

Book shelf - 1963

2-8-9-29

COVARIER



From the sensitive bristles
Of the artist's brush
Hands brave forth
Poetically groping
For spiritual
Togetherness



J. FAYSON

The Courier

STATE OF MARYLAND



JAMES W. CURRAN
COMMISSIONER OF CORRECTION

VERNON L. PEPERSACK
WARDEN

FRANKLIN K. BROUGH
ASSISTANT WARDEN

ALBERT A. URIE
ASSISTANT WARDEN

PEDRO F. CROOMS
EDITOR

AL RUTLEDGE, BOB ROGERS
ASSOCIATE EDITORS

JAMES D. BANKS
EDITORIAL MANAGER

GEORGE S. EATON
TECHNICAL ADVISOR

RAY WILEY
SPECIAL PROJECTS EDITOR

JOHN FAYSON
PHOTO-ART-DIRECTOR

SAMUEL CAESAR
SPORTS EDITOR

PAUL IVAN LEARY
REPORTER-AT-LARGE

GEORGE PARKER
EXCHANGE EDITOR

STAFF WRITERS

Charles Harmon, Bernard Diggs,
William Sampson, Herbert Banks,
Roland Binau, Vernon Lightfoot,
Jesse Armstrong, Walter Garci,
Albert Rutledge, Robert Cox,
Ray Lee, John B. Hester,

STAFF ARTISTS

Ernest Lillya, Robert Cummings,
William Irby, Clyde Senate,
John Jess, Mitchell Lee

STAFF PHOTOGRAPHERS

James Anderson, George Eaton

PRODUCTION (COLLATING & STITCHING)

Charles Harmon, Lester Newcomb

PRODUCTION IN THE PRINT SHOP

Clifford Baines, *Pressman*
RONALD BEATY *Assistant*
Martin Groh, *Cutter*
Nelson Campbell, *Folder*
Orie Biles, *Composition*

I watched the Egos

As they made their way upward

Only to be smashed downward, outward

For taking the wrong Way



DYNAMIC SOCIETY

J. Fayson

Table of Contents

EDITORIAL _____ 44

FEATURES

I SHALL NOT PASS AGAIN _____ 5
 PROGRAM LEARNING _____ 10
 TEACHER'S TRAINING _____ 29
 ON WRITING—A BEGINNING _____ 29
 PAROLE AND EMPLOYMENT _____ 8
 NO EXCUSE _____ 9
 DISTORTED DILEMMA _____ 16
 GRADS SALUTE "BIG AL" _____ 22
 WESTMINISTER _____ 6
 CONCERT ON THE LAWN _____ 12

PICTORIAL REVIEW

MAIL ROOM _____ 25
 I. D. ROOM _____ 24

FICTION

FALLEN ANGEL _____ 20
 THE RISE AND FALL OF WILLIE CHIMP _____ 14

DEPARTMENT

NEWS FROM PENAL WORLD _____ 28
 OPINIONS _____ 2
 DYNAMIC SOCIETY _____ 1
 ART _____ INSIDE FRONT
 ART HINTS _____ 43
 THE POET'S CORNER _____ 21
 ODE TO AUTUMN _____ INSIDE BACK
 HELLO OUT THERE! _____ 26
 MEL BOP _____ 18
 LETTERS TO THE EDITOR _____ 42

SPORTS

BASEBALL _____ 38
 BASKETBALL _____ 39
 TWO VIEWS _____ 40
 WELCOME TO _____ 41

CENTER FRONT: Valedictorian
 CENTER BACK: Salutatorian
 Both are accompanied by representatives of the class.

Letters to the Editor are encouraged and will be welcomed. They must be signed as anonymous communications cannot be published. In the event the author of a letter wishes to withhold his or her name from publication this desire should be indicated in the letter. The letter will then be printed without the signature at the discretion of the Editor if it contains information deemed of sufficient interest to all readers—Editor.

This magazine is published by and for the inmates of the Maryland Penitentiary, under the supervision of Albert A. Urie, Assistant Warden.

All or part of any article may be reproduced provided proper credit is given to author and magazine. Address mail to The Editor, THE COURIER, 954 Forrest Street, Baltimore, Maryland 21202

Answers & Opinions!

Bernard S. Diggs



Junior Deshields

New Man: Q. Since your arrival, what is your honest opinion of this institution?

A. I honestly believe that this institution offers the inmates a vast program in Education. This program is not forced upon anyone, but any sane person can see the advantages that the opportunity presents. Then too, there is the job training for various skills, to be obtained by the inmates. I, for one, have only been in the institution for two months, and already I am being trained as a Linotype Operator in the Print Shop. Opportunities, such as this, are here to be seized. I am even afraid to think of what such training would cost a man in the street. I urge every inmate to take advantage of these programs.

—O—



Walter Howard

An old-timer": Q. Which Food Service Program do you think is better for the inmate; the one that prevailed 18 years ago when you entered this institution, or the one we have today?

A. The food is much better today than it was when I entered the institution. The service is much more efficient and cleaner. We get more to eat today, because years ago, we had to "just about" feed ourselves. Man, there is comparison!

—O—



Sgt. Joseph Peters

Correctional Officer III: Q. In addition to security, is there any other function that a Correctional Officer might have towards the reclamation of an inmate?

A. Yes. He may advise an inmate of the advantages of participating in educational, recreational, religious, and vocational programs. Too, he may show interest in his progress and set a moral example to guide and improve the inmate's social behavior.

—O—



Father Francis M. Tobey

Catholic Chaplain: Q. If you had complete authority over the matter, what would you like to do most to help an inmate in his struggle on the long road to rehabilitation?

A. I would like to establish throughout the State of Maryland at least three half-way houses well staffed with professional men. This is an indispensable means for many men to adjust in the very difficult transitional period between prison and the outside world. Recidivism would decrease markedly and many men could be released to such a program, who now must remain in prison. (2) I would like a church within the prison which would be a building of its own and beautiful enough to inspire the men with greater love of God. (3) I would like to see in every prison a large wooded area set aside with picnic tables for inmates and their families to get together for frequent visits.

Table of Contents

EDITORIAL 44
 FEATURES

I SHALL NOT PASS AGAIN 5
 PROGRAM LEARNING 10
 TEACHER'S TRAINING 29
 ON WRITING—A BEGINNING 29
 PAROLE AND EMPLOYMENT 8
 NO EXCUSE 9
 DISTORTED DILEMMA 16
 GRADS SALUTE "BIG AL" 22
 WESTMINISTER 6
 CONCERT ON THE LAWN 12

PICTORIAL REVIEW

MAIL ROOM 25
 I. D. ROOM 24

FICTION

FALLEN ANGEL 20
 THE RISE AND FALL OF WILLIE CHIMP 14

DEPARTMENT

NEWS FROM PENAL WORLD 28
 OPINIONS 2
 DYNAMIC SOCIETY 1
 ART INSIDE FRONT
 ART HINTS 43
 THE POET'S CORNER 21
 ODE TO AUTUMN INSIDE BACK
 HELLO OUT THERE! 26
 MEL BOP 18
 LETTERS TO THE EDITOR 42

SPORTS

BASEBALL 38
 BASKETBALL 39
 TWO VIEWS 40
 WELCOME TO 41

CENTER FRONT: Valedictorian
 CENTER BACK: Salutatorian
 Both are accompanied by representatives of the class.

Letters to the Editor are encouraged and will be welcomed. They must be signed as anonymous communications cannot be published. In the event the author of a letter wishes to withhold his or her name from publication this desire should be indicated in the letter. The letter will then be printed without the signature at the discretion of the Editor if it contains information deemed of sufficient interest to all readers—Editor.

This magazine is published by and for the inmates of the Maryland Penitentiary, under the supervision of Albert A. Urle, Assistant Warden.

All or part of any article may be reproduced provided proper credit is given to author and magazine. Address mail to The Editor, THE COURIER, 954 Forrest Street, Baltimore, Maryland 21202

Answers & Opinions!

Bernard S. Diggs



Junior Deshields

New Man: Q. Since your arrival, what is your honest opinion of this institution?
 A. I honestly believe that this institution offers the inmates a vast program in Education. This program is not forced upon anyone, but any sane person can see the advantages that the opportunity presents. Then too, there is the job training for various skills, to be obtained by the inmates. I, for one, have only been in the institution for two months, and already I am being trained as a Linotype Operator in the Print Shop. Opportunities, such as this, are here to be seized. I am even afraid to think of what such training would cost a man in the street. I urge every inmate to take advantage of these programs.



Walter Howard

An old-timer: Q. Which Food Service Program do you think is better for the inmate; the one that prevailed 18 years ago when you entered this institution, or the one we have today?
 A. The food is much better today than it was when I entered the institution. The service is much more efficient and cleaner. We get more to eat today, because years ago, we had to "just about" feed ourselves. Man, there is comparison!



Sgt. Joseph Peters

Correctional Officer III: Q. In addition to security, is there any other function that a Correctional Officer might have towards the reclamation of an inmate?
 A. Yes. He may advise an inmate of the advantages of participating in educational, recreational, religious, and vocational programs. Too, he may show interest in his progress and set a moral example to guide and improve the inmate's social behavior.



Father Francis M. Tobey

Catholic Chaplain: Q. If you had complete authority over the matter, what would you like to do most to help an inmate in his struggle on the long road to rehabilitation?
 A. I would like to establish throughout the State of Maryland at least three half-way houses well staffed with professional men. This is an indispensable means for many men to adjust in the very difficult transitional period between prison and the outside world. Recidivism would decrease markedly and many men could be released to such a program, who now must remain in prison. (2) I would like a church within the prison which would be a building of its own and beautiful enough to inspire the men with greater love of God. (3) I would like to see in every prison a large wooded area set aside with picnic tables for inmates and their families to get together for frequent visits.



Lou Wright

Sports Participant: Q. Do you feel that by bringing in outside sports activities, such as: basketball, baseball, football, chess, etc., has helped or hindered our Intramural Sports Program?

A. Yes, and No! This question is paradoxical and too broad to give a definite answer. However, I do feel that outside sports benefit us by allowing the public to receive a true picture of us and help shape our sportsmanship. To get the most fit from the program, it would be wise to put more *planning* into it, so as not to disrupt our Intramural sports schedule. After all, Intramural sports is geared for as many participants as possible; Whereas, outside competition limits the number of participants.

-O-



Lenora McKenzie

Head Nurse of the Penitentiary: Q. As a woman working in prison, coming in contact with hundreds of felons daily, convicted of numerous crimes, etc., do you ever feel concern for your safety?

A. Fear? ... I have never had any fear of the inmates. They are just as respectable towards us, as the men on the outside.

-O-



Ben Locke

Inmate School Teacher: Q. What are some of the advantages, and disadvantages of the new "Program-Learning" that has been adopted in the classroom?

A. One advantage is that the slow learner may study at his own pace--and learn! but in the conventional situation (textbook) he usually falls quickly behind and becomes "another drop-out problem".

-O-



Howard Dennison

Classification Officer: Q. How does this new program, *Group Counseling*, aid an inmate?

A. Group Counseling aids an inmate by encouraging him to express and exchange his opinions, aims, and problems to the group. Thus, enabling him through the skillful guidance of the group instructor to learn and fully understand himself, his interdependency with others. It is important to note that the instructor can only guide the group. It is up to the men to utilize this new knowledge in their adjustment here, and their mental attitude towards the community to which they will return. Group Counseling is not the complete answer to the rehabilitation problem, but it does play a valuable part.



Albert A. Urie

Assistant Warden: Q. Do you think that programs, such as: Social Awareness, Dale Carnegie, Colt Corral, Courier Staff Meetings, Choir practice, Religious Instructions, and a host of other events in which inmates participate, have any *relative* value in preparing him for his eventual return to society as they so readily claim?

A. It goes without saying, that any such constructive program that can bring the inmate population to a clearer and better understanding with the world about him, and also at the same time give the general population a clear and vivid picture of the inmates, is certainly a very valuable asset toward an inmates' preparation to face society with a realistic view.

For examples; A "Social Awareness" program gives us an opportunity to reach out into society and grasp the fruits of business, industry, and management; from the various leaders in their respective fields.

The Dale Carnegie Classes certainly are very important toward presenting an opportunity for a complete transition of the inmate. Here we can see before our eyes, an inhibited individual sliding from HIS shell to become a participant in new and better activities which will follow him into a new environment.

The Colts Corral Program, which is primarily a sports activity, recently broadened its scope to include frank, open, discussion on matters other than sports activities.

Courier Staff Meetings are necessary, quite obviously, to enable various members to get together to present their own ideas, and to obtain constructive criticism, *here is the best example of rehabilitation or re-education, or re-construction of the inmate, when he can willingly accept constructive criticisms, and apply them to his own resourcefulness, Choir Practices, and eventually a Glee Club certainly proves beneficial to the various inmates individually and collectively. This presents an opportunity for an individual who possesses a talent to contribute his talent with others for one common goal. Working together, teamwork and coordinating or cooperating under leadership is certainly contributing toward successful achievements after release.*

The religious programs, if they are carried out in the true sense of *Diety*, are a *MUST*.

The very Beginning, the Present, and the Future of things to be, are placed in the hands of the Supreme Being.

Unfortunately, there are those among us who do not believe in the Biblical teachings, but whether they do, or do not, they will find that if the pattern is set down is followed; life itself will become more fruitful and beneficial to all mankind.

Whosoever is afraid of submitting any question, civil or religious, to the test of free discussion, is more in love with his own opinion than with truth.

THOMAS WATSON



I Shall Not Pass Again This Way...

The march of the human mind is slow.

BURKE

The Department of Education, headed by Mr. Sherman G. Brett, is well aware of the above statement because on July 10, 1963 a "giant" step was made in the history of Graduation Exercises at the Maryland Penitentiary. It came about as the result of the Department of Education at this institution receiving accreditation up to the 8th grade level by the State Board of Education.

Prior to 1963 no graduation exercises were held at this institution. When an inmate graduated, Warden Vernon L. Peppersack, in an attempt to lend a little dignity to the occasion, took it upon himself to make the presentation of Diplomas, coupled with a warm handshake and a few words of congratulations. If he was unable to be present at such times, Mr. Franklin K. Brough, Assistant Warden, would always be available.

However, Mr. Brett, recognizing the need for a change, decided that our newly accredited school should have a graduation exercise befitting to the 35 High School Graduates and 38 Undergraduates who had received their 8th grade certificates.

So, Mr. Brett made a phone call to Mr. Andrew Mason, Supervisor of Special Services, and discussed the problem. In cooperation with Mr. Mason, they were able to obtain the services of Dr. Thomas G. Pullen Jr., State Superintendent of Public Schools, as the guest speaker. After Mr. Brett secured the services of the institution's band, it began to be a very cooperative affair, through the efforts of everyone. The institution's sewing shop agreed to furnish white pants, shirts, ties, and civilian suits for the Valedictorian Edward Metcalfe and Salutatorian William Sansbury, (seen l-r, with Dr. Pullen on the opposite page receiving their diplomas) Father Tobey's efforts heightened the occasion further when he donated the flowers to decorate the auditorium, where the exercises were to be held. Finally, invitations were sent out and everyone sat back and waited anxiously for the night of the graduation.

Nothing was left to be desired on the night of the graduation. The program opened with a Processional, accompanied by the band playing Pomp and Circumstance. Father Francis Tobey gave the Invocation followed by Warden Vernon L. Peppersack welcoming the guest. William Sansbury, Salutatorian, gave a very moving talk about an old man who couldn't read or write. During the intermission, while the band played "What Kind of Fool am I", representatives from Station WJZ-TV,

were seen busily hopping about the audience filming pictures. Edward Metcalfe, Class Valedictorian gave an excellent talk about the advantage of acquiring an education. Mr. Norman Sydnor, Choir Director, proudly showed off the versatility of the institution's Choir as he led them through several renditions: Prayer of Saint Francis, Adoremus, and Jesu Salvator Noster. Mr. Andrew Mason, State Supervisor of Special Services, proved beyond a doubt that the art of oration has not been lost in this country by the manner in which he eulogized Dr. Thomas G. Pullen, before he introduced him to the audience. Dr. Pullen's talk will long be remembered by all who heard him. Never in the history of the Maryland Penitentiary has an inmate audience been held so transfixed. In fact, we, *The Courier*, found this speech so moving that we decided to commend our readers with a verbatim copy of it:

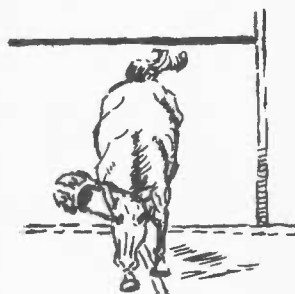
DR. PULLEN

"I want to talk to you very sincerely tonight along the lines that I have talked for a number of years. It is the same message that I make to everyone, regardless. I would like to talk to you about the ends for which we educate—why do we educate? You have heard excellent talks tonight—wonderful command of the English language, both your salutatorian and your valedictorian; I am impressed with that!

"I think there is one thing we must learn above all else—that every man, regardless of who he is, if he has the slightest bit of intelligence, wants to know. Aristotle, a great philosopher, a great teacher, said: 'All men by nature desire to know.' Saint Thomas of Aquinas said the same thing, almost in exactly the same words: 'All men really desire to know.' I think that's true. You will remember one thing: I think that given a chance every creature wants to know, and the extent of what he wants to know is determined by the opportunities that he has had—the motivation!—and that's why I am proud to be here tonight. And I say that in all sincerity.

