education activities?

(4)  c. How extensive is the space provided for indoor physical education activities?

(4)  d. How adequate is the quantity of permanent equipment for physical education?

(4)  e. How adequate is the quality of permanent equipment for physical education?
CHAPTER IX

CONCLUSION

The six Federal Penitentiaries of the United States were discussed with a view to describing the educational, vocational, and recreational training offered inmates in each one. The past and present histories of each institution were noted briefly in order to provide an adequate contrast between old and new prison methodology. An effort was made to describe the type of men incarcerated in the several Federal prisons and the means used to rehabilitate them according to their needs. The special focus of the paper centered on the attempt at equipping the prisoners with basic knowledge, skills, and abilities for the worthy use of both leisure and activity time.

Each prison was dealt with as a unit, with its single organization patterned after its sole purpose. Significant differences were noted among all six, but at the same time exceptional likenesses came to the fore. Alcatraz was singular in that only correspondence type courses were allowed with no formal classroom procedures. All other institutions provided education literally from the ground up, with prisoners often serving as instructors in an atmosphere of formal schooling.

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McNeil Island was shown to place more stress on objective standardized tests. Alcatraz put no limit on the type of courses wanted by the inmates in respect to their inherent simplicity or difficulty. Leavenworth placed great emphasis on the selection of men for special training. Lewisburg's "social education" programs with its special attention to the needs of alcoholics was unusual, yet most praiseworthy. Terre Haute's system seems more relaxed with more individual freedom given to the prisoners for self-expression; it also allows more contacts with the outside world. Atlanta emphasized adult education. Yet all institutions (Alcatraz excepted) were shown to have worked out very complete and varied curricula. Among the subjects commonly taught at these prisons were arithmetic, English, vocabulary and spelling.

In no institution was specific training in basic trade skills neglected. One place, Terre Haute, was seen to own its own textile mill, and many valuable commodities were produced. And it was noted that prison industries pay their own way. From the sale of products, all expenses are paid, including the cost of buildings, machinery, utilities, and salaries of civilian employees.

The most similar feature of all the six Federal prisons was the recreation program. Again Alcatraz was limited by spatial and "security risk" factors; yet in common with all, it supplied as many recreational fields
and activities as possible. Many prison teams were seen to compete with outsiders depending again upon adequate security. Atlanta had a striking number of recreational facilities—perhaps more than the others—but the participants were more restricted than in a minimum-security prison like Terre Haute.

The point was stressed throughout the dissertation that all departments, educational, vocational and recreational, work together to form a coordinated program of effective training for Federal prison inmates. All are concerned with establishing habits of industry which will not only enable a man to earn his living and provide for his family following release, but will also contribute to his character, his self-respect, and his sense of well being. The following, which has been stated on previous pages about McNeil Island, can be stated in a general way about all the prisons: "One finds a group of modern buildings, up-to-date equipment and facilities, and a program aimed at returning him to society at least no worse than when he entered the prison and if possible, with improved capacity to live a law-abiding and self-respecting life." The enlightened and modern educational, vocational and recreational program is in no small way responsible for such an optimistic statement about prison life.
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BIBLIOGRAPHY

A. BOOKS


B. PUBLICATIONS OF THE GOVERNMENT


C. PERIODICAL


D. UNPUBLISHED MATERIALS


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E. NEWSPAPER

APPENDIX A

INSTITUTIONAL COURSES AT MCNEIL - MATHEMATICS
INSTITUTIONAL COURSES AT MCNEIL - MATHEMATICS

Elementary Arithmetic:

This course is designed for all inmates who have little or no schooling. If a man can read and understand primary explanations and examples, the instructors feel they are able to teach him arithmetic. This course starts with the elemental one hundred combinations of addition and subtraction and the very elemental principles and processes of multiplication and division. There are also included some simple practical reasoning problems, numerous examples and illustrated explanations. After completing 634 problems, the inmate is ready for the next course. This course is given in a total of sixteen lessons - twelve lessons and four self tests. It is the equivalent of from 3.0 to 5.0 on the Stanford Achievement Test.

General Arithmetic:

This course is a complete review of addition, subtraction, division and multiplication, with numerous problems in practical reasoning. This course has nineteen lessons and one final test or a total of twenty lessons. The Stanford Achievement equivalent of grade placement is 5.0 to 8.0. Stress is placed on the more common errors, and particular attention is paid to zero trouble which seems to be the most prevalent difficulty. There is an introduction page made up of the multiplication
tables and various important conversion tables of: Table of Length; Table of Dry Measure; Table for Counting Time; Table of Counting Articles; Table of Weights; Liquid Measure; Cubic Measure and Signs and Symbols; illustrated examples and explanations of the basic functions necessary to a better understanding of the 752 pertinent problems in this course.

Fractions:

This course was written not only as a review for those who have previously had fractions, but as an endeavor to teach fractions to anyone who has completed and obtained a sound base in fundamental elements of arithmetic. This course has twenty-two lessons, four trial tests, and one final test, a total of twenty-seven lessons. The Stanford Achievement equivalent of grade placement is 5.0 to 8.0.