"Mr. Curran, Commissioner of Correction, talked to me a week-or-so-ago about legislation. I have forgotten exactly what he said, but he had this idea in mind. I said Mr. Curran, let's go a little further than that. Let's see if we can't work up something we can really spread, not only through one State institution,

(Please turn to page 30)

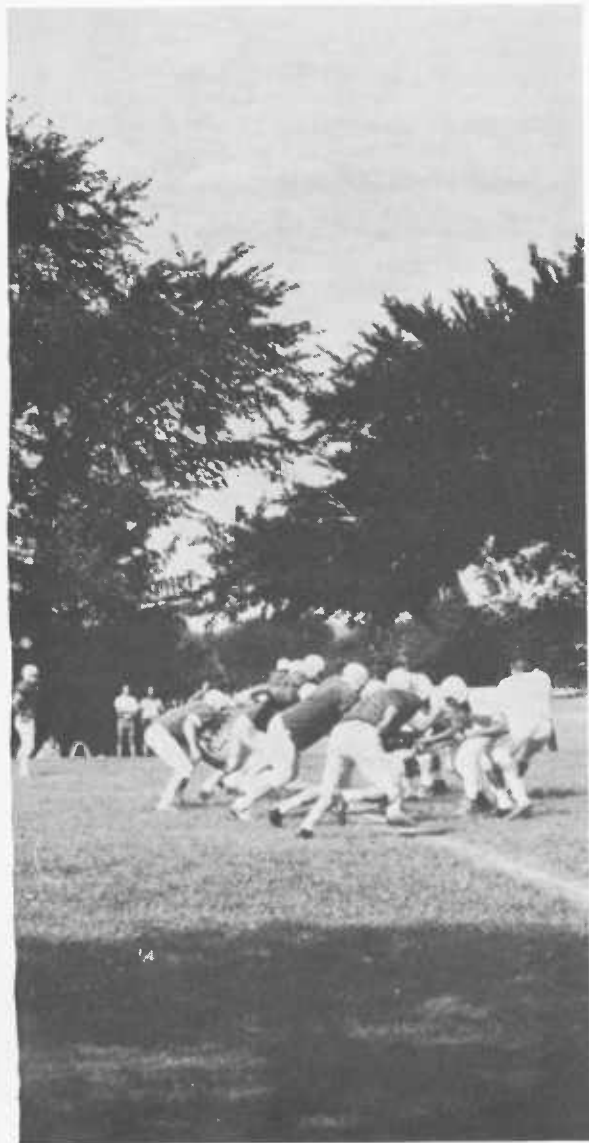


Left--Clockwise: J. W. Lockett, A. Sandusky, L. Moore, visitor George Eaton

Right: Assistant Warden A. A. Urie, Warden V. L. Peppersack in background

The PROS

Below: Colts during "skull" practice



In order to encourage inmates behind bars to adopt goals and changes in attitudes which are in accord with those of society and will help aid the betterment of society; the inmate *must be shown* the advantage of acquiring interests and standards of living worth while for social survival. Such educational programs established in prisons should be designed to bear directly upon the inmate, in hopes of bringing about a transfer of attitudes from anti-social behavior to one of desirability, thus awakening in the inmate the ability to "see" the various avenues in which he can achieve (as the result of this education) his desired goals.

If these programs are set up with this view in mind, many inmates will soon develop a point of view which will make apparent the stupidity of committing criminal acts, and *readily* accept the advantages of law-biding post-institutional living.

On August 2, 1963, five inmates—dressed in civilian clothing—serving sentences ranging from 18 years to Life, loaded down with cameras, tape recorder, pads and pencils were taken to the Baltimore Colts' Training Camp at Westminster, Maryland to interview the Colts. They were taken by Warden Vernon L. Peppersack and Assistant Warden Albert A. Urie of the Maryland Penitentiary.

The inmates were comprised of four inmate members of Colt Corral 954, and the editor of the institutional magazine (*The Courier*). They roamed



Jim Parker



Johnny Unitas

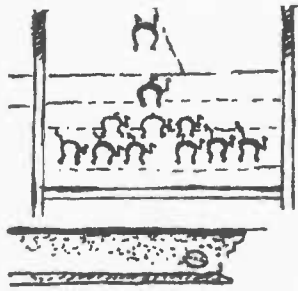


Below: Visitor Tulio Toney





Left: Coach Don Shula



Right—Clockwise: Visitor Pedro Crooms, T. Gilburg, P. Pyle, and D. Shinnick



and CONS



George Preas

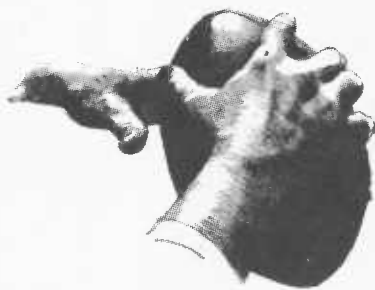


Joe Perry

about the training camp interviewing the football players, tape recording, taking pictures and enjoying the sights, and watching the Colts' in their work-out drills like any other civilians. They stayed for lunch and dinner and were seated next to the Colt Training table, at Westminster Hall.

After eating a hardy, robust supper primed to invigorate the healthiest of men, the visitors then proceeded to gulp the pleasantries of the good country air. For the other visitors who were at the camp, watching the Colts work-out, the five men who were walking, talking, and playing with the kids were just another group of happy people out to enjoy themselves and speculate on the probabilities of the Colts winning capacity when the NFL Season begins. No one knew that these men were inmates of the Maryland Penitentiary. They were too full of life and the love of it.

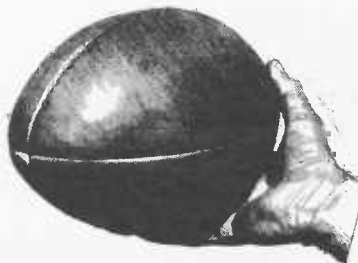
The value of the excursion is all too apparent and the necessity for programs devised to expose the inmate to the better things in life that have the ability to make a man aware of the advantages open to him.



Below: Visitor Walter Hass



Right: Visitor Lou Wright and his "new" pal and hero, Gino Marchetti



PAROLE & EMPLOYMENT

by Charles Stevenson

There has been a tendency amongst the general public to assume that parole is automatically given to convicts, after serving a minor portion of their sentences. This is a most erroneous concept; but one that has, nonetheless, shown up in various statements of the public in newspaper and magazine articles.

In an effort to gain a better understanding of the function and working procedures of the Maryland Parole System, this writer has endeavored to present as complete a picture as possible.

The following steps are now in effect:

1. Nearly one-fourth of sentence served— inmate is informed of coming parole hearing and told to secure a home and job as quickly as possible.
2. Psychological tests given.
3. Institutional pre-parole hearing.
4. Outside parole hearing.
5. Results of hearing relayed to inmate by institutional classification officer.

From numerous conversations, with those both directly and indirectly affected by and concerned with this system, there has become evident an increasing dissatisfaction with the procedure presently in effect in the steps that are required to be processed for a parole hearing.

This is not an attack on the parole board in general, but is a critical examination of an outmoded practice which has existed far too long and most emphatically needs to be revised. The widest area of dissatisfaction is in the premature requirement of securing a job and home in step 1. of the parole hearing procedure.

To get a better understanding of the procedure, the following amplification of the steps noted earlier are necessary.

After completion of one-fourth of the imposed sentence the inmate is then eligible for a hearing before the parole board. In special cases where unusual circumstances surround the inmate's case, parole can be granted at any time; the one-fourth rule notwithstanding. The institutional classification office informs the inmate of the impending parole hearing and advises him to obtain a home and a job as quickly as possible, in order to have the required parole program to present to the parole board. Classi-

fication also begins a preliminary report as to what the inmate's plans are in the event he is paroled, in addition to his feelings about his future in general, and a brief on his institutional conduct and past criminal record, if any.

In about two weeks the psychology department administers the required tests, which usually consist of the Minnesota Multiphasic Personality Inventory Card Test and drawing pictures of both male and a female. If the case is such a nature that an examination by the psychiatrist warrants it, then this is administered also.

A summary of the psychology department's findings, along with the prospective parolee's school, work, and medical records, and a custodial report on general conduct, are forwarded to the institutional classification department for presentation to the pre-parole hearing board.

The pre-parole board usually consists of a member of each department in the institution such as Director of Education, Psychologist, Classification Supervisor, a Custodial Force ranking officer, and a member of The Clergy.

About two weeks later, the five member pre-parole board meets and then intensively questions the prospective parolee about his home and job, what his feelings are with regards to his offense and what positive effect, if any, the confinement has had on his thinking. Each member asks whatever particular additional questions they may have in mind concerning any other aspects of the inmate's past or present record to their satisfaction.

Out of the presence of the inmate, the board is polled and a vote is taken; and the results of this hearing, along with the board's recommendations and all records, are sent to the Department of Parole and Probation at the State Office Building - 301 W. Preston Street—in order that they may have ample time to study them. Due to the volume of cases to be heard, each member of the parole board receives one-third of the complete files of those cases to be heard, two to three weeks before the scheduled formal hearings. Summaries are provided for the other two members, so that each in turn will have a working knowledge of the member's cases.

Utilizing the inmate's complete files, and the recommendations of pre-parole board, they attempt to determine if sufficient improvement has taken place in his education, work capabilities, attitude and psychological adjustment, to warrant granting the privilege of parole; with the reasonable probability that the inmate won't violate the parole or return to his former lawless way of life. After discussing the case a decision is reached, which is subject to

(Please turn to page 34)

NO Excuses!

by Samuel Caesar

"My faith is all a doubtful thing ..." This being the first line of a poem by David Morton can also be the by-word of many inmates who are confronted with the prospect of serving the remainder of their sentence on parole. Many prospective parolees have accumulated the idea that living on parole is tantamount to remaining in the Institution. There is the feeling that they will be under constant surveillance by a sadistical matured individual whose main function and desire is to get them returned to the Penitentiary for some insignificant infraction of the rules. The question arises: Is there any basis for these doubts and fears of Parole? The answer is an emphatic NO! These erroneous ideas are sometimes the fear of the unknown, but then again, many of these misconceptions are fostered by returning parole violators who have made a failure of their chance and wish to transfer the blame for their failure to anyone but themselves.

A violator will return to the Institution and spread the word that he was wrongly accused by a deceitful parole officer. He will relate that he was hounded on his job by the parole officer thereby, causing him to be dismissed. There will be stories of how the parole officer gave him permission to do this or that and only deny at a later date that he had given such permission. You will probably hear of how the parole officer came to his home all hours of the night disturbing the parolee's family or the people with whom he was living, thereby causing ill feeling to be cast upon the parolee. All the excuses are given to cover the misdeeds perpetrated by the parolee himself, and which were instrumental in the revocation of his parole.

First of all, the parole officer is given complete control over those under his supervision. This usually amounts to approximately two hundred persons. Those directly concerned, in the Parole Department, will consult the parole officer before any action is taken with or against one of his charges, and usually his decision would have a lot to do with final deposition. After all, isn't the parole officer the one person who knows the most about the parolee's activities? He can give permission, without getting permission himself, to let the parolee do anything or go any place that he thinks is in the best interest of a parolee's social growth. In short, the parole officer is a counselor and a guardian. He is the one person, other than the parolee's family, who will take a genuine interest in the parolee making a

success of parole--that is his job. If he is such a poor supervisor that his charges are continually being returned as parole violators, then, his ability as a supervisor is doubtful and his job is in jeopardy.

The Parole Department is aware of the misconceptions many people have of parolees, therefore, it wishes to lessen the chance of you losing your job because of your criminal record. Many parolees are now working at jobs where the employer does not know that they are parolees. Therefore, as for 'hounding' you at your place of employment, the parole officer would be the last to jeopardize your position in that manner.

On the day, in which, you are to make your periodic report at the parole office, the office is opened until six o'clock in the evening so that you will never have to make any embarrassing excuses or explanations why you must leave the job at too early an hour. Then too, if you cannot get to the office before closing time, a telephone call will often serve the same purpose as a visit with the parole officer.

Seldom does a parole officer come to your home after nine o'clock in the evening. After all, these men have homes to take care of, and their families are more important to them than the playing of hide-and-seek with you during the wee hours of the night. Why must you, of a possible two hundred parolees which your man must supervise, be the one selected to be 'picked-on'? If you are so chosen there must be some evidence of wrongdoings on your part.

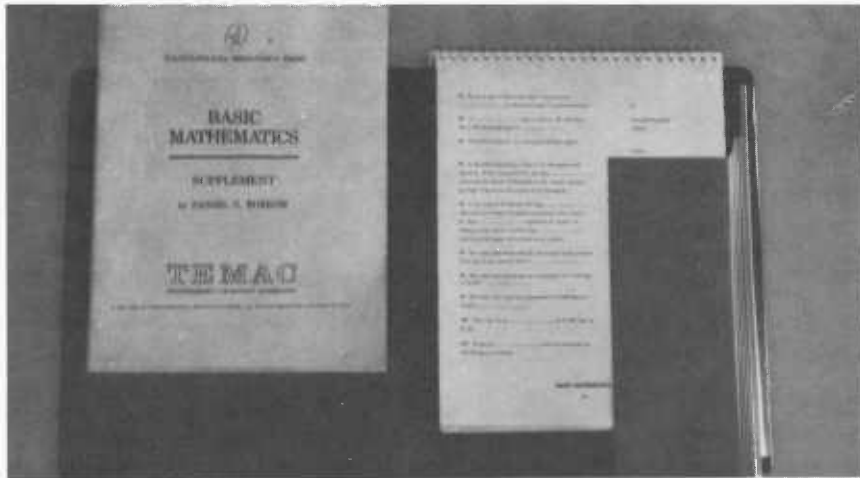
To find fault with parole officers is very easy for some parolees, maybe all. We so often found fault with the advice or supervision of our parents when they advised against the doing of something which we wanted to do. Yet, the purpose of the parents, and purpose of the parole officer is the same: to guide their respective charges on the right and accepted path because they know that the world has been speeding along at a very rapid pace since we have been away. Therefore every parolled inmate will need all the advice and supervision he can get until he becomes re-acclimated to the ways of a free society.

Many parolees would have the parole officers to be blind men and not see the many misdeeds they commit. Consequently, when the parole

(Please turn to page 35)

PROGRAMMED

A New Frontier



TEMAC, THE AVANT-GARDE OF PROGRESSIVE EDUCATION

September the third marked the beginning of our school year. And the first wave of an estimated attendance of one thousand that will enter the building which houses the school will be greatly surprised by evident changes that have been made during their absence. They will find that class space in the school has been increased from five rooms to twelve rooms, and that the conventional method of teaching, to which they had been accustomed, has been partially abandoned for a new method called Programmed Learning. However, the students will soon find out the "Why" for these changes, and that the man who brought them about was none other than Mr. Sherman G. Brett, the Director of Education.

Believing, as he does, that each inmate coming to school should be given the type of education that will best foster the socialization and preparation that will enable him to meet the demands of society upon his future release; Mr. Brett searched, found, and examined various tutoring devices before discovering programmed instruction.

Scholars R. Cox, J. Smith (Foreground) S. Morton, H. Banks (Rear), availing themselves to the advantages of TEMAC



This new method of teaching impressed him so much that he and members of his staff spent more than a year investigating its merits. A controlled experiment was conducted to determine the suitability of the program for use here.

Programmed instruction passed all tests with flying colors. Thus Mr. Brett decided to go all out to replace conventional textbooks with programmed texts from the fifth to the twelfth grade—as far as his budget would allow.

How does this new method work? It is difficult to explain how this technique works to one who has never seen a program. Basically, programmed instruction is an adaptation of learning materials to the way the learning process works in individuals. It is founded on a new learning theory derived from the experiments of psychologists such as Dr. B. F. Skinner of Harvard University, who undertook to find the conditions for the most effective learning. From



Ben Locke (instructor), Bob Rogers (Associate Editor) discuss TEMAC

these experiments came the concept that anyone can learn well if he can approach the material to be learned in special steps small enough for him to take successfully.

Dr. Skinner is the chief advocate of a linear type program (the type used here) which utilizes this concept. In this program the subject matter to be learned is broken down into small segments usually consisting of one or two sentences that is called a frame. Each frame requires a written response of one or two words. After checking his response the learner advances to the next frame which may repeat in a different way the information of the previous frame

LEARNING

In Education

by Ben Locke

or present some additional information. This immediate knowledge of whether his response was right or wrong is a highly motivating stimulus to the student. Because of the small bits of information presented in each frame, it is very unlikely that the student will make a wrong response or will complete the course without knowing everything that is in it. This belief is so prevalent that most program publishers consider a test score of 85% a failing score!

To most educators and psychologists programmed instruction is the biggest breakthrough since the invention of movable type. To educators in correctional institutions programmed instruction is a dream come true! This is especially so of the Director of Education at this institution. (During 1961 and 1962, Mr. Brett conducted an investigation to determine the correlation between crime and education. The results of this investigation were published in Sept. & Oct. issue of the Courier)



A bird's eye view of TEMAC student, striving towards the New Frontier

to learn at a rate commensurate with his ability

d) the student is constantly aware of his progress.

e) the student is afforded a master instructor at his elbow at all times.