Decimals:

This course is outlined and arranged in order to teach a beginner who has satisfactorily completed the course in fractions. It also serves as a general and complete review of decimal fractions, the relationship between decimals and fractions, and their manipulation and interchangeability. This course has twenty lessons, one trial test and one final test. Lesson 17 includes the Table of Decimals Equivalents, which the education department does not present until the student has learned to find the equivalents by his own efforts.
**Percentage:**

The percentage course contains sufficient explanations, some of which are illustrated, and examples to enable a student who has satisfactorily completed the decimal course to learn the functions of percentage as well as to get a general review. The course has ten lessons with the Stanford Achievement equivalent of 7.0 to 11 plus. The course contains numerous shop-practice and practical problems in the 230 therein, including a Table of Equivalents and a final test.

**Ratio and Proportion:**

A course in this subject is written to give instructions as well as to serve as a general review. This course has ten lessons with a Stanford Achievement Equivalent grade placement of 8.0 to 11 plus. There are plenty of examples and explanations, including an introductory sheet of instructions along with the 320 problems which contain some illustrated problems.

**Complex Fractions:**

There are only 104 problems in this course. Some of them are illustrated, and the final lesson is entirely illustrated in order to further demonstrate the practical use of setting up some quite difficult and complicated problems and solving them with ease as complex-fractions. This course has ten lessons with a Stanford Achievement Equivalent grade placement of 8.0 to 11 plus.
APPENDIX D

INSTITUTIONAL COURSES AT McNEIL - ENGLISH AND GRAMMAR
INSTITUTIONAL COURSES AT MCNEIL - ENGLISH AND GRAMMAR

English 1-A:

This is a refresher course, with twenty lessons, on word usage. It is also used as a starter course for those who have had very little formal education but who can read and write fairly well and have better than average IQ.

English 1-B:

This is a refresher course on the use of verbs and adverbs and punctuation. This course has twenty-four lessons and one test, a total of twenty-five. It is also a starter course for those who have had very little formal education.

English 1:

This is a refresher course on the parts of speech and how to use them properly. This course has twenty lessons with a Stanford Achievement Equivalent grade placement of 7.0 to 10.0. It is also of use in advancing the knowledge of those who have the equivalent of a grammar school education and wish to better their understanding of English.

English II:

This is a refresher course for those who have studied high school English or higher. This course has thirty-four lessons with a Stanford Achievement Equivalent
grade placement of 9.0 and higher. The explanations and examples in this course are complete enough to enable the student who reads and studies the text of each lesson carefully to gain a much better working knowledge of the English language.
APPENDIX C

INSTITUTIONAL COURSES AT MCNEIL - SPELLING
100 Spelling Demons:

These 100 words were selected from the Ayers list and represent the words which have been found to be most generally misspelled. The use of the word in the sentence and a simple meaning of the word are given for each of the ten words presented in a single lesson.

Spelling I, Spelling II, and Spelling III:

Spelling II and Spelling III are a continuation of Spelling I. As time permits and the demand increases, the Department of Education will add spelling courses to include from Spelling IV to Spelling VIII. There are twenty lessons in each course with a Stanford Achievement Equivalent of grade placement of 5.0 to 8.0. For each course one hundred words are taken from a list of four thousand words, thus making a twenty lesson course with five words to each individual lesson.

Only five new words or one lesson is sent the student at one time because it is believed that the purpose of the course would be defeated if a greater number of words were included in the lesson. A work sheet is sent with each lesson on which the student, after thoroughly learning to spell the word by writing the word, saying it and creating sentences using the word, uses each of the words in the lesson. Mistakes in the spelling of words, other than those of the lesson, are
also marked and corrected, as are any errors in word usage and grammar. The Department of Education urges each student to make full use of the dictionary, and to look up each word as he is learning to spell and become better acquainted with the use and proper meaning of the words presented in these courses.
APPENDIX D

TRAINEE SELECTION GUIDE - MCNEIL ISLAND
<table>
<thead>
<tr>
<th>TRAINING FIELD</th>
<th>CUSTODY</th>
<th>AGE</th>
<th>MIN. TRNG.</th>
<th>EDUCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Auto Shop</td>
<td>Medium</td>
<td>Under 40</td>
<td>1 year</td>
<td>Eighth</td>
</tr>
<tr>
<td>2. Barber Shop</td>
<td>Close</td>
<td>Under 40</td>
<td>1 year</td>
<td>Sixth</td>
</tr>
<tr>
<td>3. Carpenter Shop</td>
<td>Medium</td>
<td>Under 40</td>
<td>1 year</td>
<td>Seventh</td>
</tr>
<tr>
<td>4. Diesel Mechanic</td>
<td>Medium</td>
<td>Under 40</td>
<td>1 year</td>
<td>Sixth</td>
</tr>
<tr>
<td>5. Electric Shop</td>
<td>Close</td>
<td>Under 40</td>
<td>1 year</td>
<td>Eighth</td>
</tr>
<tr>
<td>6. Laundry</td>
<td>Close</td>
<td>Under 40</td>
<td>1 year</td>
<td>Sixth</td>
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<td>7. Paint Shop</td>
<td>Close</td>
<td>Under 40</td>
<td>1 year</td>
<td>Sixth</td>
</tr>
<tr>
<td>8. Cooks, Bakers</td>
<td>Close</td>
<td>Under 40</td>
<td>1 year</td>
<td>Fifth</td>
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