If programmed instruction is really this advantageous, one can easily appreciate Mr. Brett's enthusiasm for it. While no one on the academic staff thinks that programmed instruction will work any educational magic, it is believed that through program learning the inmate student will gain the needed skills and understandings that will make him a more intelligent and responsible citizen when released from this institution.

It has been said by the fathers of this new technique that there is a *real* educational democracy in programming; it does not create an aristocracy of high succeeders and a proletariat of flunkers—it just brings them all up to the same level of knowledge and leaves them there ready for the next. Will this be true here? Only time will tell.



Instructor, Edward Metcalf assisting student in Programmed Learning

To Mr. Brett, programmed instruction is most ideal for his academic plans for more reasons than one, but primarily because programmed instruction is based on tested psychological principles, which hold that learning is more efficient when:

- a) the material to be learned is built up progressively, in very small units.
- b) the student actively participates in the learning process.
- c) the student is given the opportunity

Instructor Raymond Lee delineating Principles of Programmed Learning



by Jesse Armstrong

People love to be entertained—some, solely for the purpose of the enjoyment it affords; others, to gain brief respite from the care and strife that has crowded much of the peace and contentment from their lives. Whatever the purpose it is sought, entertainment is everywhere—be it a twenty-five cent seat in some dilapidated movie house, or a thirty-five dollar seat in the Metropolitan Opera House; an ice cold bottle of beer and a boxing match on T.V. at the neighborhood bar, or a magnum of sparkling champagne and thinly-clad dancing girls in some plush nitespot in Vegas; the little leaguers on a sandlot, or the pros in Yankee Stadium ... everywhere, everywhere, entertainment ... Prison camps in warring nations? there too; hospitals? yes; asylums, there too; penal institutions? here too ... everywhere, everywhere, entertainment. It is left to individual choice, needs and means. Anything, anything ... entertainment can be anything—be it the spectacle of athletes in strenuous physical contest, or a battle of wits between chess, checker or domino players; reading the daily paper to keep up with the antics of Dennis the Menace, or the antics of racial bigots who, in their ignorance, hinder the country in its progress toward absolute greatness (thereby, hindering the progress also of other nations of the world who look to this country for democratic example) ... watching, reading, anything, anything, entertainment ... a group of Rock and Roll singers, Guy Lombardo, Diz, and Bird, Glen Miller, Duke Ellington, Leonard Bernstein ... music entertainment; Jack Benny, Dick Gregory, Milton Berle, Slapsy White ... Jokes, jokes, anything, entertainment.

Entertainment, it would seem, is as essential in today's living as education, perhaps, or religion ... A MUST, no less. Why, even in war plants—where hands feverishly fashion weapons to destroy mankind—it was decided that music piped into the workshops would improve working conditions ... In the solemn and serene setting of convents and monasteries, the need for entertainment also exists. Perhaps no community, however, feels the need for entertainment quite so intensely as prison communities. For, it is here that care and strife seem to be the natural habitues, while peace and con-



Concert on



Baltimore's own Royalties

And the night shall be filled with music,
 And the cares that infest the day,
 Shall fold their tents, like the Arabs,
 And as silently steal away.
 LONGFELLOW *The Day is Done*

"Tell you what I'm gonna do ..."



Billy Hunt
Richi Carson



Jack Gray



The Courier

the Lawn



Father Tobey
Laura Shane



Terry Lane



Harry Young & "Soul Stirrers"

Mr. Urie and two very special attractions



tentment, interlopers of a sort. The very environment is a constant reminder of problems and shortcomings. Yes, great is the need for entertainment in the prison situation.

It poses no great problem, then to imagine the reaction, here to the announcement of the curtailment of a major feature of the entertainment program—Saturday and holiday movies—in order to renovate the institution auditorium. Although the scope of the entertainment program, here, is considerably wider than that of other such communities throughout the country, loss of the movies created a tremendous void. The staging of musical concerts was suggested as a means in dealing with this unfortunate circumstance. Cognizant of the need as well as the potential value of such an enterprise, Mr. Albert A. Urie, Assistant Warden, gave his nod of approval, his red-tape eliminating support, and, perhaps most significantly—coming not necessarily as an official obligation, but rather from the man, himself—his sincere interest.

When word of this proposal circulated through the community, inmate, custodian, and civilian eyebrows strained skyward, leaving the eyes naked and without means to conceal the inquiry that dwelt therein ... the question lips tactfully avoided: from whence cometh the music?

In a way, this was a reasonable reaction; for, imagine if you will, five or six guitar amplifiers, spaced seven or eight feet apart, tuned to their peak volumes ... throw in a set of banging and clanging drums ... a generous assortment of honking, squaling and blasting horns ... to it all with this choice bit; everyone is wailing away at his own favorite tune, at his own favorite tempo and rhythm—incidentally, no two of these people had in common a favorite tune, tempo or rhythm. NOISE, DIN, CLAMOR, and BEDLAM are mild adjectives to describe the resulting sound which assaulted the eardrums when one, unfortunately, found it necessary to pass in close proximity to this area. Eventually, a representative number of the local gentry began to think of music—our own homegrown product,

(Please turn to page 36)

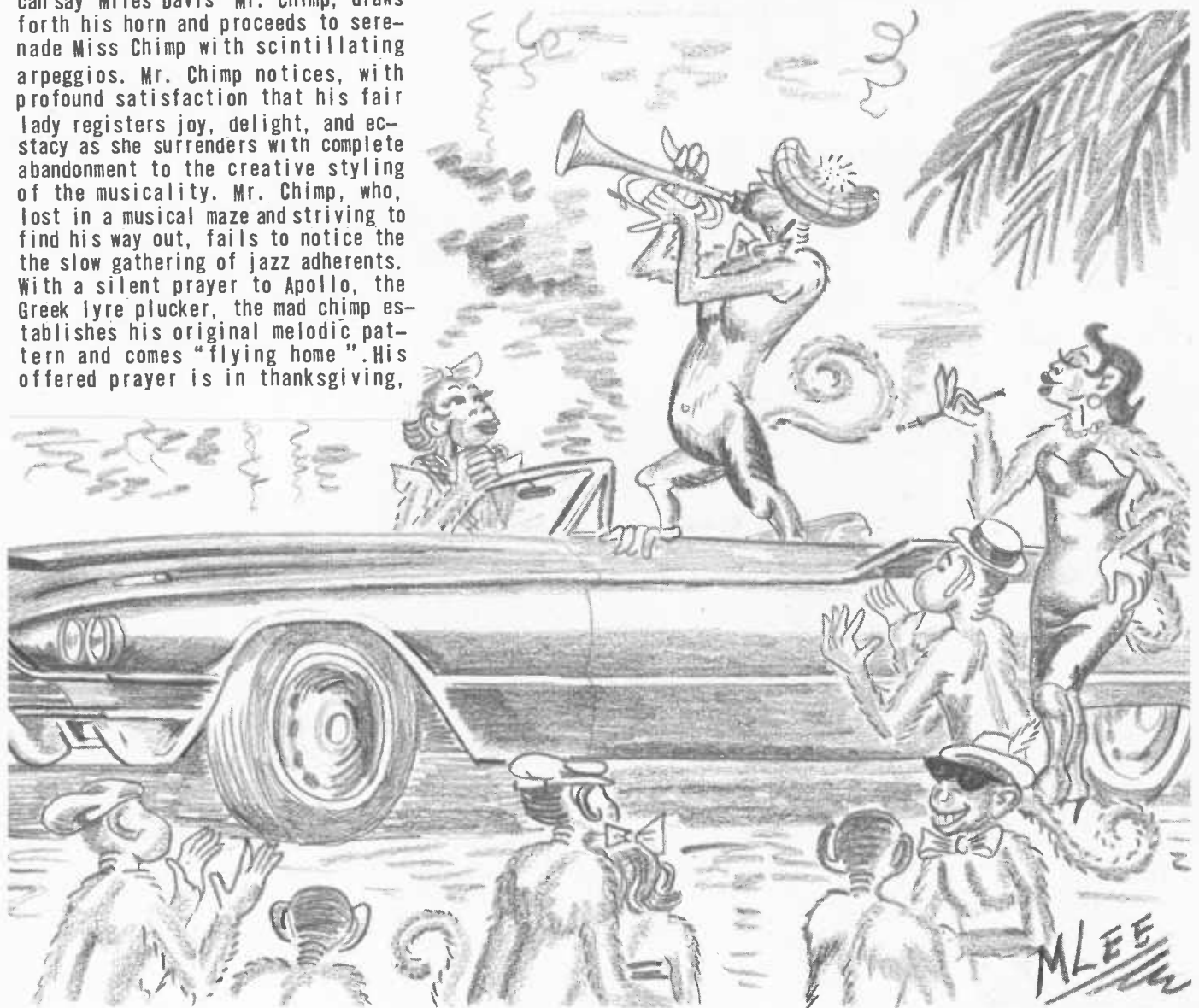
WILLIE CHIMP

by j. d. banks

Once upon a time there lived a progressive chimpanzee who, by the way of a self-introduction to the lady of his choice, performed exciting gymnastics for her approval. This energetic Don Juan found these acrobatics most tiring; so he, this diminutive exhibitionist, resorted to less fatiguing subtleties. He is a true progressive chimp existing in a progressive chimp taste. After all, he is seeking her approbation.

Mr. Chimp is a virtuoso in the field of modern jazz and quicker than you can say "Miles Davis" Mr. Chimp, draws forth his horn and proceeds to serenade Miss Chimp with scintillating arpeggios. Mr. Chimp notices, with profound satisfaction that his fair lady registers joy, delight, and ecstasy as she surrenders with complete abandonment to the creative styling of the musicality. Mr. Chimp, who, lost in a musical maze and striving to find his way out, fails to notice the slow gathering of jazz adherents. With a silent prayer to Apollo, the Greek lyre plucker, the mad chimp establishes his original melodic pattern and comes "flying home". His offered prayer is in thanksgiving,

the rise and fall of



for he knew that he was a trifle rusty.

The enthusiastic congregation roared their sotto-voce approval and clamored for more of the same. The Mad Chimp searched for the face of his beloved and found her in a compact group of "The Half-Hip" chimps. His joy was incomparable as he perceived her apparent pleasure and saw it manifested in the manner in which her long tail was curled over her back while her fuzzy coat twitched spasmodically. His tiny chimp soul was thrilled indeed. So thrilled, in fact, that he once decided to play his original composition; the piece, not yet ready for the world! Yes, yes, he would play it to his Eurydice.

He was a master showman. He raised his instrument, paused, and as the crowd released a pent-up breath of expectation, launched into "The Monkeyshine Stomp." He blew with such complete relaxation that he was thus able to improvise flawlessly. His musical mechanism was rolling smoothly and effortlessly; his technique was masterfully reminiscent of the late human great—Clifford Brown. His high notes were crisp, cool, and clear as he rode the musical crescents. His tone was sheer ecstasy and delight. With an inherent flair for histrionics he sojourned into a melodic stratosphere. He returned to earth to the tumultuous plaudits of the faithful.

Overnight he became a sensation, a giant in the jazz world, and other chimp musicians gathered nightly to create. You see, the inevitable talent scout was among those in the crowd when he performed so brilliantly for his jazz-loving one-and-only. True to circumstances, he yielded to persuasion and signed a long-term contract.

He opened with rave notices at the Coconut Grove Room in cross-town Apesville. He was the darling of high society's jazz set. Miss Shirley Chimp, his brunette paramour, came nightly and listened reverently as he created exhilarating musical sounds. They were blissfully happy, were expected to wed and perhaps, after a time, rear a family possessing musical proclivities. But alas! William Chimp's name became a household word—awe—inspiring.

His fame was far-flung and wealth was accepted as his just due. Willie, as he was affectionately called by his chimpanzee friends, surrounded himself with all the accoutrements that wealth endows. His penthouse apartment, where he could relax and love after a night's labour, was mo-

dern in every conceivable manner. His Thunderbird was of the latest model; he employed a cook, chauffeur and valet, his satorial elegance was "Par Excellence." Hissuits and accessories were conservatively cut as were the sparkling gems worn with such pride. Yes, Willie and Shirley were happy. They had love, wealth and each other. Could anyone wish for more? Of course, for such is life.

It seems that a certain Miss Dolly Chimp—blonde, beautiful, and bold—acquired a penchant for the jazz protagonist. She appeared nightly, sipped her dainty drink (Banana Punch), and admired his handsome chimp figure audaciously. Night after night she requested "The Monkeyshine Stomp". This was an accolade of no mean proportion and he found himself eagerly awaiting the nocturnal visits. He scanned the faces for a glimpse of her after each torrid solo. Finding her, he permitted her moods to set the tempo for the remainder of the evening. And naturally, his solos were a series of abrupt musical changes. Her glamorous presence was inebriating.

Shirley's intimate friends noticed Willie's decline of affection and urged her to have it out with her man. They knew her little chimp heart was troubled. When confronted, Willie's raving and swearing that he loved her was convincing; it was his duty to keep the good paying customers happy. Shirley was mollified by this eloquent logic and most of all by his apparently sincere declaration of love. They swore eternal mutual love and parted.

Dolly Chimp, a voluptuous temptress whose conquests were legendary, afforded the inhabitants of Apesville much luscious gossip. Dolly was the daily perusers' delight. Her current affair promised untold vicarious and 'monkeylistic' thrills for the matrons who were already guessing the outcome.

One evening, after a particularly difficult passage featuring extreme counter-point, Will Chimp quit the band stand and joined Dolly at a ring-side table. The group "Max Chimp on drums, "Oscar" Chimp on the piano, "Charlie" Chimp on bass, played soft, cool and different. The sounds and the drinks (100% Coconut Wine) were deliciously potent. Willie, thus fortified, insisted upon escorting Dolly home. As the infatuated celebrities made their exit the group continued to play soft, cool, and nonchalant. They were scarcely out of the door before the chattering gossipers were hot on

the phones relaying the latest sensation—a natural Chimp-human pastime! Coconut Grove patrons cast sympathetic glances in Shirley's direction. She appeared calm and indifferent to the dramatic scene which had unfolded and terminated in such an ungentlemanly-monkey-business-like-manner. Oblivious to the stares, and with regal majesty, she too, left the club, leaving behind subdued animated conversation and the exotic fragrance of April in Paris. Shirley, disillusioned and angry, went home to meditate and plan her course of vengeance.

Willie and Dolly repaired to her lavish apartment in the Small Hotel and transported themselves with endless hours of delectable love that only a chimp could describe. Still, the best of friends must part—all things must come to an end.

Thinking that his vigorous display of chimpood had won and conquered Dolly, Willie was prepared to culminate his triumph in matrimony. Imagine the chagrin, the bitter anger, and finally the tears of accompanying supplication as beautiful blonde and bold Dolly Chimp sneered and uttered the most unchimp-like remarks as she laughingly rejected his fervent marriage proposal. In violent rage, he destroyed the provocative creature before him who dared destroy his dream.

Apesville read the tragic details with mixed emotions of how Willie, disheveled and bewildered turned himself into Apesville's authorities and related the gory details with quiet dignity. He was tried and found guilty of first degree "Chimpslaughter" and sentenced to die by banana poisoning. Always the master showman! He drank his banana-hemlock without coercion while, which was his last request, holding Shirley's hand and gazing tenderly into her eyes. The end was inevitable. Shirley cried, and became interested in Max, "the drummer". Time passed and the "Mad Chimp" became a legend.

Gone is the Coconut Grove. Its name has been changed to "Shoutsville" where an obscure rock 'n roll group performs nightly. Their discordant abuse of music, their hilarious cacophonies profane the "Temple" where once the faithful worshippers of jazz gathered to pay homage to their idol. These raucous, nightmarish sounds permeate the night and are wafted by the gentle breezes over the grave of the immortal "Mad Chimp" and disturbs his slumber.

Distorted Dilemma

by Albert Rutledge

This past Spring marked the 20th anniversary of the Revolt of the Warsaw Ghetto. On this memorable occasion, seventy thousand Jewish men, women and children made history for their nation and the world.

It occurred that in the Spring of 1943, the Nazi high command ordered several of the S. S. and Wermacht combat units into the conquered Polish city for the purpose of annihilating the 70,000 human beings confined to the 1,000 acre enclave. The Nazi forces of tanks, calvary, and crack professionally trained combat troops were met in the confining streets of the Ghetto by 13,000 young men and women armed with homemade hand-grenades, acid bombs, primitive pistols, rifles, bread knives, sticks, stones, and the brilliant leadership of Mordechai Anielewicz.

After a month of unceasing fighting, the Nazi's, having employed every available weapon, including artillery to raze the buildings, did finally manage to take the city and capture the remaining 50,000 old people and babies, who could not participate in the fighting. They were promptly sent to gas chambers.

The 13,000 young people, who had humiliated, disillusioned and routed the Nazi forces time and time again, during that agonizing month of fighting, had yielded only to death. They had, in acts of blind courage and passion, ridiculed the mighty army of the 3rd Reich and changed the course of history.

One cannot maintain an air of remote indifference while perusing any of the many documented reports, expounding upon the fears and anguish suffered by the proud and dignified nations who were subjected to the heinously brutal doctrine of the 3rd Reich. On the other hand, it would seem questionable that outsiders could speak so authoritatively on the subject of human emotion laid bare to conditons that are too incredible for most of them to even imagine. Nevertheless, consequent to the war years, literally millions of words have been written, by anyone from the rank of liberating GI's to touring college professors, telling about the horrible experiences of the people under Nazi persecution. Not just recorded statistics but detailed accounts of the mental attitudes, emotional unbalance and what the victims should have done to avoid the crises.

This tendency to exploit the victims of the Master Race travesty has had, at least, one dire

result in that many of the Isreali younger generation find it difficult to understand how their European brothers could stand by, passively, while their families and themselves were herded into rail cars and trucks bound for death camps and research centers.

Few of the modern dialectical materialistic writers are anymore concerned with the overall effect of such shallow reporting on the minds of those exposed to it then were the Hitlarian Brutes concerned with the mental stress of their victims at Ravensbrueck. It may seem that this is a paradoxical parallel that lacks the coveted logical foundation. But the purpose of this is not to prove a particular point of view. Instead, it is intended to present a side of the well argued teenage problem that has received little or no attention. Specifically, that the systematic, esoteric, analysis of the teenage dilemma by the many fact-finding teams and individual observers has served only one positive end: a broadening of the gulf that has come to seperate the young people hopelessly from their elders.

More than 30 years ago, Richard Hughes, in his book, A HIGH WIND IN JAMAICA, remarked that "Childrens' minds are not just more ignorant and stupider than ours, but they differ in kind of thinking, are MAD in fact." Today, in nearly every magazine article, motion picture, novel or play that deals with teenagers and younger children, the child is forever both tyrant and protagonist. (viz. William Golding's LORD OF THE FLIES, Julian Gloag's OUR MOTHER'S HOUSE, and Nina Bawden's TORTOISE BY CANDLELIGHT. The overwhelming preponderance of these morbid themes coupled with the many reports of savage teenage packs on the prowl, could hardly be expected to produce an atmosphere conducive to docility and understanding. The claim that society has exhausted every available means to assist the young people adjust to this fatuous condition is not without merit, though it is scarcely understood. So many times their assistance fosters, almost simultaneously, new conditions so difficult that even the elders cannot cope with them. It is readily agreed upon that American institutions are incredibly slow to incorporate and adjust to new realities. How they manage to dissociate themselves from these American institutions is yet another mystery. They are very much aware that education is an attempt on the part of the adult members of the human society to shape the development of the coming generation, in accordance with its own ideals of life. If by chance

this coming generation does not transcend these ideals as readily as would be preferred, the adults are immediately defensive, as if the kids had no right to raise questions, as if the ideals and practices, upon which their theories are founded were valid for all time. This theme is evident throughout the many interpretations and opinions of the authoritative documents that flood the reading and viewing market. The highly praised results of this poll or that survey invariably stigmatize youth and inadvertently exile them from the very society in which their identity exist.

One example of this tendency is "The Trouble Makers: Rebellious Youth In An Affluent Society" by T.R. Fyvel. Mr. Fyvel contends that his study of the conditions surrounding wayward young people in Western Europe, Russia, and the United States shows that neither natural depravity nor an inherent desire for lawlessness are causals of the major problems of juvenile delinquents. Instead, he asserts that there is a lack of incentive among the young, which promulgates boredom, these in turn, promote nervous tensions and deep rooted despair (conditions which are very conducive to the desire for stimulants e.g. alcohol, barbiturates and narcotics). Violence, fear, sex, tensions of the competitive society, social alienation, economic deprivation, traditions that have crumbled, and the ever present spectre of the BOMB, are all active contributors to the problem in most civilized societies. However, Mr. Fyvel fails to focus his attention on the source of these social malignancies.

Two significant points should be considered here, if the response of the teenagers to this type of analysis is to any importance, one is the universality of the conditions, observed by Mr. Fyvel as being contributors to the juvenile delinquent are also inevitably accused of contributing to suicide, unemployment, felony, and divorce in every strata of the social structure; secondly, and most importantly, he sets out by "tagging" youth as being "trouble makers" thereby crippling any means of communication he might have fostered between himself, the reading audience and the subjects. As a result his adult readers will close his book, shake their heads in despair and wonder what's going to become of this young 'trouble making' generation.

If these youngsters are desperately in search of identification, the professional educators, social scientist and other authorities are certainly in need of an overhaul in the public relations department. The present system works overtime to expose the undeveloped minds of the young to the most undesirable images! Even the 'just curious' adult is accosted by this villainous image at every turn. If one is versatile enough he may find himself laughing in spite of the tears when he learns that these 'positivist

attitudes" are created by people who readily agree that the evidence supporting their findings is itself fragmentary, conflicting, confusing, contradictory and inconclusive.

Mr. Fyvel, quite admirably, declares that there is a need for the adjustment of education to the new realities of a changing society. Oddly enough, few observers have devoted much thought to this need prior to Mr. Fyvel, and even he has difficulty distinguishing the new realities from the old ones. The area of mass media—current classroom turmoil notwithstanding—deserves trenchant examination, if for no other reason than that it affords today's younger generation the opportunity to see the preceding one in its confused adolescence and also in its staid, arrogant, ulcer ridden, nerve wracked maturity. A privilege that no other generation has ever enjoyed. However, the area of educating these young people has received most of the professional criticism. It could very likely be the most ill-handled area because of its excruciatingly sensitive nature. Most reports seem to play down the importance of the student-teacher, student-student relationship for the highly publicized debating field of the parent-teacher relationship.

The dynamic society of kids between kindergarten and senior high school molds, shapes, and prepares these youngsters for their future responsibilities as surely as does the home, if not more. Among themselves, these young people find something akin to respect and understanding, not by scientific analysis, but because they share the same fears, aspirations, uncertainties and personal human motives that are incomprehensible to many adults, the critics in particular. Constant disregard for the realistic difference between knowledge and understanding is responsible, to some degree, for the inclination of both camps to attack and defend abstractions.

Children, heroically, endure the conflict they feel realizing that the parental description of the outside world is utter nonsense. They must hide their emotions under the veil of respect for their parents. Of course, this is the proper method of mendacious sophistication. It follows that, contrary to the popular opinion, when these kids rebel against these absurd conditions it is not to alienate themselves but because they are exiled: thus, they seek any form of excitement available—regardless of what it may be — and the fact that they get into trouble should be an indication to adults that they are, in their own way, "begging for someone to help them".

Consider former Secretary to the Department of Health, Abraham Ribicoff's assertion, "Our high school drop-out rate has reached fantastic

(Please turn to page 33)

MEL'S FIRST FEW WEEKS IN THE INSTITUTION WERE PRETTY HECTIC. HE GOT ...



A HAIRCUT...

A PHYSICAL EXAM...

A CLOTHING ISSUE...

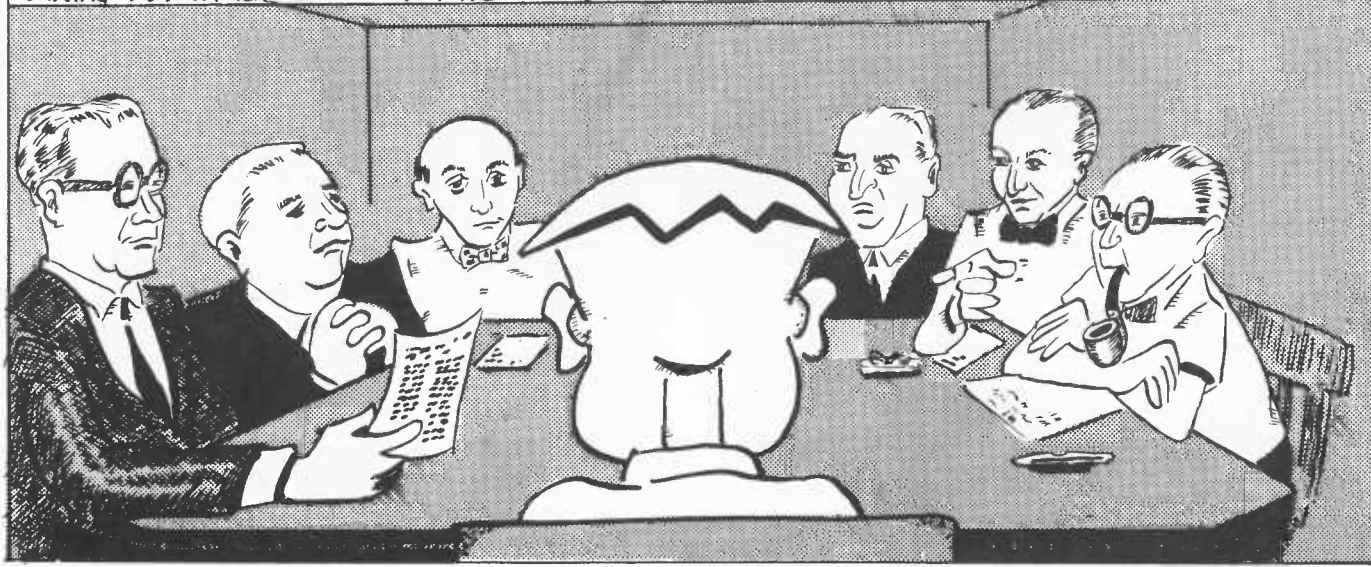
HIS EDUCATIONAL LEVEL WAS DETERMINED...

PSYCHOLOGICAL TESTS...

HE WAS INTERVIEWED...

AND FINGERPRINTED.

AT LAST HE MET THE CLASSIFICATION BOARD AND HE WAS ADVISED TO MAKE THE MOST OF HIS TIME BY TAKING ADVANTAGE OF THE AVAILABLE PROGRAMS...



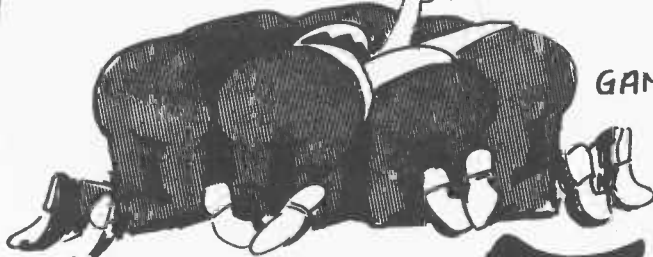
MEL WAS ASSIGNED A JOB BUT HIS WORK SOON BORED HIM AND HE BEGAN TO BREAK THE RULES BY:...



GOING TO PLACES WITHOUT A PASS...OR



SKATING...



GAMBLING...



FIGHTING...



BEING INSOLENT AND REFUSING TO WORK...

POSSESSING CONTRABAND

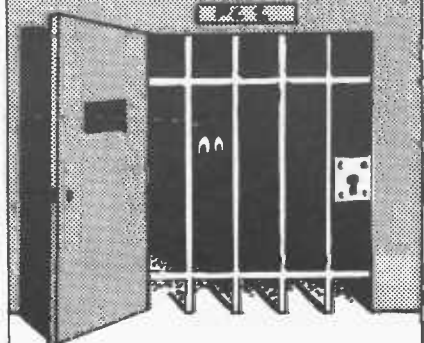


IMBIBING...



WHEN HIS CONDUCT WAS QUESTIONED, MEL SAID THAT THE ADMINISTRATION WAS 'PICKING ON' HIM...

MAYBE ONE DAY MEL WILL LEARN THAT IT IS HIS OWN CONDUCT THAT MAKES HIM A TARGET...



DON'T BE A MEL BORG HE'S A PROBLEM!

Lillye

The Fallen Angel

by Ray Wiley

Even in this ultra-modern day and time, there are areas, throughout the world, which, due to geographical reasons, remain virtually unimpregnable to progress. Traditions and rituals of decades past govern these regions, where advanced technology has yet to penetrate.

The simple townfolk, living at the base of Mt. Zweirch in Northern Bavaria, have constructed a many-faceted legend surrounding the existence of a decrepit, aging recluse living high among the snow-capped crags above their town.

The old village cronies and washerwomen claim that he has always been up there. Their tales to the young children concerning the old mysterious figure vary greatly from onestoryteller to the next. Although the details vary, these ancient perpetrators of folklore generally accord credit the creation of their myth to "divine intervention."

They reason that no mortal could withstand those barren bitter-cold heights up there among the bleak, cloud-hidden crevices of stone and earth. Therefore, the solitary habitant could be no mere mortal, but a supernatural being, whom the "great eternal forces" have exiled. Up there far below the heavens from which he fell and yet above the creatures of the earth, he lives, an outcast of the Gods and an object of fear among men.

It is with this conception of his origin that the people of the village whisper their endless tales concerning "The Fallen Angel" ... a name for one who is nameless.

Actually, the pathetic old man had not lived among the inaccessible heights for an eternity as the villagers believed. He had never kept track of the passing years but to his best estimation it had been but twenty years since he first came to this place. He knew that the mountain was not far from the small village in which he had been born, the only child of poor peasants.

The dimness of his mind only vaguely suggested that he had once left this area of his birth and gone out into the vastness of the world. What he had done, where he had traveled, and the reasons he had returned had been blurred by the passing of the years and the deterioration of his mind.

Instinctively, he knew that he must never leave his perch to return to the places he had once been. Without remembering the reasons why, he knew that there were those who would deprive him of his life, if he were to make the opportunity available to them. It confused and disturbed him ... this awareness. Intertwined with his fears were memories of the past which seemed to contradict his instinctive feelings; bare snatches of moments in his life before he had

made the mountain his home.

These occurrences, during the dull routine hours of his wakefulness, caused deep stirring within his conscience. Many times, when the sound of the wind whistling through the narrow cracks between the rough-hewn sideboards of his shack, his memory brought a similar sound into his mind. This was a piercing scream, rising and falling in intensity, of a warning siren heralding the arrival of the dark flecks against the sky which rained havoc and destruction from their gaping bellies.

The graceful soaring of a solitary eagle in flight gave rise to memories of the sleek mechanical craft that from afar, so closely resembled the maneuvers of the eagle. It was with a vague pride, he recalled, that long ago these powerful mechanical eagles were so numerous they shut off the rays of the sun.

On clear days he was able to see down the mountain to the village at its base. Small wisps of smoke rising from cottage chimneys were miniatures of the huge industrial smokestacks rising hundreds of feet upward. The great billowing, black clouds pouring from them, telling of the massive production in which he had, so long ago, felt great pride.

The half dozen or so times when he had allowed his fingers to come too close, he was bitten by his sole companion, an anemic rat which graced his company only at those times when he partook of his meager meals. Each time he had assumed the attitude of a child who had been lavishly praised and rewarded for adopting a crippled sparrow, watched it gain its strength and slowly grow into a hawk, only to one day realize the product of his love and efforts had been suddenly devoured by a cat.

The details were obscure but he knew that he had once undertaken a similar task. One of raising a crippled country and the acclaim from those he loved filled his heart and had stirred him to even greater heights. It was too late when he came to realize that a death had crept upon his achievements and all lay in ruination and decay.

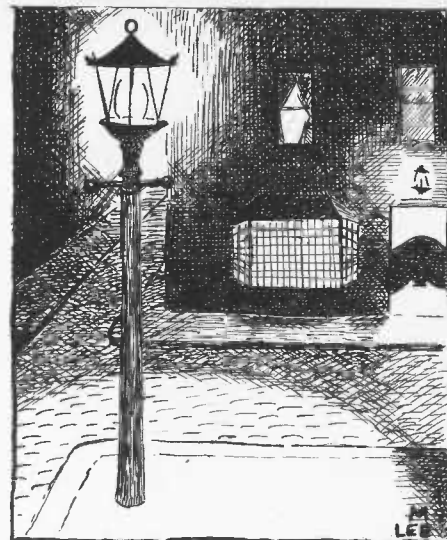
The days and nights were filled with such recollections but the combined pattern of these events eluded his many painful efforts to reconstruct them in his shattered mind. In spite of the deep inner arousals of pride, power and love, he knew it was futile to recapture these moments with any permanence.

The grim reality of his surroundings and the cruelly harsh elements of nature had bore upon him heavily, until, these idle dreams and fan-

(Please turn to page 36)

the Poets'

CORNER



Utopia

I lay there
drifting it seemed
or maybe just floating on a Haze
of Incensed Mist
contemplating Zen
and wondering about the Nothingness which is life
The Nothingness
or Awareness
it matters not
for each is the same
that only those who have been there can know about
I knew about all the things
that were not there
but were:
The Sounds of Thought
The Colors of Slowness and
the Loneliness of Togetherness
I heard the Howl of the Wise
and the Go of the Half-Hip
but I did nothing
I saw the Children coming from Everywhere
going to Nowhere
and returning to their Nowhere Everywhere
going to Nowhere
and returning to their Nowhere Everywhere
in circles
And endless chain of cycles
each Child a twisted link to There
I watched the Egos

as they made their way upward
only to be smashed downward and outward
for taking the wrong Way
They reached with their hands
arms
bodies
and even with their minds
but never could they reach There through Materialism
They went to the right
left
forward
backward
and around and around
in the Maze of life
and instead of Birth they found Death
But still, I did nothing
because Nothing was the thing to do
Get me There, they yelled
or, which Way?
Where is There?
Is Here There?
But I couldn't help them
They could only find the Way in by Themselves
They can only go There
through their Mental ...

by Roland Binau

by Pedro F. Crooms

For ever, and for ever, farewell
If we do meet again, why, we shall
Smile; If not, why then this part-
ing was well made. (Julius Caesar)
Shakespeare

DALE CARNEGIE

Date: September 20, 1963: Time:
7: 30 P.M. Place: Officer's Main
Dining Room

... We are thankful ... We are grateful ... I come to Honor Al ... Man! ... We are certainly going to miss that guy ... It was an honor knowing ... What a pleasure! ... Gee Whiz! ... why did they have to take him away ...

These were some of the many comments that were uttered by the inmates and civilians at a "Going-away party which was sponsored by the men whom Al League Jr., Dale Carnegie Instructor, had helped through the many courses that he has conducted at the Maryland Penitentiary since September, 1960.

Actually, the Dale Carnegie Course was first introduced at this institution by Mr. Arthur Forsythe and Mr. J. Herbert Brown of the Baltimore Institute in the Fall, 1957. For the first three years, these classes were conducted by a different instructor each week. The reason being that these instructors could not always find time to devote from their busy schedules outside. So, a make-shift schedule was arranged which found Mr. Bill Stein, Mr. Lindsay Crawford, Mr. Eli Hoffman, Mr. Ed Baney, Mr. George Strutt, Mr. Buck Highnote, Mr. Norman Leas—most of whom attended "Big Al" night with their wives—and a host of others which space will not permit us to mention, dividing their time to ensure the class of having one or more Dale Carnegie Instructor available every week.

These classes were such a success that Mr. Art Forsythe, Regional Director, appointed Mr. Al League, Jr., as the permanent instructor for the Dale Carnegie courses to be held here.

When "Big Al" (as he is affectionately called) took over in September, 1960, the Dale Carnegie Course in Human Relations became the "by-word" in Maryland Penitentiary.

"Big Al's" down-to-earth manner seemed to melt the most hardened of hearts. He brought about changes in many of the Warden's most difficult charges. (Please turn to page 37)

"Big Al"



MR. & MRS. AL LEAGUE JR.

*A moment to be Remembered, Held Dear and Cherished.
A moment when no one knows just what to say or how;
That once in a life time moment when all has been
said and all has been done; when Friends, for one
fleeting instant, stand consumed in the aura of the
Treasure that is Exclusively theirs.*

IE GRADS SALUTE:



"...we are thankful..."



Mrs. Jack Brandau

Jim Crook: "...a pleasure"



The honorable AL LEAGUE



James Melcher
"...however..."



Will Rupp
'I come to Honor Al'



"...we are grateful..."



Mrs. Ronald Gleckler

Cliff Baines: "...an honor"



I. D. Room



Eugene Bryant typing one of the many forms required by the institution



Head of the I. D. Room, Mr. Shattuck, fingerprints Edward Wisner for the records' file



Getting another inmate "ready" for the files is job of Arthur Biddle Rec's clerk

"Relax, that's it! ... Look at the 'birdie' but don't smile ... you can wash the ink off your hands when you get back to your cell ..." It was all over in just a few minutes and the new inmate was off on the next phase of checking into the Institution. After the inmate had left the I. D. Room, where he was photographed and fingerprinted, the men who work there settled into a well-worn groove of work that accompanies each inmate's entrance into the institution. Numerous copies of the inmate's photo and fingerprints had to be made and classified; they are then sent to various law enforcement agencies such as the F. B. I., Maryland State Police, Baltimore City Police and any other agency that requests them. To add to the work of the I. D. staff is the sending of duplicate photos and prints to other departments of the institution, namely the Hospital; School; Commissary and the Traffic Office.

Mr. O. L. Shattuck, Custodial Officer II, who has been in charge of the I. D. Department for approximately ten years, has under his direction a staff of three highly competent men; Jimmy Anderson, Art Biddle and Eugene Bryant. These men, like a good professional team, work in seemingly perfect harmony. Mr. Shattuck is responsible for quite a few improvements in the I. D. Department, of

which one is a revision of the filing system in order to eliminate wasted effort and utilize space taken up by files long since declared 'dead'.

Mr. Shattuck and his assistants handle over 300 men per year and if you took time to figure it out, this leaves little time for other activities during a working day. Somehow, through their own system of rapid-fire work, they manage to squeeze in the remainder of the institutional photographic assignments. This includes the taking of pre-operative and post-operative photos for the Neurosurgery Department; before and after photos of all construction work; and then to add another straw to the camel's back, all of the photographic work for the Courier is handled by these men, especially in the case of Jimmy Anderson.

A "Well done" to Mr. Shattuck and his staff for a job well done.

They say pictures are worth a thousand words, we have some that were worth ten thousand dollars.

Bob Rogers
Spur of the Moment



Jimmy Anderson, Photographer for The Courier; I. D. Room and too many other jobs to list here (Thanks Jim)

Mail Room

Everyone, both here and on the outside, experience the anticipation and frustration of the letter, that doesn't come. But the good fortune is that most of the time the letter does come. When it does, the people who do the most to see that it does are the unrequited mail-handlers of the Penitentiary. The job of seeing to it that all letters, in coming-and-out-going, do reach their intended destination is a complex and tedious one handled by men who for one reason or another, take the blows and set-backs with as much decor as any progressive diplomats.

The men who help to make our day a bit more pleasant each time they forward those 'most-important' little incidentals to their recipient, are the men of the Mail-Room. The process of sorting and distributing letters becomes one of a difficult magnitude when one realizes that over 700 pieces of mail is handled daily, in the Mail Room, daily. The average, according to records kept daily shows that almost 300 letters come into the institution on any given day. While at the same time more than 400 go out.

Mr. George Shenton, who has been Mail Room Supervisor for more than sixteen years, has three inmate assistants, and Mr. Harold Stoner, who has been in this department for more than ten years.

For the information of all readers Mr. Shenton and Mr. Stoner extend the following data concerning the very confusing "Zip-Code": The Baltimore area code is 212. The system is set up to make the enormous problem of sorting and delivering mail for a nation of 190,000,000 people just a little easier. Prior to the code if in fifty states there were fifty cities and in the fifty cities there are fifty zones, the U.S. Post Office has to handle 125,000 different zones daily, that usually were not even mentioned on the letter. The Zip, now would eliminate 100,000 zones. More simply stated the code gives each area a distinct number. Baltimore's is 212. Five digits make up the quota. For instance, the area that was zone 17 is now zone 21217. The five digits complete the quota. In the case of the area that was previously assigned just one number, such as this area, or zone 2, the zip makes it 21202. The zero has been added to make up the five digits.

*Blessed be letters—they are the monitors, they are also the Comfortors, and they are the only true heart-talkers. D.G. Mitchell
Reveries of a Bachelor*



Checking one o many letters is Clyde Senate's daily chore



Incoming or outgoing? "You'll never know", says Harold Stoner



Mr. George Shenton, C.O., in charge of the Mail Room, has a great responsibility to more than 1400 men



Pen in hand, James Jefferson seems to have run into *!-?*

Hello Out There !!



John T. Smith
'Best of luck
To my WIFE?'



James Edward Nelson
'Hello Gertrude'



Abraham Goode
'Be nice Prixie'



Allan Bullock
'Be Home?'



John Cheesboro
"Hi Linda are
you there?"



John Lucas
'Bea, Beeee.'



Van Walker
'Hi ya'll'



Jerry Parker
'What a life'



Jack Campbell
'Hellip'



Robert Kurtz
'Hello Everybody'



Al Hess
'Hi Mom'



Lawrence 'Reds' Brown
'It's alright'



William Giles
'It'll be alright'



Collier (Sonny)
Brewington
"Hi Pete & Colleen"

On Writing -

A Beginning

by Gary Reynolds

In the short length of time that I have been writing for publication—a little over two years—I have improved my writing considerably, simply by continuing to write, making mistakes, having them corrected and taking up from there.

I suppose I could tell you to read about how to write from someone who has been writing for more years than I am old, but I think for all their experience, writers of stature would tell you that in order to write, you must simply do that—write!

This may sound silly, but you and I both know people who say they want to write, but are still



Gary Reynolds giving Courier Staff a few pointers on the rudiments of magazine writing

looking for something to write about. Frankly, there is so much in the world to write about, it frightens me; I have time enough trying to keep up with the reading of a very small part of it.

The first thing I can suggest to you if you want to write, is to read. Read everything you can: newspapers to reports, and if you have nothing else to read—perish the thought—read the dictionary.

You should write at every opportunity given you. Contributing to the *Courier* is an excellent, made-to-order end for your writing.

When your article is published, read it to see if it says what you wanted it to say. Ask others to read it and give their comments. Oftimes you may think you have done a beautiful job getting your ideas across, but you may be the only one who thinks that way.

This is what writing is all about, you know, conveying your ideas or someone else's ideas to the reading audience. If your writing does not get across to the reader what you want to say,



Mr. Gary Reynolds, guest of The Courier Staff, with Salander Whitfield (CO)

then you have missed the whole point of writing.

These are the four steps you should use to check your own writing before you turn it loose for someone else to check.

a) think of what you want to say; b) write it; c) read it over to see if it says what you wanted to say, and d) Re-write it.

Now a word about the physical part of writing, the sitting down and getting it down on paper.

A writer much better than myself explains that part of it with simply: "Writing is the application of the seat of the pants to the seat of the chair."

What the writer is saying is that writing takes time. Give it as much as you can.

A part of writing is living and telling about it. Each person, because he is an individual, sees things differently from anyone else. I can't tell you how you view the world around you, nor can I tell you how you can explain your picture of the world to someone else.

The mark of a true writer, I think, is that he be a maker of concepts and a communicator of ideas who is poetically logical and honest. It is all together probable that you may be communicators of today and tomorrow.

Mr. G. C. A. Anderson,
Chairman of The Board of Correction



Mr. Anderson also appeared to speak to the members of The Courier Staff Thanks to Mr. Anderson's timely suggestion that we give more "freedom to sincerity of happy moods" the Summer Edition of the *Courier* was proclaimed to be the finest we've ever done.



Bernard S. Diggs

WHEN APPLYING FOR A JOB BY A LETTER

(Via The New Day) To those hopeful parolees seeking jobs prior to release, the following suggestions might prove helpful:

1. Identify yourselves as to age, height and weight, and a report of your physical condition. If you are married and have children, list their ages.

Watch your spelling, grammar and your punctuation; few employers will give consideration to a letter that is incorrectly written. Above all spell the employer's name correctly.

2. Your letter must be specific in stating what position you desire, and be brief as possible as no one wants to read a long, drawn out letter.

3. A letter of application that contains a date sheet or statement of abilities is helpful. It saves the personnel manager time and aids towards an efficient appraisal of your skills.

Explain your present situation, to the best of your ability. Your chances of obtaining a job through false pretenses are pretty slim. Having a responsibility toward your family as well as to the men who will follow the example you set, be truthful to your prospective employer and primarily to yourself.

DENMARK

(Via The Eagle) Denmark's penal system is much like Sweden's. It is interesting to note that professional and habitual criminals, who are considered mentally normal, may receive up to twenty years imprisonment for various offenses; however, parole MUST be considered after four years, and should there be a denial, then there is a biennial review which is mandatory. The most important phase of the Danish Penal System is that it returns the offender to society with little connotation that he is an "Ex-con", for they believe that the loss of any degree of

News from

the Penal World

liberty is punishment enough. In other words, society's debt has been paid, so let the man live his life in peace.

JUDGE CONCERNED OVER GIRL'S FUTURE!

(Via Pendleton Reflector) U. S. District Court Judge Cale J. Holder told an 18-year old girl's court appointed lawyer, "There isn't anywhere I can send her, except to prison. What would you have me do?" he asked.

Russel Armstrong, the court-appointed attorney, asked the judge to consider the fact that at least three sponsors were willing to take the girl into their homes, due to the fact that she hadn't any family.

Judge Holder reconsidered, then sentenced the girl to three years in a Federal penitentiary, for the March 28 bank robbery at Tennyson, Indiana.

She would bring more misery on herself and others in the next three years if she were put on probation," he said.

GOOD-RISK CONVICT PLAN SUCCEEDS!

In Frankfort, Kentucky, state penal authorities report success with their new Reasonable Assurance Release Program. The plan allows good-risk convicts to be paroled even if a job is not immediately forthcoming. A sponsor is needed—someone to furnish room and board for up to 45 days while the parolee seeks employment. Officials say, of 39 convicts released in the past few months, only two have been returned.

THE DRUNK WAS RIGHT!

(Via The Chatter) Rockland, Maine. A respondent charged with intoxication solemnly promised he would not see the judge again. "I bet you will," said Judge Christ Adams of the Municipal Court. "The last time you told me that, you were back the very next week."

"But aren't you leaving us next Monday?" the man inquired.

INMATES INVENT SECOND BLOOD DRAWING MACHINE!

(Via The Kilby Sun) Larry Linton, who recently invented a "Hemolater" to be used in drawing off blood plasma, teamed up last month with Robert Mathus, who are two inmates of Alabama's Kilby Prison, to invent the "Hemovac", also used in the drawing of plasma.

(please turn to page 35)

Teachers' Training Institute

by Edward E. Metcalfe

Students the world over look forward eagerly to vacations from school each year. June, July and August are the hedonistic days as the students abandon their pursuit of knowledge in favor of summertime pleasures—the beaches, the mountains, camping, loafing, or whatever might appeal to each of them. And what are teachers doing all this time? They, dear fun-seeker, become students themselves as they seek to stay abreast of the latest techniques in dispensing knowledge.

Call them Programs, call them Workshops, or call them Teacher's Training Institutes as we do here—but do call them necessary functions in the present day approach to the teaching-learning process.

Our Teachers' Training Institute began on August 5 and was completed on August 16. Program Learning was The Topic, and an interesting, stimulating series it was. In this particular instance, the Institute was



Dr. Alexander Wiseman, Professor of Education, Bowie State College Presiding over Teacher's Training Institute at the Maryland Penitentiary

unique in that everyone concerned, teacher-teachers and teacher-students, knew little or nothing at all about this revolutionary new approach to learning. There was much to learn, much to consider, much to evaluate and, as you might well imagine, much food for thought was produced.

Participants included: Dr. A. Anderson Dumas, Professor of Education, Bowie State College; Dr. J. Alexander Wiseman, Professor of Education, Bowie State College; Mr. Sherman G. Brett, Maryland Penitentiary; Mr. Ronald A. Gleckler, Maryland Penitentiary; Mr. William Horsham, Maryland Penitentiary; Mr. Roland Adkins, Maryland House of Correction; Mr. James Jordan, Maryland House of Correction; Mr. Hugh Thomas, Maryland House of Correction Mrs. Faye Sturgill, Maryland Institution for Women; Mr. Gerald Hicks, Maryland Institution for Men; Mr. Charles Ziegler, Maryland Institution

(Please turn to page 33)

Teachers in session during summer training program



Dr. Pullen

but *all* of them ...' However, I was glad to cooperate with him and the members and the officials of this and other institutions in the State in bringing this about.

"You heard talks tonight about ignorance. I think one of the most sublime statements of all times, other than that in Holy Writ, is that of Thomas Jefferson, and he said this: (you will see it there in Washington on the monument) 'I HAVE SWORN ON THE ALTER HOSTILITY AGAINST EVERY FORM OF TYRANNY OVER THE MIND OF MAN.' All the way through history, some man, some individual has come along and tried to exploit his fellow man by the fear that he can create in his mind. The only thing that will set you free, the only thing that makes a man free and not a slave is a free mind. And you don't get that until you open the 'windows' and let knowledge, understanding and wisdom, (God let us hope) come in. This is the point of view that I want to express to you.

"Last week I was talking to a brother of mine who has a farm. He was cleaning up, fixing up, and getting a lot of fun out of it. He said: 'I am going to do something. I don't know why; I just want to do it, and I think I shall enjoy it.'

"I hope you good people will forgive me for being personal, but our father was a minister. My brother said that he asked father once: 'What's the idea of going to Heaven and just do nothing?'

"And this for one week, and I'm sure through the years its given me a great deal of comfort --although I have never heard father say this, but it's typical of him because he was a man who valued education. He turned to my brother and said: 'I think Heaven is going to be a place where there is always something to do, and always something to learn ... always something to do, and always something to learn.'

"What is education? Education is not an end in itself--that is when you can read and write; that's not necessarily the end of it. Then you stop. Education is a process; it's something that causes you to go on and on--education means continuing to learn along .. I hope I shall die learning.

"In my opinion, the only test of an educated man is the desire to know ... the continuous desire to know. And when I think that you have grown from 200 to 900 or more individuals, who are trying to learn something--no matter what it is you are trying to learn!--then I have a great affirmation of my faith!

"Yes, I teach. I have great ideas today, and I am not preaching you a sermon--I am not trying to anyway, I may be--But I have greater faith today in the thing I set out to do when I was 19 years of age, than I had then. I have a little more *realism* I hope; but I have a greater and undying faith in the *Right* thinking and the ultimate wisdom of *all* people, irrespective, if given a free mind and a free chance. The whole future of our country, the whole future of mankind rest upon a man freeing his mind from the depth that he is different from an animal.

"Now for a few minutes longer I want to take a little text. I don't know who wrote it and they don't know themselves, the people who put it there. But down here in Annapolis, in the high school in the state capital of this great free State of Maryland is over the proscenium arch: 'THESE THINGS HOLD FOR ALL PEOPLE'.

"What's a man if a man doesn't believe? What's a man if he doesn't have some conviction about something? I think it was Shaw, the great playwright who said: 'Every man fundamentally is a coward. He is afraid!--but he becomes bold and brave when an idea has taken possession of him. When he believes something so deeply that he has to do something about!'

"Haven't you seen people transformed: religion, education, and so on, become entirely different because an idea or some belief has taken possession of them? I have. I have seen the most *insignificant* individual *stand up* in a moral fight, and at the same time those with the greatest physiques slunk away in fear and tremor, because they don't believe.

"Now history is full of these--you know your Bible, you know the story of Job, you know the story of the early martyrs who died for their religion, and all kinds of religion! The story of Voltaire--and you heard the story tonight in reference to Galileo, Washington, Columbus, Drake, Lee, Lincoln, and many others of these individuals, who believed something.

"You know, I think there is something a little important too in this field of education. I don't think a man is educated unless he has concern for his fellow man--unless he believes that he is capable of improving; reaching a little higher level, and that he *is* his *brothers* keeper, and that he *must* do something for. Therefore, I think there are certain basic common place convictions, if you please, that all of us should strive for--I think this is part of education, because if you are not going to to act in this way what good is your education? Such things as truthfulness, honesty, fairness, common decency, tolerance, and *all* of these things that make a man a little different.

"I would like to go back in my part of the country, we use to recourse, to the 15th Psalm--

often referred to as the Gentlemen's Psalm—I may read it to you with your permission:

He that walketh uprightly, and worship
righteousness, and speaketh the truth in
his heart.

He that backbiteth not with his tongue,
nor doeth evil to his neighbor, nor taketh
up a reproach against his neighbor.

In whose eyes a vile person is con-
demned; but he honoreth them that fear
the Lord. He that sweareth to his own
hurt, and changeth not.

He that putteth not out his money to
usury, nor taketh reward against the in-
nocent. He that doeth these things shall
never moved . . .

"Whatever it is you believe; whatever it is
that has taken possession of you; let it take
possession of you to the extent that you are an
individual who would *stand fast* for whatever
you believe!

"I think it was Lord Bacon who said: 'The
more good things we are interested in, the more
ardently do we live.' And Robert Louis Stevenson
said: 'The world is so full of a number of
things, I am sure we will all be as happy as
kids.'

"Now, what are these things that come into
your life—Mr. Mason has told you that I am
learning to play the organ. Yes, I am 65 years
old and I started to play about a year ago. My
mother played beautifully. I took one lesson
and that was all. And being the mother of six
children she didn't have time to force me to
do that. But I get one satisfaction out of that,
ladies and gentlemen, and that is a very simple
one: at my age, knowing so little the pleasure
of learning a lot, is great.

"Music, literature, art—you heard the very
dramatic story of the old man who wanted to read
in order that he might have happiness. When I
was a child, we would tease each other a little
bit about art and poetry. Let me tell you a
little story about the great artist Whistler,
who painted the famous painting "Mother". He was
painting a landscape and he had an exhibition
one day and this lady looked at some length and
then she turned to Mr. Whistler and said: "You
know, Mr. Whistler, I have looked at the Thames
river for many years and I have never seen any-
thing like it." Whistler turned away from
a group of art critics that were querying him,
and pointing his finger towards the lady in a
manner as though he were chastising an inno-
cent child and said: "Ahhhhh Madam! but don't
you wish you could?"

"Put yourself, if you please, into the eyes
of someone who can see all of these beauties
. . . I remember a mountain, (down in Little Ridge
Mountain), that I loved to see as a child—And
I love to go there now!—called Mount Marshall,

named for Chief Justice Marshall (we call it
The Bluff). Everytime I look at it I think of
that inscription: 'I will lift up mine eyes un-
to the hills, from whence cometh my help etc.

"Something enervating; something moving;
stirring—it's nothing to be ashamed of! I re-
member the day I became a teacher. I was a
Latin Teacher. I was also an English teacher.
And one day I was reading a poem, not a great
poem but it was rather beautiful—It was called
The Queen's Gentian by Williams Jennings Bryant,
I believe. I never bothered much to learn to
memorize, but it went something like this:

Then doeth tonight cryeth the Sun am I,

Lift its fringes to the sky,

Blue blue as if the sky let fall,

A flower from its aurealen wall.

"A little blue-eyed girl in the front row,
just a small youngster about 12 or 14 years old,
looked up and said: 'Why that's beautiful!'

"And I felt as if I had reached up and pulled
the sky asunder and shown that little girl the
face of the living God—You see what I mean?
Oh, there are so many beautiful things in the
world.

"I have seen boys stand almost transfixed
before a piece of machinery. I have seen child-
ren—men too, for that matter—stand in marvel
at the great engines—what is it? There is
something? There is beauty in everything in the
world, if you just *open your eyes* and see it.
Don't you see what I am trying to say to you?
To me, education is to open *all* these things to
you. When something moves you, USE IT! Oh, yes,
I could read to you what music does to man and
there are all sorts of things—don't be *ashamed*
of it at all.

"I have rather a curious hobby . . . I have a
good many, as a matter of fact. One, I like to
go in old graveyards—Now I don't want to get
there no sooner than I have to, but I like to
wander around at one particular cemetery that I
think is perfectly beautiful. *Maybe* it is be-
cause I am walking there in a place sanctified
by the bones of those who have gone before.
Many who have left a remarkable imprint upon
humankind . . . Now just one or two things about
this, ladies and gentlemen. I think it's highly
important that when you have these interests—And
I think they can be *all kinds* of interests—that
grips your attention for a while; play it, fol-
low it, but let's be sure that they are intellec-
tually stimulating. That is, that they make you
think a little bit . . . Let them be absorbing and
satisfying; let them require some technical
knowledge, and remember that a *superficial*

(Please turn to next page)

thing is of no great importance—Have a number of them. They don't have to be music, or art ... mix them up. Most of all have interest of different kinds—see what I'm trying to say?

"This job of living a life is the important thing, a noble thing ... Did you ever stop to think that nobody in all the thousands of years in the back of us have ever lived the life that everyone of you individuals live; nobody is living the life that you are living, and nobody ever will—what's going to happen to you?

"All I am trying to say to you is that education is the thing that will open up your minds. Have something that gives you interest, that is going to make the life important to you—that is what we try to do in school—and if they satisfy you emotionally—if you get stirred by music or art or painting—whatever it might be, don't be ashamed.

"A little poem I remember—I use to teach it in high school, now they teach it down by the third or fourth grade—that shows you how much better they are now days in this teaching business.

"This is the emotion that I'm talking about:

'The scarlet maples can shake me like a cry of bugles going by, and my lonely spirit thrills to see the frosty hazel-like smoke upon the hills.'

"Did you ever see beautiful flowers? Stirred by them? Oh, yes!--A lot of you people, all over the world, would never confess that; but you know and I know that everyone of us—in some fashion—is stirred emotionally by beauty in something, whatever it may be ... that is all I am saying to you, and that is important—that is very important in education. The heights of idea is the last importance.

"I believe that the power of religion, or education does not necessarily lie in what a person believes, or in the knowledge that he has. I believe that it lies in the kind of individual that a person becomes because of his religion, or education. What has happened to you? What are all these things? Are you any different?—do you think you are different? Do you act any different? Do you believe that any of these has effected you by your knowledge? I think that *no man* is educated unless he has a concern for his fellow man ... for we are all our brothers keeper.

"A lot of people say, oh, what's the use, I can never accomplish that! But there's another poet—you know poets are intuitive. They grasp things that we never learn by the most logical study, and Browning said: 'Yes, but a man's reach must exceed his grasp or what's a Heaven for? All these are something that you must be

able to touch—but not grasp! For it is the *struggle* that is the education that you see. It is the struggle in it.

"We are having problems. We have been having problems ever since the world started. There has never been a day since the history of the world that we know of—certainly since recorded history—that man has not been fighting somewhere. But is there anything wrong with hoping that some day we shall have peace and honor, rapture of mind and conscience? Thomas Jefferson said: 'Almighty God has created the mind free!' Now, if you let it run yourself, it is something you can't control. It is something you can't put inhibitions on—however, *other people* can put inhibitions on it!

"Tolerance, equality of opportunity, education, the removal from freedom of poverty, disease, hatred, and war. They are the things we are trying to do in education—bring convictions. Convictions as to right and wrong. Convictions as to a broad and happy way of life. Convictions as to ideals to give us something to struggle for. Convictions as to mathematics, if you please. Convictions as to this and that and so on ...

"I had two poems that I was going to read—Mr. Mason has referred to one, so I'm going to read that one to you. It's not much of a poem, but I found it in my mother's papers, after her death:

I shall not pass again this way. The breath that bringeth strength, I want to give, the water pure that makes the thirsty live.

I want to help the fainting day by day, I'm sure I shall not pass again this way.

I want to give there of the joy for tears that faith that carried that in force; beauty for ashes may I give always, I'm sure I shall not pass again this way.

I want to give to angry hearts. I want to answer soft that turn the mad away, I'm sure I shall not pass again this way.

I want to give to others hope and faith, I want to do all that the Master say, I want to live right from day to day, for I'm sure I shall not pass again this way ...

"May I tell you, in all sincerity, that tonight I'm the recipient of something greater than you; that my faith in education and the power of education and what men can do with it has been assumed more by what you have done and what you are to do than anything and any experience that has come to me for sometime ... May God bless you

TEACHERS' TRAINING

for Men; Mr. Marcellus More, Maryland Institution for Men; Mr. Carl Seidler, Patuxent Institution; Mr. Ben E. Montague, Patuxent Institution; Mr. Davidson Fait, Patuxent Institution; Mr. Lewis Wimmer, Patuxent Institution; and Mr. Robert Burns, Maryland Institution for Men.

Inmate participants, from the Maryland Penitentiary, included: James Banks, Robert Cox, Eugene Curnyn, John Fayson, Rosando Jimenez Frank Lieber, Raymond Lee, Curtis Peter Ben Locke James Melcher, Edward Metcalfe, Edward Phillips, William Sansbury, Gilbert Smith, Walter Smith, James Smith, Lawrence Snyder, Edward Toothman, Raymond Wiley, Dubois Young, and John Young.

The first half of the program was under the direction of Dr. Alexander Wisenan, Professor of Education from Bowie State College. Meeting, working with, and listening to this educator as he guided us through the opening days was a rare privilege that many of us will long remember. What could have been a very trying set of experiences in the mid-summer heat,

while wrestling with a relatively unknown subject, turned out to be an exhilarating series of all-too-brief classes, because this skillful leader made each daily program a thing to be anticipated.

First-half topics included (1) Why are Programs Being Used?; (2) The Nature of Programs; (3) Opportunity and Responsibility of the Program Instructor; (4) Problems of the Program Teacher; (5) Objectives of Program Teaching; (6) The Story of Program Teaching; (7) Origin and History of Programmed Instruction, which included the early stages of the technique prior to World War 1, Visual Training through cartoons, Military Rapid-Learning Self-Instruction, Language with Recordings, Television Programs, Improved Textbooks, Program Instruction—directed efforts by “non-educators” (psychologists, investigators, management engineers, etc.); (8) Program Learning and the Present Scene; (9) Evaluation With the School System; (10) Types of Programs; (11) Cost and Availability; (12) Variety of Procedures; (13) Possibility of Laboratory Use; (14) Evaluation in Relation to the Stated Objectives; and (15) Teacher Planning in Programmed Instruction.

We had scarcely caught our breath from the first week when Dr. A. Anderson Dumas, Professor of Education

at Bowie State, came along to conclude the Institute with such topics as (1) Principles Underlying Effective Program Teaching; (2) The Teacher and the process of Teaching; (3) The Relationship of Educational Psychology to Programmed Instruction; (4) The Educational Psychologist's Role; (5) Evaluation of Environmental Factors—texts fitted to specific needs and environments; (6) Motivational Requirements—teacher and student; (7) Programmed Instruction in the Curriculum; (8) Courses Now Being Offered; (9) The Tutor Text; (10) Bases for the Curriculum Planning; (11) Principles or Concepts of Programmed Instruction; (12) Impact on the Educational System; (13) Evaluation of Various Programs; (14) Essential Features of a Programmed Instruction Plan; and (15) Evaluation of Programs in various areas of the curriculum.

Mr. Brett actually concluded the Teachers' Training Institute by using the last day to explain exactly how Programmed Instruction will be used in our school this year, and of how it could be used throughout the state, in a correlated effort at educating inmates. Everyone agreed that the Institute was a profitable one, for all concerned, particularly for the students, as many of you will have learned by now.

Dilemma

proportions.” This widely publicized statement from ‘a man who knows’ has prompted many educators to compile a number of papers, just as frightening, to support this opinion. In direct contrast to this, hardly any attention has been given to the report, issued earlier this year, by the United States Office of Education concerning the increase in high school graduates since the early nineteen hundreds. According to the report, in 1900, 6.4% of the countries' younger people were completing high school, by 1920 the rate had increased to 16.8%. In 1940, 50.8% of the younger population were recipients of the high school diploma despite the threat of War. The controversial year 1963 showed that 70% of the so called “Tense Generation” were high school graduates.

Population has increased considerably along with the troubles and anxieties of an industrialized society. All the social advantages of kids today are countered by the necessary disadvantages of the communities.

The presence of the many young men, from all walks of life, in this institution and others, is a living-breathing evidence that something is drastically wrong—to paraphrase Mr. Fyvel, they have “lost their way”. Much else has been also. For not to realize that the challenge of youth will forever be a difficult one, and that all things that are worth having are also worth fighting for, can have no result but endless failure and despair. The atmosphere of dispondence and warped ideals that prevails, in the minds, of so many of these young men cannot be dissipated by the mere quoting of facts and figures, or the severe admonishings of a society for which they feel no personal attachment. Some things there is, common to all men, that enables young kids to defeat an army of professional killers or men to defeat the self sustained elements that chain them to failure.

There is a life which is higher than the measure of humanity; men will live it not by virtue of their humanity, but by virtue of something in them that is divine. We ought not to listen to those who exhort a man to keep a man's thoughts, but to live according to the highest thing that is in him, for small though he may be, in power and worth it is far above the rest.

PLATO

Parole & Emp.

a possible revision, after interviewing the inmate in person at his formal hearing. A majority vote of two to one is considered sufficient to either grant or reject an inmate for release on parole.

Approximately two to three weeks later, the prospective parolee is given the required formal hearing before the three member board. At this time any unresolved doubts or further questions are rather quickly cleared up and their judgment—as to whether the inmate has been granted parole, held over for another hearing 1, 2, 3, or how many years they may decide, or rejected for parole—is relayed to the inmate later that day or the next day by the classification supervisor.

If the inmate is considered favorably for release on parole, then a period of four to six additional weeks is consumed in the investigation of the home and job, as to their authenticity and acceptability. A bit of mental arithmetic will show that three months or more elapses between the time the inmate is told to obtain the job and home to the time he is eventually released.

A most vital factor in the parole system is the necessity of having, and encouraging, prospective employers willing to extend a helping hand and hire parolees. The idea that convicts are in general a bunch of lazy bums who would rather steal than work is a fallacy quite difficult to erase in the majority of employer's minds. The greater portion of inmates fall into the general laborer class with the minority in the semi-skilled trades. Admittedly each individuals work experience and job-seeking capabilities will vary greatly, due in some cases to advanced age, physical disability, illiteracy or no job skills at all; but it must be noted that parolees are in the minority and the ones best considered to succeed in their efforts to rehabilitate themselves. The only remedy to quickly resolve the doubts an employer may have, is to have in his employ a parolee. Thus, he will soon discover that the parolee is an able-bodied, more than willing, worker who needs only the chance to excel.

The present set-up of the parole system which requires prospective parolees to obtain employment three months and more before they can even be released is unrealistic and not taking the employer's immediate employee needs in their proper perspective. In their employment efforts some have family assistance, but the greater majority of prospective parolees seek employment by writing numerous letters to as many employers—stating their general work experience, qualifications, and any other information they may feel is pertinent—and wait for a favorable reply to arrive, if any reply at all.

With the present wave of more than 50,000 high school graduates hitting the labor market, of which approximately 16,000 are seeking permanent employment; and in conjunction with an equally large number of presently unemployed workers, in every imaginable line of work, the competition a prospective parolee seeking employment—by letter alone—has to cope with is something fierce, and formidable. It has been conservatively estimated by the Department of Employment Security's Director of Information, Mr. William Coates, that there are at present at least five applicants for every job opportunity on file with this state agency.

Approximately 80% of the inmates eligible for parole consideration are held over for a rehearing some years later or denied parole flatly. The consternation and dissatisfaction an employer must feel, when, after promising a job and holding an opening in his business for a lengthy period of time, the inmate doesn't make parole, and the employer still has to find someone to fill the opening. It is conditions such as these that thwart cooperative attitudes of employers extending employment to potential parolees.

To expect employers to be responsive to a system which asks them to hold open places in their organizations for such an extended period of time and still have no reasonable assurance that the employment extended to the prospective parolees is even going to be filled, is not only asking too much, but unrealistic. After a few such episodes, the employer is definitely not going to offer employment to prospective parolees; he may in all probability just throw the job applications into the wastebasket.

A glaring example of the apathy that is being displayed by employers is the recent case of a prospective parolee typing sixty-three identical job applications to as many construction firms and receiving only twelve replies, all negative. One suggested that if the inmate were to write, in about two months time, something could possibly be offered to him then, but that it was impossible to anticipate their employment needs that far in advance. Even if his efforts had been fruitful, they would have been in vain; for he received another two year rehearing.

It is readily apparent then that this premature job requirement is not only unreasonable, but damaging to the parole department—employer relationship, which the parole department is not improving by this practice. The solution to this problem is to eliminate the job and home requirement in step 1 of the parole procedure and impose this requirement only after the inmate has been accepted for release on parole; the only requirements for release then, are a home and employment acceptable to the parole department.

The four to six week period used in the investigation and confirmation of the job and home and in the greater number of cases is much longer—is somewhat drawn out and is a good example of red-tape in action. Surely a period of weeks,

(Continued on the next page)

No Excuses!

officers do not play the game their way, the parolee is caught in the middle. Why can't the parole officers, for once, be given the credit which they so rightly deserve for a job well done under adverse conditions.

Life as a parolee is hardly any different from life in any other form in free society. There are very few, if any, avenues closed to you because of your parole status. Any pleasures enjoyed by the law abiding citizen can be enjoyed by the parolee. Any place of sociability and respectability can be visited by the parolee without fear of repercussions. The parole officers are interested in you leading a rich, full, and most of all, decent life.

The world owes you nothing! Anything that is gotten must be acquired by labor, patience and sacrifice. You, as a parolee, must exhibit these qualities to a greater extent than those who do not have the handicap of a criminal record and the lost years from being incarcerated. The burden of making a success of parole is placed squarely on your shoulders—its rightful place; and the weight of this burden, at times, becomes almost unendurable, but it depends on the amount of determination you have whether you succeed or let the load weigh you down into defeat and failure.

The above observations and impressions were not gleaned from supervision under one parole officer, but from four parole officers over a forty-one month period of time. So if there be any among you who have decided to refuse your parole (in the event that you make it) because of some ideas you have acquired from fear of the unknown, or from a returned parole violator—pass it on to me, brother, I'LL GLADLY ACCEPT IT!

---*---*---

Penal World

The Hemolator is already in use at Kilby's Plasma Center, but is to be replaced by the Hemovac. Both machines agitate the collected blood and draw it by a vacuum process.

Two Laboratories are interested in the machine, and plans have been made for manufacture of the Hemovac on a mass production basis. Patent arrangements are being made. (Good luck fellows)

WOMEN GET AWAY WITH MURDER!

(Via The New Day) Riverhead, N. Y. "You will feel punishment everytime one of your two children asks you, "Where's Daddy?"

With that admonition, a judge suspended sentence on a 36-year-old mother convicted of the fatal shooting last April of her school-teacher husband.

The shooting occurred as Mrs. Jean Barto of Islip argued with her husband, Ashbel Barto over how to rear their two sons, William, who is three years old, and Daniel, 16 months.

Judge Kickinson noted that it was unusual to give a suspended sentence on a first degreeman—slaughter conviction, but told Mrs. Barto: "The cause of justice would not be served by putting you in jail with hardened criminals".

WOMEN INMATES IN MOTHER ROLES!

(Via The Mentor) Twelve years ago, the State of Minnesota found itself in a bit of a dilemma. The facilities for housing retarded children were overcrowded and a solution had to be found quickly. Fortunately, someone in authority had an idea and they presented it to the then Superintendent of Shakopee, Minnesota's State Reformatory for Women. Shakopee, being without walls, fences, cells or 'uniforms' presented a campus like appearance and had room to spare. Would it be possible to convert one of the cottages into a home for mentally retarded girls? "It didn't seem an unsuitable place for children," stated Ruby C. Benson, present Superintendent.

"We had thirty five handicapped children who could not help themselves and, a few yards away, women who needed to satisfy their normal maternal instincts. The idea of letting the women care for the children was new all right—but it seemed logical. We've never been sorry."

From the time of its inception, the program has been completely successful.

---*---*---

Parole & Emp.

not to exceed three, should be time enough to check the job and home to everyone's satisfaction. A telephone call would confirm the employment; a personal visit, by the assigned parole officer, would reveal if the home environment is acceptable.

A revision of the procedures now in effect is definitely in the realm of improving the parole system, and will put the inmate seeking release on parole in a more equitable position in his or her efforts to obtain the required job and home.

---*---*---

*But to have power to forgive,
Is empire and prerogative;
And 'tis in crowns a nobler gem
To grant a pardon than Condemn.*

Samuel Butler, Hudibras

Fallen Angel

tasies were his only escape. As for the future, he lived now only because so many thought him dead; and although he could find no purpose or reason for his existence, the future held no certainty but that of death.

From a weather beaten wooden box, he lifted a yellowing document almost reverently. In his trembling hands lay the only remnant of his past identity. Small flakes from the crumbling paper fell to the earthen floor even though his fingers held it with a tenderness accorded only to the most sacred and precious of possessions. It was a certificate of marriage, issued many years ago.

The great tragedy in this was that his wife had been killed just hours after the formal ceremony. Upon a great funeral pyre, they had placed her with all her possessions; everything with the exception of this Marriage Certificate which he could not bear to commit to the consuming flames.

The bold Gothic lettering stood out in deep contrast to the yellowing parchment indifferent to the years gone by. In the lower right hand corner he recognized the bold slash of his signature, a mark his crippled arthritic fingers could no longer make. This was the signature that was instantly recognized by millions, his own signature, the signature of ADOLF HITLER ...

---*---*---

*Woman is like poetry
The more man embraces her
the more the beauty
of her is revealed ... j. d. banks*

---*---*---

CONCERT

that is--as a new synonym for cacophony. Small wonder, then, if not just a few looked with askance upon the proposed project. Be that as it may, it was from this unfavorable setting, musical talent was recruited.

And so the work began ... Giving the proceedings and invaluable boost in the right direction, Mr. Sherman G. Brett, Director of Education, permitted the necessary screening and rehearsals to be conducted in areas of the school department. Due to this favorable situation and the hard work of a few individuals in particular--James Richardson, guitar; Phillip Stanton, drums; James McLean, string bass; James Banks, guitar; Robert Cox; string bass and drums--all preparations were completed within but a few days.

In the meanwhile, these preparatory activi-

ties stimulated more and more interest. As a result, there was a subtle change, for the better, in the local atmosphere; for, as more and more attention was given to the anticipated gain, less and less was given to the unfortunate loss. As it turn out, the initiation day of this new diversion arrived just as the prospective audience reached the peak of its receptive mood. On the other side of the stage, the prospective entertainers, somehow, sensed this mood and were, themselves, freed of doubt and anxiety ... subtly shifted, as it were, to a relaxed outgoing disposition.

Not all, however, was quite right; for, glaring down, the blazing sun took advantage of the defenseless--or rather, roofless--temporary stage which had been hastily erected for these activities. As it turned out, this situation was corrected--absolutely no pun intended--at the behest of a correctional officer. Since it was done not as a matter of duty or upon request, this gesture on the part of Captain Herbert W. Powell was the more appreciated by the entertainers; for, in doing so, "You have our support, too, in this endeavor" ... this impression, in subsequent time, was given deeper roots by the support and cooperation of General Officer George Stapf and Sargent Joe Peters, as well as other members of the custodial staff.

Show Time ... Show Time ... Nearer ... Nearer ... Nearer ... and becoming later and later for a previous appointment was visiting priest, Rev. Joseph McCloskey, S.J.--Woodstock College, Woodstock, Maryland. However, in spite of the inconvenience, he waited patiently as last-minute preparations were being made, in order to give the invocation; thereby, lending great dignity to the occassion ...

Show Time ... Show Time ... Nearer ... Nearer ... Mr. Albert A. Urie, Assistant Warden, welcomed the audience and guests--Willie Miranda (former Oriole shortstop) and Mr. Edward V. Taylor, Director of Recreation for this institution, and others. Mr. Urie spoke briefly on matters pertaining to the entertainment program as a whole--his expectations and plans to enlarge it ...

Show Time ... Show Time ... Nearer ... Nearer ... the stage is set ... the Big Band, leaning forward in anticipation ... Martin Groh and Joe Demuth at the controls of the P. A. system ... Earl Johnson, checking his tape recorder ... All of the acts, standing in relaxed readiness ... and the audience, having raised a din in approval of Mr. Urie's remarks, waits now in hushed expectancy ... a pregnant silence settles over the entire proceedings ... IT'S SHOW TIME!

... Strolling leisurely to the mike, Em Cee Charles (Jack) Gray displayed the poise and finesse of an Ed Sullivan, as he presented act after wonderfully entertaining act ... The Program went as follows:-

Concert on the Lawn

July 27, 1963

- Invocation* REV. JOSEPH MCCLOSKEY, S.J.
Master of Ceremonies CHARLES GRAY
Guest Speaker MR. ALBERT A. URIE
The Big Band JAZZ
 1. Dark Nights
*The Exclusives** ROCK AND ROLL (Vocal)
 1. Zing Went The Strings of My Heart
 2. Georgia
Red Plitt VOCALIST
 1. San Francisco
 2. Begin the Beguine
*The James Hall Trio** JAZZ (Strings)
 1. Freedom March
 2. But Not For Me
The Big Band JAZZ
 1. Hinky Dinky
 2. Almost Shiny Stockings
Calvin Farrow HILTBILLY (Vocal)
 1. Waitin'
*The Martels** ROCK AND ROLL (Vocal)
 1. On Our First Date
 2. You and I
*The Starcrafts** HILTBILLY (Strings)
 1. Broadway
 2. Guitar Man
Teddy Vincent VOCALIST
 1. Just In Time
 2. I Should Care
*The Jazz Crusaders** JAZZ
 1. The Enchantress
The Big Band JAZZ
 1. Phil De Bill
Benediction REV. JOSEPH MCCLOSKEY, S.J.
- *The Exclusives: J. Richardson, Leader; Tulio Toney, Heywood Stanley, Nazy Branch, and Andrew Disharoon
 *The James Hall Trio: James Hall, Lead guitar; Charles Booth, Rythym guitar; Wm. Phillips, Drums; James McLean, Bass.
 *The Martels: Virgil Brown, Leader; George Ewell, Donald Coby, Robert Brown, Robert (Hambone) Rogers.
 *The Starcrafts: Beverly Bynaker, Lead guitar; Ronald Bynaker, Bass guitar; Joe McCoy, Rhythm guitar.
 *The Jazz Crusaders: Robert Cox, Bass; Phillip Stanton, Drums; George Thomas, Trpt.; Dubois Young, Bari.; Jesse Armstrong, Tenor.

... More ... More ... More ... was the appeal of the happy gathering of music lovers who had sat through this song fest ...

... More ... More ... More (People love to be entertained) ... More was the appeal of the laughing, yelling, applauding audience ... Thereby lending its approval of this new diversion and demonstrating its sincere appreciation ... The music ... No cacophony now ... all is euphony ... All is entertainment ... All is well ...

... Perhaps no one is so deserving of credit for the success of this venture as the listening audience; for, their musical tastes notwithstanding, they were more than generous in their applause to each of the acts ... to the show as a whole ... as the saying goes in show business: A Good House.

If you have enjoyed the description of the institution's newest diversion, please re-read all of the foregoing and enjoy the description of three distinct groups of a penal community resolving their fundamental differences in order to unite in a common effort to effect a solution to a community problem. Such interaction between inmate, custodian, and civilian is particularly noteworthy; for, it serves to point out that which can be done in penal communities.

'Big Al'

And on many occasions he even caused the inmate population to sit up and take notice at a complete change that he had mysteriously effected in some of the most incorrigible personalities, which were considered as "lost causes" by their fellow inmates.

It would be difficult to choose one facet of "Big Al's" personality and say that it was *this* or *that* which made him a success with the men he came in contact with, but we do know that he possessed the "green thumb" in human relationships. His techniques were many and varied: He bullied, argued, and if the occasion called for it "Big Al" could use *strong* language to get his point across to some recalcitrant inmate who had refused to cooperate in class. At other times he played the role of a big brother or confidant. To encourage those who had not won a prize in his class, he would dig down into his own pocket and contribute money for a "special" prize which he had dreamt up for the occasion to prevent a dissatisfied inmate from feeling badly. Not seeming to be satisfied with this, he even enlisted the aid of his wife, Mrs. Phyllis League, to bake cakes and cookies for the class—"Big Al" will long be remembered by the inmates in the Maryland Penitentiary ...

Editor's Note:-

When this article was being written, a letter arrived from "Big Al" in Bayport, Minnesota, where he is employed in his new job as District Manager for Anderson Corporation. Space will not permit us to print the entire letter, but the following excerpts is an indication as to how "Big Al" feels about us:

... I can't find words to express my true feelings, but rehabilitation is more than just a word to me. It is something important--more so, than all of the Space Research Programs, both here and abroad ... If we can't solve the problems of mere man, how can we even begin to conquer space ...

BALLS

STRIKES

	1	2	3	4	5	6	7	8	9	10	R	H	E
M. VISITORS													
S. PEN													
P. VARSITY													

INTRAMURAL
SPORTS

by Walter (Buddy) Garci



Clockwise: Raymond Brady lb, Raymond Freely rf, Joe Stewart P, Ernest Wayne lf, Jackie (Robinson) Bat Boy, John Williams, Equipment Manager Charles (Little) Ford 2b, Manuel Torres Manager, Carl Hall P, Buddy Garci ss, and Wilbur Henson c.

with 2 runs of their own in their half of the inning. On a disputed play in the 3rd inning, with Garci on third base, Umpire Barbee called a BALK on Rodgers and sent Garci home with what turned out to be the winning run for the Orioles. This was all the margin that Joe Stewart needed as he pitched overpoweringly while striking out 15 and winning his 10th game of the year.

The first game of a 2 out of 3 series, the Orioles beat the Cards by 13 to 3. However, the Cardinals won the second game by 5 to 2.

With the series evened, at 1 to 1, the final game got under way. The Orioles got 2 runs in the 1st inning but the Cards bounced right back

It was an exciting series, for both fans as well as players. One extremely happy individual is Manager Manuel Torres of the Orioles—he finally won a Championship. Good Luck to the Orioles, 1963 Champions. See you next April



Willie Miranda's proteges
The Pimlico
Little League
Baseball Team

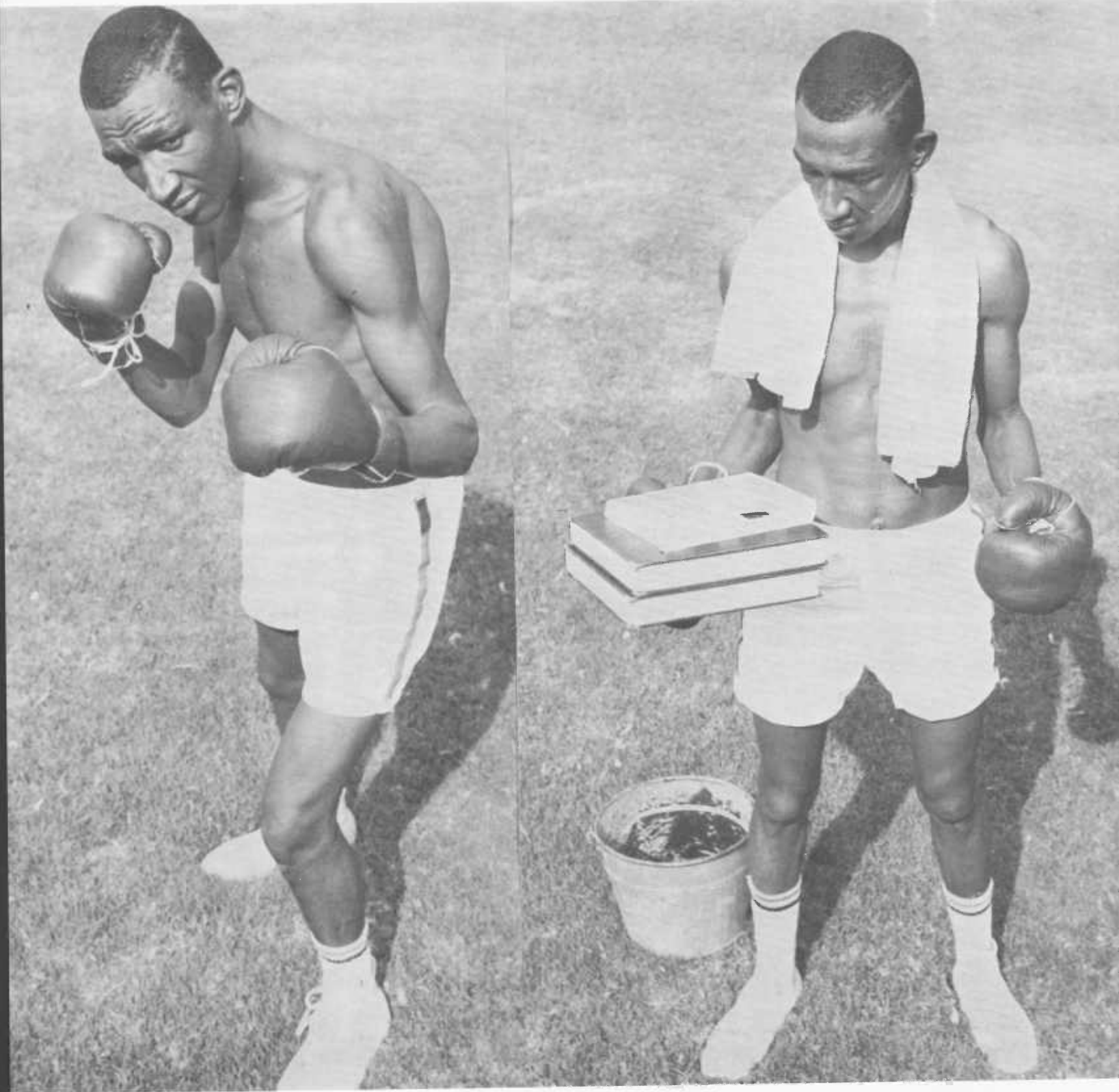
THE PEN STARS



The Victors: E. Ray, P. Benjamin, P. Howell, Ralph Dickerson, L. Smith, W. Jones, David Scott, W. Shields, F. Anderson, I. Brown, E. Burroughs.

The Vanquished: The Bantu Dons: W. Harris, W. Straton, F. Whiting, S. Green, T. Wright, R. James.





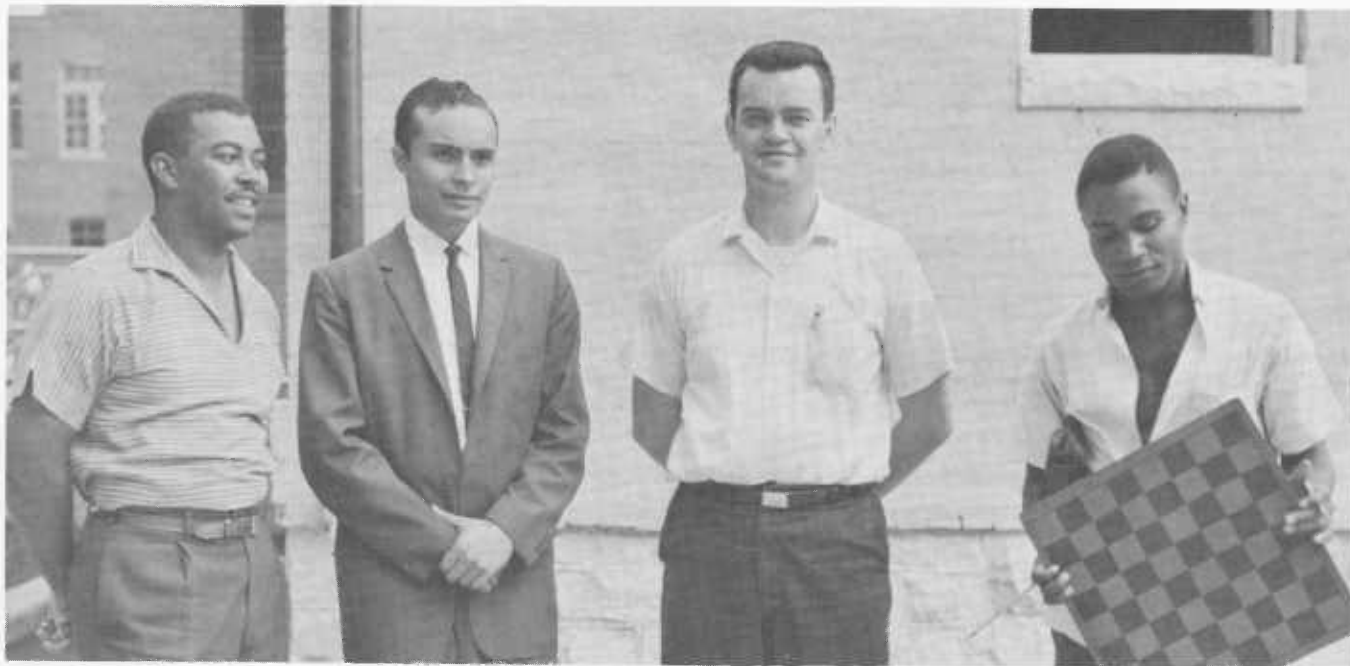
Two Views

In bold boxer's pose
Richard Briscoe gradly shows
Tigerish glance and flashing lance
Which kayoed creature foes.

Challenged with an enemy
Who fears not his tigerish mien
Who turns aside his flashing jabs
Like ineffectual drops of rain.

Then flashed inner light
The answer naked to be seen
'Twas not a right cross nor a new hook
But knowledge gleaned from books.

Welcome to...



L-R: Mr. E.V. Taylor, Supervisor of Recreation, Mr. Kenneth Clayton, U.S. Amateur Champion, Lou Hucks, Bay Region Chess Club, and inmate J. Fisher



L-R: Mr. E.V. Taylor, Supervisor of Recreation, Johnny Gilman, boxer, Ralph gupas, boxer, Denny Moyer, boxer, Angelo Groves, ex-fighter, Benny Trotta, Silvan Bass, Sgt. Joseph Peters, Captain Herbert Powell.

Letters to the Editor...

Sirs:

I am writing you in regard to an article I saw in the *Saturday Review*. The announcement was made that anyone interested in sending for a subscription to the available papers could write to the respective institutions. How much is your yearly subscription, and how many issues do you send out during the year?

I am a junior at Farmington State Teachers College and am taking a course in Journalism. The College has an exchange program, whereby, we exchange our college newspaper, *The Mirror*, with other colleges and institutions. If you would be interested in this exchange process, let me know.

Miss Janis Withee

Farmington State Teachers College
Farmington, Maine

Sirs:

I was very much interested in the article in the *Saturday Review*, "Journalists Behind Bars" and would like to arrange for a one-year subscription to *The Courier*.

N. A. Parr

Burlingame, California

Sirs:

Please send me a copy of *The Courier*.

E. M. D. Dickinson

San Francisco

Sirs:

We have in our library a sizeable group of prison publications. We would be most grateful if you could add our name to your mailing list to receive the issues of *The Courier*.

Paul G. Wildman

Yale Law Library
New Haven, Connecticut

Sirs:

I am a free-lance writer and editor currently in the process of compiling and editing an anthology of the best articles that have appeared in prison journals and magazines. This project has received an enthusiastic response from sociologists, ministers, writers and publishers in

the Chicago area who feel that such a book would have social significance and, possibly, commercial success. It is also an area in which hitherto undiscovered creativity should be found, coupled with a sensitivity and awareness that a discerning readership would respond appreciatively too. I have fond hopes that this could become an annual anthology if the public response warrants it.

Please send me what you feel are the best of your recent back issues. I am not only interested in essays and editorials, but also fiction, poetry, photographs, cartoons, etc. Anything reprinted will, of course, receive proper credit and identification.

Arnold B. Passman

Chicago, Illinois

Sirs:

I am writing to inquire if it is at all possible to buy a subscription to your current issue of *The Courier* as I would like to read it. Will be glad to send check in for same if it is available to citizens and the public.

Ida D. Collins

Baltimore 34, Maryland

Sirs:

I am a Sociology major at St. Lawrence University in Canton, N.Y. At present I am taking a course in Probation and Parole. I read your article in *The Bridge* and was wondering if you could send me some back copies of *The Courier* ... to use this information for a project in Probation and Parole.

William Kirn

Canton, New York

Sirs:

Will you please add my name to your subscription list? Bill the Exploratory Program in Journalism of *Renewal*.

Stephen Rose

Chicago, Illinois

Sirs:

As one of the three or four half-way houses in the United States con-

cerned with the rehabilitation of ex-prisoners, we are interested in receiving your publication and know that you will also be interested in receiving ours. We have added you to our mailing list. Would you kindly send us your publication?

The Rev. James G. Jones

Executive Director
St. Leonard's House, Chicago Ill.

Sirs:

The Vera Foundation is working in the area of law and justice and would be interested in receiving your publication regularly. Would you please put us on your mailing list.

Synthia Rosen

The Vera Foundation
New York, New York

Sirs:

Please put us on your mailing list. Would it be possible to receive two copies of *The Courier* as I plan to utilize it in the classroom.

Enclosed find the sum of \$1.00 to help defray costs.

Walter A. Dale

Colebrook Academy
Colebrook, New Hampshire

Sirs:

Thank you for the copy of *The Courier*. So that a few more of them may come my way here is \$1.00 to pay postage. Since the article in the *Saturday Review*, I've sent for all the publications listed and most have responded. With my friends I share the papers and hope a little better understanding and helpfulness may come to us all.

Celine Geisman

Danville, Illinois

Sirs:

Could you tell me at what price I could subscribe to your publication for use in journalism classes?

G. Linnemann

La Porte High School
La Porte, Indiana

Sirs:

Congratulations on a fine issue of *The Courier*. I will miss the monthly issue but obviously fewer will allow

you to add further polish and perfection to each quarterly issue. Especially interesting was Ed Metcalfe's article, which has caused much comment among my friends.

A word of praise to the men who did the cover, truly an unusual and difficult piece of work.

Earl John Porter

Springfield, Virginia

Sirs:

In our August edition of The Monocle we reprinted a chess quiz which was taken from your magazine. We intended to publish the answer in our September issue but somehow, it was mislaid.

In-as-much as we have many excellent chess players, here at NSR, nobody has--as yet--solved the puzzle. The consternation in the compound is at fever level and this office has been deluged for the answer.

Considering our situation, would you please rush to us immediately, one chess quiz answer. We will be eternally obligated.

Don Mallery
Editor

Sirs:

In a recent advertisement received from the Wisconsin Service Association, there appeared a picture of people and their various moods, sitting arrangements, mannerisms, and dress while receiving Psychotherapy.

We are wondering whether this picture is available in a larger size, where it can be obtained, and the cost.

Darrel Langmann

Chief Social Worker
Washington-Ozaukee Guidance Center

Sirs:

The Oregon State Correctional Institution publishes a bimonthly magazine entitled "Detour" which is an inmate publication. Beginning with the next issue, you will receive a copy of it as well as a copy every other month for your inmate library. It is requested that our name be added to your mailing list for the same purpose.

Education Supervisor
Oregon State Correctional Institution
Box 568
Salem, Oregon - 97310

Very truly yours,
P. J. Squier, Superintendent
By: A. M. Colbert,
Education Supervisor



by John Fayson

- (1) Never cross the following mediums: pencil and pastel, water-color and crayon, etc. **WHATEVER YOU START WITH END WITH!**
- (2) **DO NOT** leave hard lines around your drawing. Lines should be drawn for the following purposes: 1) to establish the working area, and 2) to indicate the shape of the subject.
EXAMPLE: Wrong Right
- (3) Good drawing is the result of developed coordination between the mind and the hand.
EXAMPLE: SSSSSS
SSSSSS
SSSSSS

The above exercises should be practiced until you can perform them with a reasonable degree of accuracy, before attempting to do them with speed.

- (4) **Never**, under any circumstances, paint on both sides of a canvas. Paint on both sides prevents ventilation, thus causes your canvas to dryrot.
- (5) **DO NOT** paint on a rainy day. The humidity will cause your color to darken, and also hinder drying.
- (6) Due to the fact that water color is a transparent medium, it should not be applied thick to look like oil.
- (7) A pastel painting should **never** be sprayed with any manufactured fixitive. Rich brilliancies are dulled as the result of spraying. The completed painting should be mounted in an airtight glass frame. This will prevent it from sliding, thereby causing the pastel to become smudged.
- (8) For oil painting grounds or supports: Many materials, such as cardboard, and wood panel—**AVOID PLYWOOD AT ALL COST!** Glass is quite workable, and sheet metals are desirable surfaces for certain difficulties: the awkwardness in handling and prices. A good under-painting is of the utmost importance. Flat white is most commonly used, but personally, I find experimenting with under-paintings the most rewarding. Try mixing sand with the flat white, and it will produce a beautiful texture.

EDITORIALS

The thought of intruding into the 'Realm of Journalism' as an active participant, was as remote to me as the Earth is to the Stars. Immediately this brings the reader to the conclusion that this writer does not have any previous experience. I must confess the only 'creative' writing I have done, prior to this article, are the few personal letters written to my family.

To be suddenly inducted, without a warning, and told that you are understudying an efficient and capable Editor, namely Pedro Crooms, with the possibility of replacing him as Editor of the *Courier*; in my opinion, gives one the feeling that Daniel might have experienced on entering the Lions' Den.

As of this writing, no one knows for certain who will succeed Pedro (notice the first name basis) when he seeks new horizons on the 'Street', for another fledgling has appeared on the scene with yours truly, Al Rutledge. Almost everyone in the Institution knows, or has read articles by Al, so I am wondering if I am allowed a handicap in this race for Editorship?... In the event it is I who will be selected to succeed Pedro, I fervently hope that I can absorb just a little of the knowledge he will attempt to pound into me. I have been adverse to broach the subject of when he will actually leave, for if I have a 'deadline' to acquire this vast knowledge that is essential in the editing of this magazine, I presume I will be defeated before I can begin.

Having assumed a responsibility to you by being employed on the *Courier*, I would like to make known a 'matter of policy' that I hope to advance in the editing of this magazine. First and last; this is your magazine! Please use it! Submit all the stories; articles; etc. that you think would be of interest to our inmate population and our 'outside' readers. You realize, of course, that quite a few copies of the *Courier* are for 'outside' subscribers, therefore we must also consider them in our Editorial policy.

After the re-writing, editing, and reading of this article by the reading audience and the administrative echelon of the Institution, this could be my FIRST AND LAST attempt in the field of journalism! If, by a strange twist of fate, I am fortunate enough to survive, this, my initiation, and allowed to continue as a pupil, I hope that I will justify the faith in my ability that has been placed there by my friends and supervisors alike.

My heartfelt gratitude and thanks to Mr. Brett, Director of Education; Pedro Crooms and the entire *Courier* Staff for their patience and helping hand to a "ROOKIE"

Bob Rogers

It is not enough that a man *do* good. It is better that he also *be* good. Someone said *that* and it's quoted in various periodicals, indicating that it has the quality of profundity. For quite sometime I have wondered, by what method of quantification one might use to qualify a man that *is* good.

By various routes in prior issues I have attempted to relate some factors that may be conversely responsible for relegating the good or the bad of man. I have purposely limited my expostulations to "young people" in this matter. This limitation was principally because I feel that as one of the young people who has gone astray I can surely tell someone that it could be better, all we need do is realize it. Since the advent of these articles about young people I have been given the responsibility of holding down the job of Associate Editor of this mag.

In Nureinen Sommer (Only One Summer) I stated that young people are not necessarily all of the derogatory things that are superficially attached to youth. If this is so then I, as a natural representative of a younger generation, must display or simulate the qualities that I attributed to youth. Well I just haven't got them! But we have. WE, as a generation of the so-called wanderers, can say, through the power of the press, "This is why we wander" and chances are we'll be closer to the crux of the problem than a team of Harvard Ph. D's, who obviously lack the knowledge available to we who can write it as we lived it.

Anyone of you readers (young or old), who feel that by some knowledge of yours someone may be enlightened or confirmed then, by all means address a letter to the Editor C/O The *Courier*.

There may be very little that can possibly come from such a venture but in the event that just one 'someone' is benefited, there is room for a lot of self-satisfaction. This appeal is not to open the door for all of my prototypes but to give the individual who really has something to offer an opportunity to do so.

The interest of our readers can be directed towards practical situations that they are in one manner or another directly concerned. There are mothers and fathers on the outside who are wondering just what is happening to their children. You may not know it all, but the advice is free. Most of us are paying in doubles and triples for a lesson that we *may* have been better off without.

The *Courier* will continue to make strides towards a better relationship and understanding, between ourselves and the outside world.

by Albert Rutledge

Ode to Autumn

Season mists and mellow fruitfulness!
Close bosom-friend of the maturing sun;
Conspiring with him how to load and bless
 With fruit the Vines
That round the thatch-eaves run;
To bend with apples the moss'd cottage-trees,
And fill all fruit with ripeness to the core;
To swell the gourd, and plump the hazel shells
With a sweet kernel; to set budding more
And still more later flowers for the bees,
Until they think warm days will never cease;
For Summer has o'brimm'd their clammy cells.
Where are the songs of Spring?

 Ay, where are they?
Who hath not seen Thee oft amid thy store?
Sometimes whoever seeks abroad may find
Thee sitting careless on a granary floor,
Thy hair soft-lifted by the winnowing wind;
Or on a half-reap'd furrow sound asleep,
Drowsed with fume of poppies, while thy hook



 Spare the next swath and all its twined flowers;
And sometime like a gleaner thou dost keep
Steady thy laden head across a brook;
Thou watchest the last oozings, hour by hours.
Where are the songs of Spring?

 Ay, where are they?
Think not of them, —thou hast thy music too,
While barred clouds bloom the soft-dying days
And touch the stubble-plains with rosy hue;
Then in a wailful choir the small gnats mourn
Among the river-sallows, borne aloft
Or sinking as the light wind lives or dies;
And full-grown lambs loud bleat

 From hilly bourn;
Hedge-cricket sing, and now with treble soft
The redbreast whistles from a garden-croft,
And gathering swallows twitter in the skies.

by John Keats



10 CENT
POSTAGE

954 FORREST STREET
BALTIMORE, MD. 21202

To:

From:

