

1952

A survey of music activities in the penal institutions of northeastern United States

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A SURVEY OF MUSIC ACTIVITIES IN THE PENAL INSTITUTIONS OF
NORTHEASTERN UNITED STATES

A Thesis
Presented to
the Faculty of the College of Music
Boston University

In Partial Fulfillment
of the Requirements for the Degree
Master of Music Education

by
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CHAPTER I

SELECTION OF THE PROBLEM

The need for this study. The penal institutions of the federal and state governments are charged with the security and reformation of prisoners of their respective institutions. The law assumes that the process of socialization and rehabilitation of those imprisoned is one of the means to this end and specifies that each prisoner shall be given a program of education which on the basis of available data, seems most likely to further the process.¹ That correctional or penal education, broadly defined, is an important factor in the process of rehabilitation of inmates is almost an accepted principle. Nathan Peyser recognizes the importance of education in correctional work and at the same time asks what can be done to improve it. He says:

How can the educational activities of our prisons and reformatories be made more effective in rehabilitating the criminal? We see an answer to this problem because we feel that it is the fundamental one in correctional administration today. Education in penal institutions cannot be considered apart from the rehabilitation motive; in turn, a rehabilitation program is meaningless without an educational background and procedure to control and guide it.²

In seeking the solution to Peyser's question one fact stands out: The success of any rehabilitative program is dependent on the right kind

¹James V. Bennett, Annual Report, Federal Prisons, 1949 (Leavenworth, Kansas, 1950), p. 1.

²Nathan Peyser, "The Significance of Penal Education." Commission for the Study of Educational Problems of Penal Institutions for Youth (New York, 1934), p. 15.

of staff.

James V. Bennett, Director, Bureau of Prisons, stated in his Annual Report (July 1, 1948 to June 30, 1949) the following in regard to an adequate program of correctional education:

A complete program of correctional education should include instruction in the basic tool subjects for minimum functioning literacy; opportunities to make up school deficiencies; vocational training to increase employability; instruction in wholesome leisure-time activities; guidance toward the achievement of mental and physical health; and a type of social education designed to develop personal insight and an understanding of interpersonal values and community living.³

As stated previously the basis of the success of any rehabilitation program is the right kind of staff, but in effective combination with this must be a complete program of correctional education as outlined by Bennett.

The question now arises: Where does music fit into the composite program of penal or correctional education? Why teach music to inmates of penal institutions? In fact, why democratize music at all? There are reasons sound and important for this venture. To have a successful rehabilitative program in any penal institution the staff should be adequate in numbers and qualified by temperament, training, and experience to remake the unnatural and complex situation of the ordinary penal institution into an environment which effectively rehabilitates inmates. Music is a part of every environment and therefore would exert influence in the penal institutions. Hence, if we assume that the function of penal institutions is to reform, which is the modern scientific approach, and that reformation is an educational process -- so

³James V. Bennett, Annual Report, Federal Prisons, 1949 (Leavenworth, Kansas, 1950), p. 21.

music should form an integral part of this phase of education because of its influence and contribution towards mental health and life development through proper expression and its contribution in the proper development of leisure-time habits.

A keen music educator who can work out methods of applying his musical knowledge and skill to the emotional problems of human beings who are inmates of prisons, reformatories, and other penal institutions should emerge with a set of techniques that are not only absorbingly interesting, but also extremely helpful to some of his unfortunate human brothers.

Music educators in the field of penal work are as yet, almost non-existent, and it will probably be some years before there will be positions filled by persons who are as able as those employed in teaching music in public schools. There is a lack of literature which one might consult concerning the amount of musical activity in these institutions, and there is no book, to the knowledge of the writer, which one might consult for a systematic presentation of the aims, methods, and cautions to be observed in the field of music in the penal system. There are various books, magazine articles, and brief discussions in annual reports of organizations concerned with penal or correctional institutions that merely refer or state briefly that music is carried on in the institutions and has therapeutic value. These statements are inadequate as sources of information and comparison for the answer to the questions of this study.

With the penal institutions responsible for the security and reformation of inmates, with penal education in its broadest sense expressly accepted as a means of achieving this security and reformation of prisoners by means of correctional education and music forming an integral part of this education, there is justification of a new survey in

this area.

The problem. The problem then is: To what extent are musical activities carried on in the various types of penal institutions in north-eastern United States. The purpose of the present study is to contribute an answer to this question and to meet, in part at least, the need outlined in the preceding paragraph. Furthermore, it is reasonable to assume that the results of this study will be of some value to music educators who are interested in the wider application of music in all areas of activity and to administrators of penal institutions who believe that music would be effective in penal treatment or reformation.

CHAPTER II

SCOPE OF THE STUDY

An introductory study. It is intended that the present study be regarded as an introductory survey in determining the extent to which music activities are being used as part of correctional or penal rehabilitative programs. It comprises a somewhat general treatment of what are considered the major music activities of this field rather than an exhaustive investigation of one or more of these music activities.

Types of music activities included. Since there must be some limitations as to scope in a study of this character, the writer has confined his attention primarily to the following music activities:

- (1) Band
- (2) Dance Orchestra
- (3) Concert Orchestra
- (4) Choral Groups
 - (a) Religious
 - (b) Non-religious
- (5) Instrumental Instruction
- (6) Appreciation or listening
- ~~(7) Minstrel Show~~
- (8) Operetta
- (9) Community Singing

Another important aspect concerned with the types of music activities is determining the extent to which the various institutions have any music activities in which the individuals participate as performers or listeners. Listening would include the time spent listening

to music over the radio and over the public address systems in the work shops and dining halls. (See Appendix I)

The area surveyed in the study. As the title and the statement of the problem suggest, the area of research, so far as current practices are concerned, is limited to penal institutions in the northeastern United States, and under the jurisdiction of the states or the federal government. The nature and purpose of the problem impose this limit. The need for knowing current conditions makes it necessary that very recent data be used. The study was begun in the winter of 1951. The data, therefore, cover the fiscal year of 1951-1952.

Institutions used in the study. The institutions used in the present study represent the state and federal penal institutions of northeastern United States, which include those of the states of Maine, New Hampshire, Vermont, Massachusetts, Rhode Island, Connecticut, New York, New Jersey, and Pennsylvania. The penal institutions are of various designations such as prisons, reformatories, penitentiaries, penal farms, vocational schools, correctional institutions, and institutions for the criminally insane.

The following pages list the institutions included in the survey. These are taken from the pamphlet, State and National Correctional Institutions of the United States of America, Canada, England, and Scotland -- Official 1951.⁴ Information is given concerning: when the institution was opened, normal capacity, average population 1950, type of offenders in the institution, and age limits of the inmates. The institutions used in this study are marked with asterisks.

⁴ State and National Correctional Institutions of United States of America, Canada, England, and Scotland -- Official 1951 (New York, 1951). Pamphlet, 76 pp.

State and National correctional institutions.⁵

MASSACHUSETTS

Youth Service Board 14 Somerset Street Boston 8
 William A. MacCormick, Chairman
 Dr. Cecilia McGovern
 Thomas J. Turley
 Walter C. Bell, Executive Secretary

Industrial School for Boys, Harvard Road, Shirley**

Robert T. Grey, Superintendent
 Opened 1909 - Normal Capacity 195
 Average population 1950: 129 males. Juvenile delinquents.
 Age limits: 15 - 20

Industrial School for Girls, Old Common Road, Lancaster**

Miss Elizabeth Bode, Superintendent
 Opened 1854 - Normal Capacity 190
 Average population 1950: 59 females. Juvenile delinquents and misdemeanants.
 Age limits: 7 - 17

Lyman School for Boys, Westborough**

Charles A. DuBois, Superintendent
 Opened 1846 - Normal Capacity 278
 Average population 1950: 238 males. Juvenile delinquents and misdemeanants.
 Age limits: 7 - 18

⁵Ibid., pp. 16-38.

State Farm, Bridgewater (P. O. State Farm)**

James E. Warren, Superintendent

Opened 1856 - Normal Capacity 2824

Average population 1950: 2150 (2054 males, 96 females). Felons
misdemeanants, criminal insane, defective delinquents, drug
addicts, and inebrates.

Age limits: None

Massachusetts Reformatory, West Concord**

John C. Dolan, Superintendent

Opened 1884 - Normal Capacity 1100

Average population 1950: 785 males. Felons, misdemanants, and
defective delinquents.

Age limits: Up to 29

Reformatory for Women, Framingham**

Dr. Miriam Van Waters, Superintendent

Opened 1877 - Normal Capacity 344

Average population 1950: 256 females. Felons, midemeanants,
defective delinquents, drug addicts, and inebrates.

Age limits: None

State Prison Colony, Norfolk

Frank B. Coughlin, Superintendent

Opened 1931 - Normal Capacity 1208

Average population 1950: 907 males. Felons, misdemeanants, and
medieal transfers from State penal institutions under the
Department of Correction, and from County jails and houses of
correction.

Age limits: None

Massachusetts State Prison, (Charlestown) Boston**

John J. O'Brien, Warden

Opened 1805 - Normal Capacity 600

Average population 1950: 594 males. Felons.

Age limits: None

NEW YORK

Department of Correction

Alfred E. Smith State Office Building Albany 1

William E. Leonard, Acting Commissioner

Paul D. McGinnis, Deputy Commissioner

Attica Prison, Attica**

Walter B. Martin, M.D., Warden

Opened 1931 - Normal Capacity 2064

Average population 1950: 2030 males. Felons.

Age limits: 16 up

Auburn Prison, Auburn**

Robert E. Murphy, Warden

Opened 1817 - Normal Capacity 1636

Average population 1950: 1604 males. Felons.

Age limits: 16 up

Clinton Prison, Dannemora

J. Vernel Jackson, Warden

Opened 1845 - Normal Capacity 1472

Average population 1950: 1626 males. Felons.

Age limits: 16 up.

Great Meadow Prison, Comstock**

Vernon A. Morhous, Warden

Opened 1911 - Normal Capacity 1168

Average population 1950: 1104 males. Felons.

Age limits: 16 up

Green Haven Prison, Green Haven (Post Office Stormville)**

Opened 1949 - Normal Capacity 2016

Average population 1950: 806 males. Felons.

Age limits: 16 up

Sing Sing Prison, Ossining**

Wilfred L. Denno, Warden

Opened 1825 - Normal Capacity 1732

Average population 1950: 1770 males. Felons.

Age limits: 16 up

Wallkill Prison, Wallkill**

Dr. Walter M. Wallack, Warden

Opened 1932 - Normal Capacity 504

Average population 1950: 452 males. Felons.

Age limits: 16 up

Dannemora State Hospital, Dannemora**

Francis C. Shaw, M.D., Director

Opened 1900 - Normal Capacity 1070

Average population 1950: 1118 males. Any male who becomes insane while serving a sentence in any New York State Prison, Reformatory, or institution for male defective delinquents.

Age limits: 16 up

Matteawan State Hospital, Beacon

John F. McNeill, M.D., Director

Opened 1892 - Normal Capacity 1423

Average population 1950: 1720 (1473 males, 247 females).

Felons, misdemeanants, and dangerously insane patients transferred from other state hospitals, penitentiaries or jails. Majority of inmates received from courts.

Age limits: 16 up

State Agricultural and Industrial School, Industry**

John B. Costello, Superintendent

Opened 1849 - Normal Capacity 391

Average population 1950: 375 males. Juvenile delinquents.

Age limits: 12 - 16 (Receives boys under 12 and over 16 under certain conditions).

Albion State Training School, Albion**

Frederick J. Bumell, Superintendent

Opened 1893 - Normal Capacity 397

Average population 1950: 203 females. Institution for care and custody of mentally defective delinquent women.

Age limits: 16 up

Westfield State Farm (Reformatory for Women), Bedford Hills**

Miss Henrietta Additon, Superintendent

Opened 1901 - Normal Capacity 274

Average population 1950: 329 females. Felons, misdemeanants, wayward minors and youthful offenders.

Age limits: 16 - 30

Westfield State Farm (Prison for Women), Bedford Hills**

Miss Henrietta Additon, Superintendent

Opened 1950 - Normal Capacity 215

Average population: 209 females. Felons.

Age limits: 16 up

Elmira Reformatory, Elmira**

Leroy Weaver, Superintendent

Opened 1876 - Normal Capacity 1287

Average population 1950: 1375 males. Felons and misdemeanants.

Age limits: 16 - 30

Reception Center, Elmira**

Dr. Glenn M. Kendall, Director

Opened 1945 - Normal Capacity 408

Average population 1950: 288 males. Felons, misdemeanants, youthful offenders and wayward minors.

Age limits: 16 - 21

Institution for Male Defective Delinquents, Napamoch**

Thomas J. Hanlon, Superintendent

Opened 1921 - Normal Capacity 988

Average population 1950: 1019 males. Felons, misdemeanants, and youthful offenders.

Age limits: 16 up

New York State Vocational Institution, West Coxsackie**

Donald D. Scarborough, Superintendent

Opened 1935 - Normal Capacity 800

Average population 1950: 745 males. Felons misdemeanants, wayward minors, juvenile delinquents, and youthful offenders.

Age limits: 16 - 19

Woodbourne Correctional Institution, Woodbourne**

Wilson H. Dunn, Superintendent

Opened 1935 - Normal Capacity 744

Average population 1950: 747 males. Felons and misdemeanants.

Age limits: ~~16~~ up

New York State Training School for Boys, State School (Orange County)**

A. Alfred Cohen, Superintendent

Opened 1933 - Normal Capacity 496

Average population 1950: 380 males. Juvenile delinquents.

Age limits: 12 - 16 (Receives boys under 12 and over 16 under certain conditions).

Annex of State Training School for Boys, New Hampton**

Benjamin J. Hill, Director

Opened 1947 - Normal Capacity 69

Average Population 1950: 61 males. Juvenile delinquents.

Age limits: 12 - 16 (Receives boys on transfer from State Agricultural and Industrial School and New York State Training School for Boys).

New York State Training School for Girls, Hudson**

Miss Inez B. Patterson, Superintendent

Opened 1904 - Normal Capacity 385

Average population 1950: 211 females. Juvenile delinquents.

Age limits: 12 - 16 (Receives girls under 12 and over 16 under certain conditions).

PENNSYLVANIA

Department of Welfare

Harrisburg

William C. Brown, Secretary of Welfare

Fred W. Brody, Director, Bureau of Penal Affairs

Pennsylvania Training School, (Washington County) Morganza

Chester Sterling, Superintendent

Opened 1850 - Normal Capacity 597

Average population 1950: 340 (200 males, 140 females).

Misdemeanants and juvenile delinquents.

Age limits: 12 - 21

Pennsylvania Institution for Defective Delinquents, Huntingdon***

John D. Pennington, Superintendent

Opened 1941 - Normal Capacity 1198

Average population 1950: 857 males. All felons and misdemeanants who have been examined and declared defective delinquents.

Pennsylvania Industrial School, Box 200, Camp Hill

Arthur T. Prasse, Superintendent

Opened 1941 - Normal Capacity 1404

Average population 1950: 1456 males. Felons, misdemeanants, and juvenile delinquents.

Age limits: 15 - 25

State Industrial Home for Women, Muncy**

Miss Celia Gray, Superintendent

Opened 1920 - Normal Capacity 325

Average population 1950: 326 females. Felons and misdemeanants.

Age limits: 16 up

Eastern State Penitentiary, 2107 Fairmount Avenue, Philadelphia 30**

Cornelius J. Burke, Warden

Opened 1829 - Normal Capacity 923

Average population 1950: 1130 males. Felons.

Age limits: None

New Eastern State Penitentiary, P. O. Box 244, Graterford**

Cornelius J. Burke, Warden

Charles G. Day, Deputy Warden

Opened 1928 - Normal Capacity 2000

Average population 1950: 1922 males. Felons.

Age limits: None

Western State Penitentiary, Box A, Northside Station Pittsburgh 12

Dr. John W. Claudy, Warden

Opened 1826 - Normal Capacity 1140

Average population 1950: 1155 males. Felons.

Age limits: None

New Western State Penitentiary (Rockview Branch), R. D. 3, Bellefonte

Dr. John W. Claudy, Warden

M. M. Cobb, Acting Superintendent

Opened 1912 - Normal Capacity 1012

Average population 1950: 785 males. Felons.

Age limits: None

RHODE ISLAND

Department of Social Welfare, 40 Fountain St. Providence

Edward F. Reidy, Director

Rhode Island Training School for Girls, Brayton Avenue, Howard**

Miss Anna M. Moroney, Superintendent

Opened 1882 - Normal Capacity 45

Average population 1950: 27 females. Misdemeanants.

Age limits: 7 - 18

Rhode Island Training School for Boys, Reservoir Avenue, Howard

Arthur E. Marley, Superintendent

Opened 1882 - Normal Capacity 150

Average population 1950: 136 males. Delinquent and wayward boys.

Age limits: 7 - 18

State Reformatory for Men, Rear Pontiac Avenue Box 67, Howard**

***William C. Kindelan, Warden

Opened 1932 - Normal Capacity 250

Average population 1950: 150 males. Felons and misdemeanants.

Age limits: 16 - 30

State Reformatory for Women, Howard Avenue, Box 101, Howard**

***William C. Kindelan, Warden

Opened 1925 - Normal Capacity 45

Average population 1950: 31 females. Felons and misdemeanants.

Age limits: 18 up

(***Address: Penal and Correctional Institutions, P. O. Box 114, Howard)

Providence County Jail, 1385 Pontiac Avenue, Box 114, Howard**

***William C. Kindelan, Jailer

Opened 1878 - Normal Capacity - 250

Average population 1950: 191 males. Felons and misdemeanants

Age limits: 18 up

Rhode Island State Prison, 1385 Pontiac Avenue, Box 114, Howard**

***William C. Kindelan, Warden

Opened 1878 - Normal Capacity 350

Average population 1950: 220 males. Felons.

Age limits: 18 up

(***Address: Penal and Correctional Institutions, P. O. Box 114, Howard).

VERMONT

Department of Institutions and Corrections

Montpelier

T. C. Dale, Commissioner

Weeks School, 100 Water Street, Vergennes**

Harrison C. Greenleaf, Superintendent

Opened 1865 - Normal Capacity 150

Average population 1950: 147 (109 males, 38 females). Misdemeanants and dependents.

Age limits: 10 - 19

Women's Reformatory, State Street, Rutland**

Helen M. Koltonski, Superintendent

Opened 1921 - Normal Capacity 65

Average population 1950: 19 females. Felons and misdemeanants.

Age limits: 16 up

Vermont State Prison and House of Correction for Men, 65 State Street,
Windsor**

John L. Ferguson, Warden

Opened 1809 - Normal Capacity 402

Average population 1950: 275 males. Felons and misdemeanants.

Age limits: 16 up

CONNECTICUT

Long Lane School, Middletown

Mrs. Alice P. L. Sells, Superintendent

Opened 1870 - Normal Capacity 199

Average population 1950: 127 females. Juvenile delinquents.

Age limits: 8 - 18

Connecticut State Farm and Prison for Women, Box 246, Niantic**

Miss Elsie Shearer, Superintendent and Warden

Opened 1918 - Normal Capacity 200

Average population 1950: 165 females, 34 infants. Felons and
misdemeanants.

Age limits: 16 up

Connecticut Reformatory, Maple Avenue, Box G, Cheshire**

Leonard E. Comstock, Warden

Opened 1913 - Normal Capacity 400

Average population 1950: 218 males. Felons and misdemeanants.

Age limits: 16 - 25

Connecticut State Prison, 100 State Street, Weathersfield 9**

Ralph H. Walker, Warden

Opened 1827 - Normal Capacity 900

Average population 1950: 742 males. Felons.

Age limits: 16 up

Osborn Prison Farm, Eafield**

George H. Bradley, Supervisor

Opened 1918 - Normal Capacity 200

Average population 1950: 200 males. Transfers from Connecticut State Prison.

Age limits: None

MAINE

Department of Institutional Service

Augusta

Norman U. Greenlaw, Commissioner

State School for Boys, 675 Westbrook Street, South Portland**

Edwin M. Purinton, Supervisor

Opened 1863 - Normal Capacity 150

Average population 1950: 107 males. Misdemeanants.

Age limits: 9 - 16

State School for Girls, Hallowell

Miss Nellie French Stevens, Supervisor

Opened 1875 - Normal Capacity 150

Average population 1950: 95 females. Juvenile delinquents.

Age limits: 9 - 16

State Reformatory for Men, South Windham**

Perry D. Hayden, Supervisor

Opened 1920 - Normal Capacity 150

Average population 1950: 121 males. Felons, misdemeanants,
Age limits: 16 - 36 incorrigible juvenile delinquents.State Reformatory for Women, Skowhegan**

Miss Chastine D. Kelley, Supervisor

Opened 1916 - Normal Capacity 130

Average population 1950: 86 females. Felons, misdemeanants,
and transfers from Maine State Prison and State School for Girls

Age limits: 16 - 40

Maine State Prison, Thomaston

Allan L. Robbins, Warden

Opened 1824 - Normal Capacity 426

Average population 1950: 460 males. Felons.

Age limits: None

NEW HAMPSHIRE

New Hampshire State Industrial School, 1056 North River Road, Manchester***

Alfred B. Morganstern, Supervisor

Opened 1852 - Normal Capacity 175

Average population 1950: 121 (95 males, 26 females). Juvenile
Age limits: 8 - 18 delinquents.

New Hampshire State Prison, Concord**

Parker L. Hancock, Warden

Opened 1880 - Normal Capacity: 314

Average population 1950: 241 (236 males, 5 females). Felons.

Age limits: 18 up

NEW JERSEY

Department of Institutions and Agencies

State Office Building

Trenton 7

Sanford Bates, Commissioner

F. Lowell Bixby, Deputy Commissioner in Charge of Correction and Parole

New Jersey State Home for Girls, Stuyvesant Avenue, Trenton 2**

Miss Helen Sheley, Supervisor

Opened 1871 - Normal Capacity 325

Average population 1950: 245 females. Juvenile delinquents.

Age limits: 8 - 17

New Jersey State Home for Boys, Jamesburg**

Frederick A. Fitch, Supervisor

Opened 1867 - Normal Capacity 650

Average population 1950: 431 males. Juvenile delinquents.

Age limits: 8 - 16

New Jersey State Reformatory for Women, Clinton**

Miss Edna Mahan, Supervisor

Opened 1913 - Normal Capacity 375

Average population 1950: 401 females. High misdemeanants,

misdemeanants, transfers from juvenile institutions,

classification cases before sentence and confinement cases transferred from institutions for mental deficient.

Age limits: 16 up

New Jersey State Reformatory for Males, Anandale**

George F. Goodman, Supervisor

Opened 1929 - Normal Capacity 500

Average population 1950: 494 males. Misdemeanants, and high misdemeanants.

Age limits: 16 - 26

New Jersey State Reformatory for Males, Bordentown**

Albert C. Wagner, Supervisor

Opened 1930 - Normal Capacity 580

Average population 1950: 563 males. High misdemeanants.

Age limits: 16 - 30

New Jersey State Prison Farm, Leesburg**

James E. Cronin, Supervisor

Opened 1913 - Normal Capacity 250

Average population 1950: 297 males. Transfers from New Jersey State Prison.

Age limits: 16 up

New Jersey State Prison Farm, Rahway

R. William Lagay, Supervisor

Opened 1901 - Normal Capacity 900

Average population 1950: 992 males. Transfers from New Jersey State Prison.

Age limits: 16 up

New Jersey State Prison, Third Street, Trenton 6

William H. Carty, Warden

Opened 1798 - Normal Capacity 1100

Average population 1950: 1498 males. High misdemeanants.

Age limits: 16 up

New Jersey State Diagnostic Center, Menlo Park**

Ralph Brancole, M.D., Director

Opened 1949 - Normal Capacity 60

Average population 1950: 44 (30 males, 14 females).

Age limits: None

FEDERAL INSTITUTIONS

Administrative

Department of Justice

Bureau of Prisons

Washington 25, D. C.

James V. Bennett, Director

United States Penitentiary, Lewisburg, Pennsylvania**

George W. Humphrey, Warden

Opened 1932 - Normal Capacity 1484

Average population 1950: 1126 males. Felons.

Age limits: None

Federal Correctional Institution, Danbury, Connecticut**

Allen L. Shank, Warden

Opened 1940 - Normal Capacity 528

Average population 1950: 444 males. Felons and misdemeanants.

Age limits: None

Federal Detention Headquarters, 427 West Street, New York, New York**

E. E. Thompson, Warden

Opened 1929 - Normal Capacity 133

Average population 1950: 180 males. Felons and misdemeanants.

Age limits: None

CHAPTER III

DEFINITION OF TERMS USED

Definitions. Throughout these pages certain terms are used to convey specific meanings which should be clearly understood.

The term "inmates" is used in this thesis to denote collectively the individuals that are committed to the penal institutions.

Webster gives the following definitions for prison, penitentiary, and reformatory:

Prison, a public building for the confinement or safe custody of criminals or others committed by process of law.

Penitentiary, a house of correction in which offenders are confined for punishment and reformation, and compelled to labour.

Reformatory, an institution for the reception and reformation of juveniles who have already begun a career of criminality, and have been convicted.⁶

The various penal institutions discussed in this thesis may be defined or classified according to the types of offenses of the inmates which they house. There are, in our larger cities, many city and county workhouses and houses of correction for certain types of offenders such as -- short term offenders and misdemeanants. Reformatories, usually for younger offenders but sometimes for first offenders, constitute another group which in reality are usually only modified prisons. Then there are the prisons, state and federal, to which persons are committed

⁶Franklin J. Meine, Editor-in-chief, Webster's Encyclopedic Dictionary (Chicago, 1942), pp. 570, 528, 607.

usually for more serious offenses or longer terms, generally in excess of one year.⁷ Finally, there are specialized institutions, industrial training schools for boys and girls, for women, for certain classes of young adult offenders, and for the criminal insane, epileptics, and mentally deficient.⁸

To avoid the ambiguities which might otherwise be present, the terms correctional institutions and correctional education are defined, for the purposes of this study, as follows:

Correctional institutions.⁹ Any penal institution, whatever the degree of security provided against escape, receiving for penal treatment convicted violators of the law, which avows as a purpose of its program of treatment the reform, correction, or rehabilitation of offenders, is a correctional institution. Most penal institutions these days carry on this program, consequently the two phrases are used synonymously.

Correctional education.¹⁰ Correctional education is the process of the means of rehabilitating and reforming inmates in correctional institutions. It comprehends all of the experiences which such an institution can bring into the lives of those inmates.¹¹ It goes beyond the programs of academic and vocational instruction commonly found at the

⁷Thorsten Sellin, Editor, The Annals of the American Academy of Political and Social Science (Philadelphia, 1931), p. 7.

⁸Ibid., p. 8.

⁹Thorsten Sellin, "Penal Institutions," Encyclopedia of Social Sciences, Vol. 12 (New York, 1934), p. 57.

¹⁰J. L. Gillin, "Taming the Criminal," Adventures in Penology (New York, 1931), p. 296.

¹¹Lewis E. Lawes, Twenty Thousand Years in Sing Sing (New York, 1932), p. 374.

present time and includes the activities of every department or division of the institution with which inmates have contacts. It makes the penal institutions basically educational institutions.¹²

¹²J. L. Gillin, "Taming the Criminal," Adventures in Penology (New York, 1931), p. 296.

CHAPTER IV

A SURVEY OF REPRESENTATIVE OPINION

Point of view. The preceding definitions suggest the general point of view of the present rehabilitative or reformatory program of the penal institutions. It is necessary to clarify further this point of view and to point out the assumptions accepted as to penology, education, and the functions and uses of music in the penal or correctional education.

Penology. Penology¹³ is the division of the science of criminology which deals with the repression of criminal behavior. There are three broad phases of criminology: (1) the cause and prevention of crime, (2) the apprehension and conviction of criminals, and (3) the treatment to which the convicted offender is subjected. Penology deals principally with the phase of criminology known as "treatment." Various motives have found expression in the form and manner of the systems of treatment that have characterized penological practice, as the history of penal method and reform clearly shows. Retributive punishment based on the theory of full moral blame of the offender, continues to some degree in penal practice even at the present time. Other forms of treatment, not punitive in character, which place some of the responsibility for crime on society and regard the criminal as a victim in need of

¹³H. M. Bois, The Science of Penology, p. 5; -----, "Penology," The Encyclopedia Americana, Vol. 17, pp. 604-10; Albert Morris, "Penal Reform," Encyclopedia of Criminology, pp. 290-99; Walter C. Reckless, "Penology and Corrections," Encyclopedia of Criminology, pp. 300-05.

curative care and rehabilitation, have come to be widely accepted as the correct basis for the theory and practice of penal treatment.

With the changing concept of responsibility for crime has come a change in the purpose as well as the nature of penology. Formerly the vengeance of an outraged community was the dominant purpose, and punishment appropriate to the crime the dominant method, in dealing with criminals. Now it is held that the protection of the community against criminal acts is the dominant purpose, and the treatment suited to the needs and the nature of the criminal (treatment which will prevent the continuance of his criminal conduct) is the appropriate means.

It is evident that the latter view permeates the theory of modern penology because of the support it receives from leading individuals in the field of penology. The Annual Report of James V. Bennett, Director, Bureau of Prisons, is explicit. It says:

.....we consider the prime purpose of imprisonment -- the rehabilitation of the offender. But we have touched only lightly upon the place of the prison in the broad field of crime control and prevention. The concept of the necessity for punishment for violations of law is deeply embedded in our social thinking and a penal system which disregards entirely the notion of punishment is hardly conceivable. Yet the law does not altogether reject the doctrine of reform and rehabilitation. In fact efforts for the development of correctional policies have had a significant and far-reaching influence on penal law in terms of treatment for the individual as well as in terms of prevention.¹⁴

To the cause of rehabilitation Lewis E. Lawes, former Warden of Sing Sing Prison, adds the weight of his testimony:

We must forego the idea that retribution is the sole aim of our so-called correctional institutions..... Let us reaffirm as the keynote of American penology the

¹⁴James V. Bennett, op. cit., p. 1.

principle of rehabilitation through humanization
in place of atonement through punishment.¹⁵

The universality of the acceptance of this point of view is
further evident in what Teeters has to say:

All penal programs are theoretically attempting to
cope with the crime problem. The last quarter century
has convinced progressive penologists that punishment
is no longer effective.¹⁶

Barnes takes the following position in regard to treatment of
the individuals in penal institutions:

As the criminal, in nearly every case, is defective
in one way or another, it is necessary to take positive
remedial action with the aim either of eliminating his
defects or rendering these defects no longer a danger to
society.In the new system of treatment the scientific
procedure will be to bring every person convicted of crime
before a competent and permanent examining body made up of
physicians, psychiatrists and psychologists, who will be
able to study and differentiate the convicts and prescribe
the desirable methods of treatment indicated by the specific
defects of the individual convicts.¹⁷

Barnes states further:

....modern institutions are designed to effect the re-
education and reformation of the convict. In such a
system, as will be apparent, the whole objective
of savage punishment is totally disregarded and every
effort is made to secure the ultimate reformation of the
criminal, with the end in view that he may be safely
released to a life of freedom.¹⁸

The question arises: How can these things be accomplished? Some
time in the past, society in its effort at self-protection, sought

¹⁵Lewis E. Lawes, Twenty Thousand Years in Sing Sing (New York, 1932), pp. 20, 22.

¹⁶Negley K. Teeters, World Penal Systems -- A Survey (Philadelphia, 1944), p. 212.

¹⁷Harry Elmer Barnes, Ph. D., "Evolution of Modern Penology," The Repression of Crime (New York, 1926), p. 31.

¹⁸Ibid., p. 33.

the answer in the practice of segregation of criminals from the general population by means of walls and bars. Thus with a certain amount of fear of the criminal and for lack of something better to do with him, the criminal was imprisoned in a prison or penal institution. Here much emphasis was placed on security against escape. These methods have been accepted as the means of protecting society. But this alone is of little value if, after a time, the prisoner is released and continues his depredations. It has become evident that something else must happen to the offender to insure his proper behavior after his release. The instilling of fear and the inflicting of punishment have been tried. In theory, and to some extent in practice, fear and punishment have been discarded. The walls and bars still are used and the program of penal treatment tends to conform to the spirit and method for which they stand. The tradition of this form of prison staffed largely with political personnel and the punitive philosophy which permeates the administration of criminal law still impede the advance in penal practice which the theory suggests should be made.

The situation, however, offers much upon which to base hope. Several reformatories have adopted the medium and minimum security types of institutions, particularly for young offenders, and some prisons of the medium security type for offenders who are considered less dangerous are appearing. Emphasis is more and more on rehabilitation as the aim of prisons and on educational activities of numerous kinds as the means. The evidence that modern penologists are recognizing the importance of the educational approach, as an aid to the rehabilitation of the socially sick or criminal class, is abundant in the literature of the field. George Gem, writing in the Encyclopedia of Criminology, says:

Education that fosters good mental health or

improved social relations is difficult to institute in prisons because the negative aspects of prison life that have been mentioned heretofore militate against learning how to get along well with others or how to acquire desirable attitudes. Until such time as treatment rather than security is the paramount value little can be done to alleviate these aspects of prison education.

.....The modern penologist considers the prison's function to be the rehabilitation of individuals and prison a place that is therapeutic in its orientation.Any worthwhile educational program would constitute a part of the new penology.¹⁹

Lawes²⁰ maintains that it is the duty of prison administrators "to develop the capacities and talents" of prisoners and that it requires "twenty-four hours daily" of unceasing effort to do it.

MacCormick's entire book, The Education of Adult Prisoners, is devoted to the proposition that education is a vital force in the reformation of fallen men and women. He states:

.....The whole program of the prison should be educational, taking the term in its broadest sense.²¹

Education. What then is education? What is its place in penal or correctional institutions?

Dewey defines education as

that reconstruction or reorganization of experience which adds to the meaning of experience and which increases ability to direct the course of subsequent experience.²²

In the same work he explains that the educative process goes on by

¹⁹George Genn, "Education in Prisons," Encyclopedia of Criminology (New York, 1949), pp. 137, 136, 138.

²⁰Lawes, op. cit., pp. 22-23.

²¹A. H. MacCormick, "Report of the Committee on Education," Proceedings of the American Prison Association, 1933, pp. 7-8.

²²John Dewey, Democracy in Education (New York, 1923), pp. 89-90.

means of the environment and that it is possible to control or regulate environment "with reference to its educative effect," and that "the schools are the typical instance of environments framed with express reference to influencing the mental and moral dispositions of their members."²³ Speaking further of schools as a means of organizing experiences for a desirable effect, he points out that

The great danger which threatens school work is the absence of conditions which make possible a permeating school spirit....In the first place, the school must itself be a community life in all which that implies.....The learning in school should be continuous with that out of school.²⁴

He states further:

The criterion of the value of school education is the extent in which it creates a desire for continued growth and supplies means for making the desire effective in fact.²⁵

From the above it is evident that education is not merely the imparting or the absorbing of information and the skill to manipulate symbols to the point of being "well informed," but the totality of experience, purpose and change of the individual interacting with his environment. It is clear that the school represents the attempt of society to select and to organize the more significant elements of the social heritage so that they may become an integral part of the environment surrounding the learner. It is also clear, since education is a continuous reconstruction of experience and a social process, that the school must conceive the scope of its "offerings" to be as broad as the life of the community itself, in every way appropriate to the level of maturity

²³Ibid., p. 22.

²⁴Ibid., p. 415-16.

²⁵Ibid., p. 62.

and social responsibility of the learner.²⁶

Education in penal institutions. What then of education in penal or correctional institutions? The answer is to be found in the following discussions. Penal or correctional institutions, like the schools, are implements of the educational process. Like the schools, they represent an effort of society to control environment "with express reference to influencing the mental and moral dispositions of their members." But the problem here is more complex. The environments of many penal institutions, because of conditions so unlike those in the normal "outside" community, tend to distort and even destroy in the inmates the basis for proper social attitudes. This is one of the difficulties. Another difficulty lies in the inmate himself: his health, his intelligence, his outlook, his purposes, and the nature of his reactions to the penal situation.

Difficult though the task of the penal or correctional institution is, it must be carried on as an educational enterprise if inmates are to be rehabilitated. Evidence of the wide acceptance of this point of view among penologists is sufficient to satisfy the most skeptical. James V. Bennett points out correctional education's dual function:

Education in correctional institutions has a dual function. It must provide a program for adults in need of education, as well as an educational program for prisoners in need of correction. These functions are neither contradictory nor mutually exclusive. It is the effective combination of both functions which defines correctional education and gives it content and direction.

²⁶Alonzo F. Myers and Clarence O. Williams, Education in a Democracy (New York, 1942), p. 103.

A complete program of correctional education should include instruction in the basic tool subjects for minimum functioning literacy; opportunities to make up school deficiencies; vocational training to increase employability; instruction in wholesome leisure-time activities; guidance toward the achievement of mental and physical health; and a type of social education designed to develop personal insight and an understanding of interpersonal values and community living.²⁷

The point of view expressed here regarding the purpose and scope of penology and education in relation to correctional or penal institutions gives rise to questions about the use and function of music in this educational reformativerehabilitative process.

The use and function of music in the penal institutions. The meaning of penal or correctional institution and correctional education has already been made clear. It remains here to discuss a point of view as to the use and function of music in these institutions.

Little, if any, has been written on the use and function of music that relates directly or specifically to various situations in the penal institutions. General statements have been given such as the following by Robinson:

One important change which deserves to be mentioned has been made in the curriculum. It has been broadened to include music both vocal and instrumental. There are now bands in many institutions and these have become a regular part of the military organization, giving life and movement to what would otherwise be perhaps a dull and dreary drill.²⁸

Dr. Willem Van de Wall, a distinguished musician and humanitarian, instigated the thought that one of the things that man

²⁷Bennett, op. cit., p. 21.

²⁸Louis N. Robinson, Ph. D., Penology in the United States (Philadelphia, 1921), p. 109.

needed most was mental poise and life development through expression, particularly through music. His book, Music in Institutions, deals principally with the beneficial treatment of music for the disturbed mind. One section of this book is devoted to music in the penal institutions. His views on penal education correlate with those of Clinard. Clinard believes:

.....Prison education should be individualized, broadly inclusive in its offerings, and above all, should emphasize social integration.²⁹

Dr. Van de Wall states the following in regard to the function of music in hastening inmates' social integration:

.....Anything that may hasten an inmate's social integration is regarded as a valuable factor in its program.

The function of music in this program is to stimulate and refine forces that help in such integration. This is the core of what is known as social education, and whatever form that education takes, it is necessary to deal directly with the inmate's personality. Two processes are here involved and music is a contribution to both. The first process is learning to know an inmate's nature and needs.The second process is social education, based on the insight into the nature of inmates thus obtained, is to provide a stabilizing and enriching influence.³⁰

The educational objectives of music in the institutions for young offenders is expressed as follows:

The main object of treatment for juvenile delinquents in industrial schools and in reformatories is education, and music forms one of the integral parts of the program. The music director's task is to aid in making inmates emotionally balanced, socially adjusted, and useful citizens. He utilizes music to overcome personality difficulties that are inherent in the process of growth. Another

²⁹Marshall B. Clinard, "Prison Systems," Encyclopedia of Criminology (New York, 1949), p. 381.

³⁰Dr. Willem Van de Wall, Music in Institutions (New York, 1936), pp. 26, 27, 28.

educational objective to which the teaching and practice of music can contribute is the proper development of leisure-time habits.³¹

The use and function of music in the penal institutions is dependent upon the specific social and psychological needs of the various inmates. Dr. Van de Wall stresses this:

Most adult inmates of correctional institutions are in need of occupations that develop their emotional life toward mature and socialized levels. Where this education is lacking, their social attitudes and interpretations of life is likely to become cynical and negativistic.

Therefore one essential component of education in correctional institutions is that part of treatment which aims to reach the core of the inmates mental and social attitudes, and furthers an emotional growth from the primitive levels to a higher stage of social integration.

Musical activities for this purpose may not take place haphazardly, but should be well planned as in mental hospitals. Most progressive correctional institutions have psychological or psychiatric services available. Full use must be made of such service for the interpretation of the emotional-educative needs of each inmate, and assignments to musical activities should be made on the basis of these findings.³²

From the preceding discussions, it is evident that music is used and needed in the penal institutions for instruction in wholesome leisure-time activities, for guidance towards the achievement of mental health, and as an aid in a type of social education designed to develop personal insight and an understanding of interpersonal values and community living.

³¹Ibid., p. 142.

³²Ibid., p. 143.

CHAPTER V

METHOD OF APPROACH TO THE STUDY

Type of research used. The type of research used in the present study is called by Good, Barr, and Scates "normative-survey research by means of questionnaire inquiries."³³ The authors use the compound adjective "normative-survey" to suggest the two closely related aspects of this kind of study.

The word "survey" indicates the gathering of data regarding current conditions. The word "normative" is used because surveys are frequently made for the purpose of ascertaining what is normal or the typical condition, or practice.³⁴

Good, Barr, and Scates recognize six different types of normative-survey research, namely,

.....(1) survey testing, (2) questionnaire inquiries, (3) documentary frequency studies, (4) interview studies, (5) observational studies, and (6) appraisal procedures.³⁵

The data in this survey were obtained by means of questionnaire inquiries. The method used in this study consists of a survey of current practice in the area previously defined, of the setting up of data, and of the evaluation of current practices or conditions in terms of the data.

This particular method was decided upon as the proper one for this study after a consideration of the needs which gave rise to

³³Carter V. Good, A. S. Barr, and Douglas E. Scates, The Methodology of Educational Research (New York, 1941), p. 286.

³⁴Ibid., p. 289.

³⁵Ibid., p. 295.

the study, the nature of the problem, and the lack of data available. A general study introductory in character was needed to give orientation to the approach to the whole problem of education and to the need and use of music in correctional or penal institutions in northeastern United States. Proper music education techniques appropriate to the conditions peculiar to penal institutions must be developed or adapted. There are at present no data available to point the way of the attack upon the problem in this area. An overview was considered necessary as a preparatory step in advance of more extensive work in this field.

Survey of literature. The literature of penology has been carefully surveyed for material bearing on penal philosophy and methods of penal treatment. Also, particular attention has been given to various sources regarding education and the use and importance of music in penal institutions. This general literature is largely a secondary source of information; the primary source is the actual survey of current practices. A canvass was not made of current studies in the field of music in penal institutions for none are to be found.

Preparation for the survey of current practices. The general plan of the study was outlined and the questionnaire to be used in the survey was prepared. Personal interviews were held with two directors of penal institutions included in the survey, and the preliminary questionnaire was discussed and evaluated. It was then revised to improve its objectivity and to make it more practical and convenient. During this process, consultations were held with the head of the Department of Correction of Massachusetts, with the Dean of the School of Social Work, Boston University, with administrators of penal institutions, and with experts in the field of music education of Boston University, College of

Music.

Survey of current practices. The names of the penal institutions of northeastern United States that were used in the present survey were obtained from an official pamphlet listing the state and national correctional institutions of the United States. Copies of the questionnaires were sent to the seventy institutions included in the nine states that comprise northeastern United States. The administrators of each penal institution were instructed as to how to fill in the questionnaire and asked to return it promptly to the writer. (See Appendix I and II) Replies were received from fifty-eight, or 82.9 per cent, of the seventy institutions. The data obtained were summarized, tabulated, and arranged in the manner in which they appear in the following pages. The statistical data are presented almost entirely in tables of numerals and percentages. Out of the analysis and evaluation of the data have come the conclusions of this study.

CHAPTER VI

TABULATION OF QUESTIONNAIRE REPLIES

Distribution of institutions according to state. In this study of the musical activities in penal institutions it was found most practical to limit the survey to one section of the United States. Hence, the Northeastern States have been chosen. Within this area, the institutions are quite varied, and therefore could be expected to provide a reasonable field for varied institutional uses of music.

The distributions of the institutions in these states is shown in Table I on the following page. The institutions used in the study include those of the states of Massachusetts, New York, Pennsylvania, Rhode Island, Vermont, Connecticut, Maine, New Hampshire, and New Jersey.

All the institutions of Vermont, Connecticut, and New Hampshire reported data in response to the questionnaire requests. There are relatively few institutions in these states and this may account to their full responsiveness.

Seven out of eight institutions of Massachusetts, five out of six institutions of Rhode Island, and eighteen out of twenty-one institutions of New York reported giving a total of three states in which eighty plus per cent of their institutions returned their questionnaires.

It is interesting to note that New York has more than double the number of penal institutions of any other state included in the survey. This is, of course, due to its greater population. According to the 1947 figures of the United States Bureau of Census, New York has more than fourteen million population which is greater than that of all the other states

TABLE I

DISTRIBUTION OF INSTITUTIONS ACCORDING TO STATE

State	Total No. of Institutions	No. Reporting Data	% of Total Reporting Data
Massachusetts-----	8	7	87.5
New York-----	21	18	89.0
Pennsylvania-----	8	4	50.0
Rhode Island-----	6	5	83.3
Vermont-----	3	3	100.0
Connecticut-----	5	5	100.0
Maine-----	5	4	80.0
New Hampshire-----	2	2	100.0
New Jersey-----	9	7	77.8
Fed. Inst. in NE U.S.---	3	3	100.0
Totals	70	58	82.9

in the survey combined, excluding Pennsylvania. Pennsylvania has a population of over ten million people; yet, the state has only eight penal institutions compared to the twenty-one of New York which has a population of only four million more.

The total number of penal institutions of northeastern United States includes seventy, of which fifty-seven filled out the questionnaire and returned them, giving a percentage of 84.3 of the total number reporting (see Table I on page 42). This would lead us to the assumption that directors or staff officials in these institutions feel that musical activities are far from ideal and should be studied. On the other hand, assuming the prerogative of practicality, some directors possibly feel it is more convenient to fill out the first questionnaire received to avoid receiving a follow-up one. In the replies received many chose to comment and express opinions and set forth the need for a more extensive music program. One of the significant results obtained in the comments was the number of replies indicating insufficient funds to adequately cover the requirements of a satisfactory musical program.

Distribution according to the type of institution. There are various types of penal institutions under the jurisdiction of the states and federal governments within the northeastern United States. These include prisons, vocational schools, reformatories, correctional institutions, penitentiaries, institutions for the criminally insane, and penal farms. These institutions are further classified on the basis of sex of inmates, functions of the institution, and the degree of security against escapes. The institutions used in the present study represent all the different types of penal institutions (see Table II, page 44).

Table II gives a graphic description of the distribution

TABLE II

DISTRIBUTION ACCORDING TO TYPE OF INSTITUTION

Institutions	Total No. of Institutions	No. Reporting Data	% of Total Reporting Data
Prisons-----	16	12	75.0
Vocational Schools-----	10	6	60.0
Reformatories-----	13	12	92.3
Correctional Insts.-----	16	16	100.0
Penitentiaries-----	6	4	66.7
Insts. for the Crim- inally Insane-----	3	3	100.0
Penal Farms-----	6	5	83.3
Totals-----	70	58	82.9

according to type of institution in relation to the total number of different types of institutions, number reporting data and the percentage of the total that reported data. The following gives a more detailed description of these various institutions. Of the thirteen prisons used in this study, there are twelve prisons for males and one state prison that includes both males and females. Of the six vocational schools -- there are two vocational schools for boys, one training school for boys, one industrial school for boys, one industrial school for girls, and one diagnostic center for males and females. The twelve reformatories include four reformatories for women and eight reformatories for men. Of the sixteen correctional institutions there are three training schools for boys, one federal correctional institution, one state home for boys, one state home for girls, two training schools for girls, two correctional institutions for men, three correctional institutions for women, one for defective delinquents, and two correctional institutions for men and women. There are three penitentiaries for men (including one federal penitentiary) and one for women. Three institutions for the criminally insane for males returned their questionnaires. There are five penal farms that reported data; these include two for males, two for females, and one including both males and females. The preceding statements show that the institutions actually used in the present study represent a sampling of many different types of penal institutions.

Table II, page 44, states that one hundred per cent of the correctional institutions replied; whereas, only sixty per cent of the vocational schools returned the questionnaires. The latter relatively low percentage may be due to the fact that many of the vocational schools do not consider themselves to be penal institutions in the usual meaning of the term.

Replies from the questionnaires were received from fifty-eight out of a total of seventy institutions, or 82.9 per cent of the total number of institutions reported. This may reflect that many administrators possibly feel that musical activities in their penal institutions are far from ideal and should be studied, or it may merely reflect professional courtesy on their part, however.

Music activities in institutions in which inmates participate as performers or listeners. Table III, on page 47, gives complete information on music activities in institutions in which inmates participate as performers or listeners. It is noted in this table that the reformatories, the penitentiaries, the institutions for the criminally insane and the penal farms used in the survey all have music activities in which the inmates participate as performers or listeners. Over 80 per cent of the prisons and correctional institutions have music activities. Two of the adult correctional institutions do not have any musical activities. All the correctional institutions for young offenders have music activities; whereas, only 50 per cent of the vocational schools, which house juveniles or young offenders, have inmates participating in music. The main object of treatment for juvenile delinquents in vocational schools is education, and it is strange that music does not form one of the integral parts of the educational program in more of them. One director of a school for boys stated that music aids in making individuals emotionally balanced, socially adjusted and useful citizens; another educational objective to which music contributes is the proper development of leisure time habits. Possibly the reason for the small showing in regard to music activities in the vocational schools may be attributed to the way the questionnaire was worded for it specified "inmates" rather than "individuals." Many of the psychiatrists of the vocational schools do not consider the juveniles in

TABLE III

MUSIC ACTIVITIES IN INSTITUTIONS IN WHICH INMATES
PARTICIPATE AS PERFORMERS OR LISTENERS

Institutions	Total No. Reporting	No. That Do Not Participate	No. That Do Part- icipate	% Having Parti- cipation
Prisons-----	12	2	10	83.3
Vocational Schools-----	6	3	3	50.0
Reformatories-----	12	0	12	100.0
Correctional Insts.-----	16	2	14	87.5
Penitentiaries-----	4	0	4	100.0
Insts. for the Crim- inally Insane-----	3	0	3	100.0
Penal Farms-----	5	0	5	100.0
Totals-----	58	7	51	87.9

these institutions "inmates" and stressed this point in their comments.

There are fifty-eight institutions that returned the questionnaires, fifty-one or 87.9 per cent of the total number do have music activities in which inmates participate. This high average shows that the administrators of the penal institutions may believe that music can contribute some beneficial value towards the rehabilitation and reformation of the inmates committed to these institutions.

Music over a reproduction or public address system. The data of Table IV, page 49, may be explained briefly. Thirty-two institutions out of fifty-eight institutions have music over a reproducing or public address system. These figures are influenced by the fact that many penal institutions do not have reproduction or public address systems.

All the institutions for the criminally insane have music over a reproduction or public address system. It may be assumed that the directors of these institutions believe that music plays an important part in their total rehabilitative program and that music over a reproduction or public address system has a soothing and relaxing effect on the many emotionally disturbed individuals of these institutions.

Table IV, on page 49, presents the necessary information in regard to music over a reproduction or public address system including the number of institutions of the various types that do not and do have music over a public address system.

Music over a reproduction or public address system in work shops. Table V, on page 50, shows quite clearly the relative amount of music that is transmitted over a reproduction or public address system in the work shops of the various penal institutions.

It is interesting to note that one prison has a Band Company

TABLE IV

MUSIC OVER A REPRODUCTION OR PUBLIC ADDRESS SYSTEM

Institutions	Total No. Reporting	No	Yes	% Having
Prisons-----	12	3	9	75.0
Vocational Schools-----	6	5	1	16.7
Reformatories-----	12	2	10	83.3
Correctional Insts.-----	16	11	5	31.3
Penitentiaries-----	4	1	3	75.0
Insts. for the Crim- inally Insane-----	3	0	3	100.0
Penal Farms-----	5	3	2	40.0
Totals-----	57	25	33	56.1

TABLE V

MUSIC OVER REPRODUCTION OR PUBLIC ADDRESS SYSTEMS IN
WORK SHOPS

Institutions	During Working Hrs.				Before Working Hrs.				After Working Hrs.				During Meal Time			
	No of Total	%	Yes of Total	%	No of Total	%	Yes of Total	%	No of Total	%	Yes of Total	%	No of Total	%	Yes of Total	%
Prisons----- (12 reporting)	10	83.3	2	16.7	11	91.7	1	8.3	8	66.7	4	33.3	10	83.3	2	16.
Vocational Schools- (6 reporting)	6	100.0	0	0.0	6	100.0	0	0.0	6	100.0	0	0.0	6	100.0	0	0.
Reformatories----- (12 reporting)	10	83.3	2	16.7	9	75.0	3	25.0	8	66.7	4	33.3	10	83.3	2	16.
Correctional Insts. (16 reporting)	16	100.0	0	0.0	16	100.0	0	0.0	16	100.0	0	0.0	16	100.0	0	0.
Penitentiaries----- (4 reporting)	4	100.0	0	0.0	4	100.0	0	0.0	3	75.0	1	25.0	4	100.0	0	0.
Insts. for the Crimi- nally Insane---- (3 reporting)	2	66.7	1	33.3	3	100.0	0	0.0	3	100.0	0	0.0	3	100.0	0	0.
Penal Farms----- (5 reporting)	5	100.0	0	0.0	5	100.0	0	0.0	5	100.0	0	0.0	5	100.0	0	0.
Totals----- (58 reporting)	53	91.4	5	8.6	54	93.1	4	6.9	49	84.5	9	14.5	54	93.1	4	6.

for a work shop. Another prison has music one-half hour before working hours and one hour after working hours in the work shop; the Federal Detention Headquarters has music over the public address system in the work shop only at meal time. One reformatory for women does not have a public address system but music is provided in two work shops (laundry and knitting room) by radio. One institution for mentally defectives has music in the work shop from eight to eleven every morning and from one to four every afternoon.

Table V, on page 50 , shows that a relatively large amount of prisons do not have music over a reproducing or public address system in their work shops. This may be due to the fact that many institutions do not have public address systems and may use radios in their work shops even though they did not specify so.

Music over reproduction or public address systems in dining halls. Table VI, on page 52, describes the extent to which music over reproduction or public address systems is used in the dining halls of the various institutions reporting. In view of the fact that some institutions do not allow any conversation during meal time, it is not surprising that a large number do not have music in the dining halls. Because inmates are not allowed to converse during meal time it would seem advantageous to have music if only for the simple reason that proper kinds of music can be used to help relieve tension. Other factors contributing to the small percentage are that in some institutions there are no dining halls and the inmates have their meals in their cells; others do not have public address systems; and in some institutions the public address system is limited to the auditorium.

Institutions that did report music over a reproduction or

TABLE VI

MUSIC OVER REPRODUCTION OR PUBLIC ADDRESS SYSTEMS IN
DINING HALLS

Institutions	During Working Hrs.				Before Working Hrs.				After Working Hrs.				During Meal Time			
	No	% of Total	Yes	% of Total	No	% of Total	Yes	% of Total	No	% of Total	Yes	% of Total	No	% of Total	Yes	% of Total
Prisons----- (12 reporting)	11	91.7	1	8.3	12	100.0	0	0.0	10	83.3	2	16.7	8	66.7	4	33.3
Vocational Schools-- (6 reporting)	6	100.0	0	0.0	6	100.0	0	0.0	6	100.0	0	0.0	6	100.0	0	0.0
Reformatories----- (12 reporting)	12	100.0	0	0.0	10	83.3	2	16.7	9	75.0	3	25.0	7	58.3	5	41.7
Correctional Insts.-- (16 reporting)	16	100.0	0	0.0	16	100.0	0	0.0	16	100.0	0	0.0	13	81.3	3	18.7
Penitentiaries----- (4 reporting)	4	100.0	0	0.0	4	100.0	0	0.0	4	100.0	0	0.0	4	100.0	0	0.0
Insts. for the Crimi- nally Insane----- (3 reporting)	3	100.0	0	0.0	3	100.0	0	0.0	3	100.0	0	0.0	1	33.3	2	66.7
Penal Farms----- (5 reporting)	1	20.0	4	80.0	5	100.0	0	0.0	5	100.0	0	0.0	4	80.0	1	20.0
Totals----- (58 reporting)	53	91.4	5	8.6	56	96.6	2	3.4	53	91.4	5	8.6	43	74.1	15	25.9

public address system in dining halls were limited, to a large extent, to having music during meal time (see Table VI, page 52). Only the Federal Detention Headquarters has music in the dining hall during working hours, after working hours, and during meal time. Other institutions may have music during meal time and one other period of the day, but the Federal Detention Headquarters has music the full day except before working hours. The lack of music in the dining hall, except during meal time, may be due to the fact that inmates of the institutions are employed elsewhere during the major portion of the day.

Of the prisons reporting, one stated that they do not have a dining hall, but music is provided over a public address system for fifteen minutes while marching into dinner and during dinner in the cells. One reformatory allows music in the dining hall only on holidays during meal time. The Federal Correctional Institution has music in the dining hall only during meal time. One institution for the criminal insane has music over a reproduction or public address system for thirty minutes during each meal; whereas, one penal farm for men has music for one and one-half hours during each meal. The varying amount of time may be influenced by the activity schedules of these entirely different penal institutions.

Table VI, on page 52, presents the relative degree of music over reproduction or public address systems--including before working hours, during working hours, after working hours, and during meal time--in the various types of institutions.

Music over a reproduction or public address system in various sections of the penal institutions. Music is provided for inmates over reproduction or public address systems in sections of the penal institutions other than in the work shops and in the dining halls. The directors

stated that this type of music is used extensively because it plays a very important part in the program of rehabilitation, not only as a means of passive enjoyment but also as an agent that helps relieve emotional tensions.

The following designates where music is provided over reproduction or public address systems in the various penal institutions. Two prisons for men stated that music is provided over a public address system after working hours in the cells; another prison has music after working hours in school and in cells. Another prison has music over a reproducing system in the cell blocks and hospital from twelve noon until twelve midnight. The Federal Detention Headquarters has music over a public address system for the entire institution after working hours. One reformatory for women provides music over a reproduction system during sewing class and after working hours, and another provides music over radio loudspeakers in the dormitories. Two reformatories for women have music in their living quarters after working hours, and one has music before as well as after working hours in their dormitories. One institution for defective delinquents provides music over a public address system before and following entertainment. This shows the therapeutic value of relaxation that music has in this type of institution. One state home for girls has music over a reproduction system in the school and in the cottages. A school for boys has music over a public address system for religious and special holiday programs. A correctional institution for men has this type of music during recreation periods. One penitentiary for men and one institution for criminally insane has music in recreation yards and auditoriums. One penal farm has music over a public address system one hour before working hours and five hours after working hours. It is evident from the above that music is transmitted to a number of varied places in the penal

institutions.

Radios in cells. Table VII, on page 56, presents clearly the extent to which radios are used by institutions. This table includes the number that do not have radios, the number that have radios, and the percentage of the total of various types of institutions that have radios. The small total percentage may be attributed to the fact that many institutions do not have adequate facilities (electrical outlets etc.) to have radios; others do not deem them advisable for recreational or other purposes; and others consider them a too expensive facility. It seems ironic that some institutions do not have radios; whereas, others have radios, record players, and television. One training school for girls, in addition to the facilities mentioned, has an educational record library. The varying degrees of equipment of the penal institutions parallel those of public school systems. Some schools have merely the bare essentials necessary for teaching; whereas, others are equipped with a panorama of educational facilities. The allotment of varying amounts of funds influences the functioning and equipment of penal institutions just as in school systems.

From the questionnaires returned, the following information was evolved. Some institutions do not have radios but have earphones connected to a centrally controlled hook-up system. These institutions are included in Table VII as those having radios. Only two of the prisons do not have radios. The Federal Detention Headquarters stated that they did not have radios but have a centrally controlled hook-up for the inmates who spend six hours a day during the week and eight hours a day Saturday and Sunday to musical programs. In the remainder of the prisons all inmates have ear-phones or radios and listen ~~from two~~ to five hours

TABLE VII
RADIOS IN CELLS

Institutions	Total No. Reporting	No. That Do Not Have Radios	No. That Have Radios	% Having Radios
Prisons-----	12	3	9	75.0
Vocational Schools-----	6	5	1	16.7
Reformatories-----	12	2	10	83.3
Correctional Insts.-----	16	7	9	56.3
Penitentiaries-----	4	1	3	75.0
Insts. for the Crim- inally Insane-----	3	1	2	66.7
Penal Farm-----	5	2	3	60.0
Totals-----	58	21	37	63.8

daily to musical programs. One vocational school stated that inmates do not have radios but that twenty-seven inmates over twenty-one years of age, housed separately for medical experiments, have individual radios in their respective rooms. They have no means of determining just how many hours are spent listening to music. Most of the reformatories reported that they do not have cells but have the radios in living quarters. The amount of time individuals listen to music varies from one hour to three hours to almost all free time. One reformatory for women stated that all honor girls could have radios in their rooms if wall electrical outlets were installed. As this is not possible, only those who own portables or have access to outlets can have them. Most of the correctional institutions that do have radios have them in day rooms or in "divisions." The listening to music ranges from two hours daily in some correctional institutions to four and one-half hours per day in others. Of the three penitentiaries that reported having radios, two stated that inmates listen to musical programs 50 per cent of the time. The United States Northeastern Penitentiary reported that all inmates have radios and listen to music three hours a day. Both institutions for the criminally insane have radios on all wards over loudspeakers and one reported that music is listened to on an average of seven hours per day. A prison farm for men reported that nearly all inmates have radios in their rooms and listening to the radio is allowed only during leisure time and not during working hours, and stated further that music was heard very little lately for they now have group television, evenings.

According to Table VII, page 56, only 61.4 per cent of all the institutions that reported data have radios or "hook-up" systems. This low percentage seems rather pathetic, for even if the inmates do not listen to music they should at least be entitled to keep up with the news

and events that are taking place in world affairs. Possibly many directors believe that listening to music continually on the radio by a person alone in his recreation time may be conducive to unlimited day-dreaming or almost pathological introversion, and there is no practical means of directing or controlling such misuse. Some institutions, particularly the correctional institutions, have radios in day rooms, recreation rooms, or in various "divisions." Several directors prefer this for the radio is used for group entertainment and introvert withdrawal from reality can thus be lessened.

Band activity program. Almost half of the institutions that returned their questionnaires have a band activity program. There are several factors that may influence those that do not have this activity. Among these are the lack of funds to sponsor a band and interference with the work program of the institution which would cause its elimination. The organization of the band would also depend on the abilities of the staff and the inmates present. Hence, some institutions may have had bands and may have had to eliminate them this year because of lack of members.

Table VIII, page 59, gives an adequate description of the band activity program in the various types of institutions. Of the seven prisons for men that reported data -- five have band activities daily, one has it two times per week, and another three times per week. Two prisons for men have only twelve members in the band and the remaining prisons have twenty-five to thirty-five members in the band. Only one vocational school has a band and it has eighteen members which rehearse four hours weekly. This band plays for assembly programs four or five times annually. Two reformatories for males have rehearsals daily, and

TABLE VIII

BAND ACTIVITY PROGRAM

INSTITUTION	NO. DIRECTED BY		NO. REHEARSING		NO. LIMITED		NO. GIVING CONCERTS	
	Profess- ional	Inmate	During Work Hrs	At Other Times	To Inmates	To Inmates and Others	For Inmates	For Public
Prisons----- (7 reporting)	5	2	6	1	7	0	6	2
Vocational Schools-- (1 reporting)	1	0	1	0	1	0	1	0
Reformatories----- (5 reporting)	4	2	5	3	5	0	3	1
Correctional Insts.- (6 reporting)	4	2	4	2	6	0	6	5
Penitentiaries----- (3 reporting)	1	3	1	2	3	0	1	1
Insts. for the Crim- inally Insane----- (2 reporting)	2	0	1	1	2	0	2	1
Penal Farms----- (1 reporting)	0	1	1	0	1	0	1	1
Totals----- (25 reporting)	17	10	19	9	25	0	20	9

another has rehearsals three times per week; the number of inmates in this activity ranges from twenty to twenty-nine. One reformatory for males had a band but had to eliminate it because it interfered with the work program. One institution for defective delinquents has a band of seventy-five members rehearsing daily. One state home for boys has a drum and bugle corps that includes thirty members that rehearse bi-weekly. The Federal Correctional Institution has a band of fifteen members that rehearse four times per week. All the male penitentiaries reporting data have bands that rehearse daily. The United States Northeastern Penitentiary has a Hillbilly Band that rehearses nightly. The foregoing statements describe the band activity programs of the various penal institutions.

Besides its musical significance, the band of an institution has great social importance. From the comments made by the directors, the band plays a conspicuous part in graduation and patriotic ceremonies, including parades. It also figures largely in affairs of a more joyous character, such as sport events and theatrical performances. In many instances it is the institution's representative in the neighborhood communities where these bands march in parades and play at ~~fairs~~ and other celebrations.

Various directors stated that to an inmate membership in the band has certain gratifying possibilities. Membership in the band signifies that he belongs to an honored organization of the institutions population; also, that he is attractively uniformed and seen and heard at all official occasions. It furthermore entails traveling, marching in the open air, and above all (in those institutions where this is the practice), trips to fairs and celebrations of the outside world. These facts show that the band can be a strong factor in regulating conduct in

the penal institution.

Of the replies received many administrators chose to comment on the usefulness of the band in the institutional organization. Several wardens and directors stated that the band offers an opportunity through which the musically inclined may contribute greatly to the enjoyment, to the discipline, and to the morale of the population. Other musical activities have a similar influence, but in institutions with large male populations, like reform schools, penitentiaries, and prisons, the band stands out as of particular value (no female prisons, reformatories, or penitentiaries included in the survey reported having bands). In these large male penal institutions where the discipline usually requires a continuous suppression of emotions, the learning and especially the making of band music is said by the administrators to be an opportunity through which the pent-up and suppressed emotions of the inmates can be released satisfactorily.

Thus it comes about that the utilization and releasing of emotional energies through band playing prevents conduct disorders and disturbances of discipline, and the administrators therefore value it as an essential means of institutional order.

Dance orchestra activity program. A small number of institutions have dance orchestras. These are used to a great extent for recreation. The number having this activity (see Table IX, page 62) are dependent upon the talent of the staff and the inmates present.

Of the prisons reporting, one has seventeen members and rehearses daily and another has fourteen members and practices three hours per week. One vocational school has a small dance orchestra (six to eight inmates) directed by a guard (professional player) and plays

TABLE IX

DANCE ORCHESTRA ACTIVITY PROGRAM

INSTITUTIONS	NO. DIRECTED BY		NO. REHEARSING		NO. LIMITED		NO. GIVING CONCERTS	
	Profess- ional	Inmate	During work hrs	At Other Times	To Inmates	To Inmates and Others	For Inmates	For Public
Prisons----- (2 reporting)	1	1	2	0	2	0	2	0
Vocational Schools-- (1 reporting)	1	0	1	0	1	0	1	0
Reformatories----- (3 reporting)	2	2	2	2	3	0	2	0
Correctional Insts.- (2 reporting)	1	1	1	1	2	0	2	0
Penitentiaries----- (2 reporting)	0	2	0	2	2	0	1	0
Insts. for the Crim- inally Insane----- (1 reporting)	1	0	1	0	1	0	1	1
Penal Farms----- (1 reporting)	0	1	0	1	1	0	1	0
Totals----- (12 reporting)	6	7	7	6	12	0	10	1

for weekly movies. This group meets on an average of two evenings weekly. One reformatory for men has nine members that rehearse daily and they play at intermission on recreation programs (boxing and basketball). A training school for boys has a band of eight members that rehearse two hours per week as a recreational pursuit. One correctional institution for men has ten members that rehearse one hour per week. An institution for male defective delinquents has a dance orchestra of thirty to sixty members that rehearse daily. The United States Northeastern Penitentiary has a dance orchestra of sixteen members that rehearse nightly. One penal farm for men has twenty-five members that rehearse each evening.

Table IX, page 62, explains the dance orchestra activity program in the various institutions. More than half are directed by inmates, and almost all give concerts only to inmates. This stresses the fact that the dance orchestra is used more as a diversion or a recreational pursuit for the inmates rather than an educational activity.

Concert orchestra activity program. A small percentage of the institutions reported having concert orchestras (see Table X, page 64). This may be due to lack of funds, degree of talent present, and the size of the institution. It is interesting to note that only eight penal institutions reported having concert orchestras; whereas, twelve reported having dance orchestras. Administrators favor the dance orchestras because they claim that the music required for them is simple and the assembling is less complicated. Also, the dance orchestra has greater recreational capabilities.

Religious choral groups. In many institutions religious services are a regular weekly feature; hence, the majority of the institutions have religious choirs that contribute to the order of

TABLE X

CONCERT ORCHESTRA ACTIVITY PROGRAM

INSTITUTIONS	NO. DIRECTED BY		NO. REHEARSING		NO. LIMITED		NO. GIVING CONCERTS	
	Profess- ional	Inmate	During work hrs	At Other Times	To Inmates	To Inmates and Others	For Inmates	For Public
Prisons----- (2 reporting)	2	1	1	1	2	0	2	0
Vocational Schools-- (0 reporting)	0	0	0	0	0	0	0	0
Reformatories----- (2 reporting)	2	0	1	0	2	0	2	0
Correctional Insts.- (2 reporting)	2	1	2	0	2	0	1	0
Penitentiaries----- (0 reporting)	0	0	0	0	0	0	0	0
Insts. for the Crim- inally Insane----- (1 reporting)	1	0	1	0	1	0	1	1
Penal Farms----- (1 reporting)	1	1	1	0	1	0	1	1
Totals----- (8 reporting)	8	3	6	1	8	0	7	2

worship.

Table XI, page 66, explains clearly the activity program of the religious choral groups in the various institutions. It is interesting to note that one penal farm, out of all the institutions, includes the institutional personnel with the inmates in their religious choral groups. It seems strange that more institutions do not have religious choirs whose membership is made up from inmates and personnel. The coming together of the personnel and the inmates for purposes of worship through music cannot but have a humanizing influence on their mutual relations.

Only two institutions have daily religious choir rehearsals; these include one state farm for males and females and a penitentiary for women. The United States Northeastern Penitentiary has four persons in its religious choir who rehearse twice weekly. The remaining institutions have rehearsals varying from one to three times per week. The majority of the institutions have one rehearsal and then the church service. Most of the choirs are composed of a small number of inmates ranging from seven members up to about thirty-five in others. In some institutions, the religious choir is the only music activity.

Various directors stated that the function of a religious choral group is a combined religious, ceremonial, and musical one, the main objective being to enhance the quality of the service by its singing. This can be achieved just as well by a few as by many. The singers may not be accomplished singers, but they should, as a minimum requirement be able to sing in tune, softly, and with feeling. One director believes that a unison song in clear tones and with conviction can be a finer musical and spiritual achievement than the mechanically drilled shouting of a four-part anthem. Hence, it is feasible in the smallest institution



CHAPEL SERVICE—TERRE HAUTE
Note religious choral group in background.

TABLE XI

ACTIVITY PROGRAMS OF THE CHORAL GROUPS
(a) RELIGIOUS

INSTITUTIONS	NO. DIRECTED BY		NO. REHEARSING		NO. LIMITED		NO. GIVING CONCERTS	
	Profess- ional	Inmate	During Work hrs	At Other Times	To Inmates	To Inmates and Others	For Inmates	For Public
Prisons----- (7 reporting)	5	3	6	1	8	0	6	1
Vocational Schools-- (2 reporting)	2	0	0	2	1	0	2	0
Reformatories----- (11 reporting)	9	3	7	7	8	0	9	3
Correctional Insts.- (14 reporting)	11	3	8	6	3	0	10	8
Penitentiaries----- (2 reporting)	1	1	1	1	2	0	2	1
Insts. for the Crim- inally Insane----- (3 reporting)	2	1	2	1	3	0	2	2
Penal Farms-----	3	2	1	3	2	1	3	0
Totals----- (42 reporting)	33	13	25	21	37	1	34	15

to have a choir, perhaps of modest size and attainments, as an asset to the service.

Non-religious choral groups. In the penal institutions inmates like to do more extensive musical group work than just community singing. Hence, some institutions have formal chorus practice in regular weekly sessions, even two and three times per week, when circumstances permit.

Table XII, page 68, presents the necessary information on non-religious choral groups. Twenty-eight institutions are represented in this table. Three prisons have non-religious choruses that rehearse two times weekly with fifteen, twenty-four, and twenty-five members respectively. One reformatory for men has choral groups of fifteen performers that usually last about a month culminating with Christmas carols for shut-ins in the community. A reformatory for women has a choir of twenty-four members that rehearses weekly. In this institution in the past a gifted musician directed excellent productions of "The Gondoliers," "The Pirates of Penzance," and "Trail by Jury." The choral groups as well as other musical groups are dependent upon the talent of the inmates and personnel.

A reformatory for women reported a varied and full activity program for the year. They have a glee club of thirty members that rehearse three times per week. The following is taken from their annual report:

GLEE CLUB

- December 20 & 21 - The annual Christmas play was held.
The glee club sang three selections and also filled in with carols, between the scenes.
- December 24 - Protestant Candle Lighting Service
(Combined glee club and choir)
- December 25 - Caroling from cottage to cottage
- February 11 - A group of glee club girls sang

TABLE XII

 ACTIVITY PROGRAMS OF THE CHORAL GROUPS
 (b) NON-RELIGIOUS

INSTITUTIONS	NO. DIRECTED BY		NO. REHEARSING		NO. LIMITED		NO. GIVING CONCERTS	
	Profess- ional	Inmate	During Work Hrs	At Other Times	To Inmates	To Inmates and Others	For Inmates	For Public
Prisons----- (3 reporting)	3	0	3	1	3	0	3	1
Vocational Schools-- (1 reporting)	0	0	0	1	0	0	1	0
Reformatories----- (6 reporting)	5	1	3	3	4	0	5	3
Correctional Insts.- (12 reporting)	10	1	10	2	12	0	9	5
Penitentiaries----- (3 reporting)	2	1	2	1	3	0	2	1
Insts. for the Crim- inally Insane----- (1 reporting)	1	0	1	0	1	0	1	1
Penal Farms----- (3 reporting)	2	1	0	3	3	1	3	1
Totals----- (29 reporting)	23	4	19	11	26	1	24	12

- at the Community Sing.
 April 4 & 5 - A group of glee club girls sang at the
 Us Personified Minstrel.
 May 9 & 10 - (Spring Concert) - for the Farms and
 outsiders.
 June 16 - Catholic Confirmation Service (a selected
 group from the glee club and choir).
 June 27 - Eighth Grade graduation. The Glee Club
 sang three numbers, "Land of Our Birth," "Joshua
 Fit de Battle of Jericho," and the "Italian Street
 Song."

From this report the significance of choral groups and their importance as a contribution to the social life of the group are made evident.

A training school for girls has a complete music curriculum that would correspond to the music program of the average public school. Special training is given to the Senior Choir, the Junior Choir, and the Spiritual Club (ages range from twelve to seventeen years). Another training school for girls has a volunteer choir of twenty members that rehearses weekly. An institution for mental defectives has a choir of thirty to sixty individuals that rehearse daily. The Federal Correctional Institution has a choir of twelve members that rehearse weekly, and the United States Northeastern Penitentiary has a choir of only four inmates that meet twice weekly. All the penal farms have non-religious choral groups. Two prison farms for women have choral groups of thirty-five members that rehearse twice weekly. One penal farm for men has a group of twelve members that meet weekly. The other penal farm for men has an advanced choral group of forty members. At this institution, group and individual vocal coaching is given to talented inmates by the Superintendent.

A comparison of Table XI and Table XIII reveals that there is a larger number of religious choral groups than non-religious ones. This may be influenced by the fact that many institutions have religious services each week and the need for the religious choral group is,

therefore, greater. Then, too, Catholic priests and Protestant ministers, in many instances, teach the religious choral groups; whereas, the non-religious choral groups are dependent upon the personnel of the institutions for leaders and, in many cases, there are none capable enough to conduct them.

Instrumental instruction. Instrumental instruction is not carried on to a great extent in the various institutions. (See Table XIII, page 71). Some institutions stated that they did not have serviceable instruments, adequate teachers, and useful music material and so individual or group instrumental instruction is impossible.

Table XIII, page 71, gives a graphic description of the instrumental instruction in the penal institutions. This includes its direction, rehearsing, individuals it is limited to, and its concerts. Of the prisons reporting, two give daily instruction to twenty individuals. The Federal Detention Headquarters stated that due to the fact that most of its population is transient, they cannot give instrumental instruction. However, they have some musical instruments (guitar, violin, harmonica) which the inmates are allowed to use, and the inmates are permitted to have their own musical instruments sent in to them. One vocational school has forty-eight young men taking instrumental instruction two hours per week. This is given on a class schedule by a full time music teacher. The brass section meets two periods weekly, the reeds two periods weekly, etc. These groups vary in size from three to eight students. One reformatory for men does not give instruction, but inmates may play instruments during the evening. The Federal Correctional Institution gives instruction to eleven inmates, and they meet as frequently as it is required among them. A school for girls gives piano instruction for

TABLE XIII

INSTRUMENTAL INSTRUCTION

INSTITUTIONS	NO. DIRECTED BY		NO. REHEARSING		NO. LIMITED		NO. GIVING CONCERTS	
	Profess- ional	Inmate	During Work Hrs	At Other Times	, To Inmates	To Inmates and Others	For Inmates	For Public
Prisons----- (4 reporting)	3	1	3	0	4	0	0	0
Vocational Schools-- (1 reporting)	1	0	1	0	1	0	0	0
Reformatories----- (4 reporting)	4	0	3	3	4	0	0	0
Correctional Insts.- (8 reporting)	6	3	6	2	8	0	2	0
Penitentiaries----- (2 reporting)	1	2	1	1	2	0	1	0
Insts. for the Crim- inally Insane----- (2 reporting)	2	0	1	1	2	0	2	1
Penal Farms----- (3 reporting)	2	2	1	2	3	0	2	0
Totals----- (24 reporting)	19	8	16	9	24	0	7	1

two or three inmates. A penal farm for men gives instrumental instruction for twenty inmates each evening. Two penal farms for women have instruction for ten women two times weekly.

Instrumental teaching is done on the basis of group instruction in the majority of the penal institutions. One director stated that this method is used due to the need to preserve time and to the fact that inmates are seldom adequate solo performers. Group instruction is the answer to both problems. Several directors stated that instrumental instruction is psychologically desirable for it helps release emotional energies on an intellectually controlled basis.

Appreciation or listening. The music appreciation and listening reported by the institutions vary from those which give the opportunity of formal and informal regular meetings. The latter is considered as a recreation. In the former more serious work and study are carried on. Technical, historical, and biographical facts are discussed.

Table XIV, page 73, gives a graphic description of music appreciation and listening that are carried on in the various types of penal institutions. None of the prisons reported having these activities except the Federal Detention Headquarters which has these activities monthly. Music appreciation and listening are eliminated in the prisons because the administrators believe that extra security and inconvenience would be involved in assembling the inmates for this group activity.

Two reformatories for men have music appreciation periods; one includes ten members meeting two times weekly and the other includes fifty-two inmates having daily periods. Two reformatories for women have weekly listening periods for the inmates. Another reformatory for women has a regular music appreciation class for twenty-four members. The

TABLE XIV

APPRECIATION OR LISTENING

INSTITUTIONS	NO. DIRECTED BY		NO. REHEARSING		NO. LIMITED		NO. GIVING CONCERTS	
	Profess- ional	Inmate	During Work Hrs	At Other Times	To (Inmates	To Inmates and Others	For Inmates	For Public
Prisons----- (1 reporting)	0	1	0	1	1	0	0	0
Vocational Schools-- (1 reporting)	1	0	1	0	1	0	0	0
Reformatories----- (6 reporting)	5	1	1	4	5	0	3	0
Correctional Insts.- (6 reporting)	6	0	4	0	4	1	1	0
Penitentiaries----- (2 reporting)	1	1	0	1	1	0	1	0
Insts. for the Crim- inally Insane----- (1 reporting)	1	0	1	0	1	0	1	1
Penal Farms----- (2 reporting)	2	0	0	2	2	0	0	0
Totals----- (19 reporting)	16	3	7	8	15	1	6	1

following is taken from their annual report.

Music Appreciation Class

In Music Appreciation class, we tried to discover just what the title was about, and how to go about learning to put this meaning into action. Then we delved into the lives of composers and their music, using library books, magazines, leaflets, newspaper articles and records as our source and illustrative material. Artists and conductors also received treatment. We also discussed current music news. I tried to bring to the class as many different kinds of music as possible, in order to satisfy each particular taste and to broaden the musical knowledge of the entire group.

From the above description, it is evident that the leader promoted an intellectual interest in music that is highly desirable.

The Federal Correctional Institution has music appreciation for twenty-two inmates twice weekly. A school for boys has music appreciation for fifteen to thirty-five boys twice weekly. In a school for girls, each pupil has from one to four forty-minute periods weekly in an organized music class for group singing and music appreciation. An agricultural and industrial school has music listening for eighty-five members weekly. In a vocational school for young men about one hundred and twenty-five individuals participate in a rotation schedule for music appreciation. Usually a maximum of fifty students are accommodated weekly, meeting from 6:30 P.M. to 8:30 P.M. Last year in this institution a "disc jockey" type of activity was presented for five months in which over five hundred inmates met weekly (4-5 P.M. Friday) in the gymnasium to listen to popular music presented on records. The United States Northeastern Penitentiary has music appreciation or listening for thirty-five inmates on Saturday afternoon. Two prison farms for women have listening periods for one hundred and fifty inmates twice weekly. Another penal farm for men has music appreciation monthly for about twenty-five interested inmates.

Minstrel show activity program. Several directors stated that minstrel shows are very popular in the way of entertainment in the penal institutions and interest does not diminish in them. This group activity is ultimately used as a contribution to the social life of the group.

Table XV, page 76, describes the minstrel show activity program. The majority of the institutions have this activity two or three times a year while others have them very often. The groups meet according to the amount of rehearsing that the show requires. A prison for men has minstrel shows very often; another has an unlimited number in a group that meet as required; and in another prison forty-five members rehearse daily while the show is in progress. A prison for males and females has a minstrel troupe of ten to twelve inmates. The Federal Detention Headquarters has minstrel shows only during holidays with fifteen to thirty inmates participating. A reformatory for men has thirty members in this activity that rehearse three nights a week. This "show" performs at the institution and "on the road" locally. Three correctional institutions have minstrel shows. The United States Northeastern Penitentiary has minstrel shows twice yearly with groups whose sizes vary. The State Industrial Home for Women has groups put on minstrel shows for the entertainment of the entire inmate population. A penal farm for women has this activity annually with thirty-five inmates participating.

Administrators believe that minstrel shows provide a means of channeling the creative talents of the inmates into a desirable outlet. They stated that music of this type is exceedingly important in maintaining proper morale.

Operetta activity program. A small number of institutions have or perform operettas. This activity is relatively limited possibly

TABLE XV

MINSTREL SHOW ACTIVITY PROGRAM

INSTITUTIONS	NO. DIRECTED BY		NO. REHEARSING		NO. LIMITED		NO. GIVING CONCERTS	
	Profess- ional	Inmate	During Work Hrs	At Other Times	To Inmates	To Inmates and Others	For Inmates	For Public
Prisons----- (5 reporting)	3	3	3	3	6	0	3	2
Vocational Schools-- (1 reporting)	1	0	1	0	1	0	0	0
Reformatories----- (5 reporting)	3	2	1	4	4	0	1	1
Correctional Insts.- (4 reporting)	3	0	3	0	3	0	3	1
Penitentiaries----- (2 reporting)	1	1	1	1	2	0	1	0
Insts. for the Crim- inally Insane----- (1 reporting)	1	0	0	0	0	0	0	0
Penal Farms----- (1 reporting)	1	0	0	1	0	1	1	1
Totals----- (19 reporting)	13	6	9	9	16	1	9	5

TABLE XVI

OPERETTA ACTIVITY PROGRAM

INSTITUTIONS	NO. DIRECTED BY		NO. REHEARSING		NO. LIMITED		NO. GIVING CONCERTS	
	Profess- ional	Inmate	During Work Hrs.	At Other Times	To Inmates	To Inmates and Others	For Inmates	For Public
Prisons----- (6 reporting)	0	0	0	0	0	0	0	0
Vocational Schools-- (1 reporting)	1	0	0	1	0	0	0	1
Reformatories----- (1 reporting)	1	0	0	1	1	0	1	0
Correctional Insts.-- (5 reporting)	5	0	5	2	3	2	5	2
Penitentiaries----- (1 reporting)	1	0	1	0	1	0	0	0
Insts. for the Crim- inally Insane----- (0 reporting)	0	0	0	0	0	0	0	0
Penal Farms----- (2 reporting)	2	0	0	2	2	0	2	0
Totals----- (10 reporting)	10	0	6	6	7	2	8	3

because it is dependent upon the number of inmates with sufficient musical abilities and histrionic inclinations. Expenses are also involved which would curtail this type of activity in some institutions. Another factor involved is adequate personnel to direct operettas; some institutions lack funds to provide the type of professional direction that is necessary.

Table XVI, on page 77, gives a graphic description of the operetta in the various types of institutions as to direction, rehearsing time, limitations, and the performances for inmates or public.

A training school for girls gives operettas for the public. The girls meet on a project basis. In a reformatory for women, in the past, a gifted musician directed excellent productions of "The Gondoliers," "The Pirates of Penzance," and "Trail by Jury." A home for girls and a school for boys have forty members that participate in operettas. A state industrial home for women has operettas made up of inmate groups that are under professional direction. Two penal farms for women have groups varying from thirty to thirty-five members that produce operettas. Last fall a penal farm for men did Kurt Weill's "Down in the Valley;" the previous year, they produced a play with musical interpolations, "The Story of Joseph and Benjamin."

Several administrators stated that the producing of operettas is important in penal institutions for it helps enliven institutional existence, and is beneficial to the individual inmates, for working in an operetta co-ordinates their powers of interpretation and expression that are suppressed in their ordinary institutional life.

Community singing. Several administrators stated in the comments that community or group singing is principally a diversion, and

TABLE XVII
COMMUNITY SINGING

INSTITUTIONS	NO. DIRECTED BY		NO. REHEARSING		NO. LIMITED		NO. GIVING CONCERTS	
	Profess- ional	Inmate	During Work Hrs	At Other Times	To Inmates	To Inmates and Others	To Inmates	To Public
Prisons----- (2 reporting)	1	1	0	2	2	0	1	0
Vocational Schools-- (2 reporting)	2	0	1	1	1	0	1	0
Reformatories----- (6 reporting)	52	2	0	3	1	2	5	0
Correctional Insts.-- (10 reporting)	10	1	5	4	5	2	6	4
Penitentiaries----- (1 reporting)	1	0	0	0	0	0	0	0
Insts. for the Crim- inally Insane----- (2 reporting)	2	0	1	0	1	0	1	1
Penal Farms----- (3 reporting)	2	1	0	3	2	1	3	1
Totals----- (25 reporting)	23	5	7	13	12	5	17	6

its main purpose is to provide through common musical interest and effort a time of good cheer.

Table XVII, page 79, gives a graphic description of community singing in the various types of institutions. In the Federal Detention Headquarters, community singing is participated in by all the inmates. A vocational school for youthful offenders has from two hundred and fifty to five hundred inmates in this group activity. About one hundred and twenty-five individuals participate in community singing, directed by a teacher, in a school for girls. A reformatory for women has two hundred inmates who participate in this activity twice a year. The following is taken from the annual report of this institution:

Extra Musical Activities.

Two Community Sings were held during the year. The one on October 12 served as Columbus day recreation. The second one took place in February. A varied program of records, fun songs and rounds, popular songs, piano and vocal solos and monologues, was presented. Interest and attendance was very good. The February attendance ran well over 200 girls.

Another reformatory for women has community singing for ninety inmates. A school for boys has one hundred and fifty inmates participating in this activity once a week. A training school for boys has community singing during recreation and school hours for sixty inmates. Community singing consists of a fifteen-minute Sunday School Group singing and the singing of Christmas carols in an institution for defective delinquents. An institution for male defective delinquents has this activity for thirty to sixty inmates daily. Two penal farms for women have community singing weekly for three hundred inmates.

It is evident, from the above, that community singing involves a good percentage of the total population of the various institutions. Its most practical feature seems to lie in its flexibility

as a means of occupying and entertaining small and large groups of inmates by their own efforts.

Other music activities. Several administrators commented on other music activities that are carried on in their institutions. A prison for men, a vocational school for girls, a reformatory for men, and a state farm, all stated that they have variety shows. Their frequency ranges from once to six times yearly.

A state farm for men has tape recorded shows made by fifty inmates about twice monthly. These are rebroadcast over the institution's radio system.

An industrial home for women has a choral group that sings cantatas. These are under professional direction and are put on as entertainment for the entire inmate population.

A state prison for men has music theory classes twice weekly for forty inmates. A director of music of another prison for men stated that he has one person studying harmony and counterpoint, and he also has some inmates that "try their hand at arranging". A state penitentiary for men has music theory and harmony instruction for fifteen men daily. It is evident from the foregoing statements that a small number of the more progressive institutions have advanced classes in music.

CHAPTER VII

INTERPRETATION OF QUESTIONNAIRE RESULTS

Brief summary of the findings. From the tabulation of questionnaire results it was found that about one-tenth of the penal institutions that returned their questionnaires have no music activities of any kind, and in about three-tenths only a few music activities are maintained.

87.9 per cent of the total number of penal institutions that returned their questionnaires have music activities in which inmates participate as performers or listeners. All the reformatories, the penitentiaries, the institutions for the criminally insane, and the penal farms have music activities in which the inmates participate. Over 80 per cent of the prisons and correctional institutions have music activities. This high average shows that the administrators of the penal institutions may believe that music can contribute some beneficial value towards the rehabilitation and reformation of the inmates of these institutions.

Approximately 50 per cent of the institutions have music over a reproduction or public address system. It is significant to note that all the institutions for the criminally insane have music over this type of system. Some administrators stated that music is effective in soothing and relaxing the emotionally disturbed individuals in this type of institution.

A relatively large number of penal institutions do not have music over a reproducing or public address system in their work shops.

Several directors and wardens stated that they did not have public address systems but used radios in their work shops.

Only fifteen out of fifty-eight institutions have music over reproducing or public address systems in their dining halls. This relative small number is not surprising since inmates are not allowed to converse during meal time in most penal institutions. Silence at meals is the general rule, except in the most progressive institutions.

Thirty-seven out of fifty-eight institutions have radios in their cells. Some institutions do not have cells, but they have radios in their living quarters. Others do not have radios but have earphones connected to a centrally controlled hook-up system. Inmates listen from one hour to five hours daily to musical programs. Only 61.4 per cent of all the institutions have radios or hook-up systems. There are several penal institutions that do not have radios or other means of communication with the outside world for the inmates. This seems rather pathetic, for even if the inmates do not listen to music they should at least be entitled to keep up with the news and events that are taking place in world affairs. Possibly many directors believe that listening to music continually by a person alone in his recreation time may be conducive to unlimited daydreaming or almost pathological introversion, and there is no practical means of directing or controlling such misuse. Some institutions, particularly the correctional institutions, have radios in various "divisions" or recreation rooms. Several directors prefer this for the radio is used for group entertainment and introvert withdrawal from reality can thus be lessened.

In addition to radios, several institutions have television, and several also have record players. A small number of penal institutions for youthful offenders have educational record libraries.

A number of penal institutions have several instrumental music activities. In regard to bands, several wardens and directors chose to comment on the usefulness of the band in the institutional organization. The administrators stated that the band offers an opportunity through which the musically inclined may contribute greatly to the enjoyment, to the discipline, and to the morale of the inmate population. The band stands out as of particular value in penal institutions with large male populations, like reform schools, penitentiaries, and prisons. No female prisons, reformatories, or penitentiaries included in the survey reported having bands. In the fifty-eight institutions that returned their questionnaires -- twenty-five have bands; fourteen have dance orchestras; eight institutions have concert orchestras; and twenty-four have instrumental instruction.

Vocal music seems to fare a little better. The majority of the institutions have at least one vocal organization, namely, a religious choir group. In some institutions, it is the only music activity.

The music appreciation or listening reported varies from those which give the opportunity of formal to those that have informal regular meetings. The informal meetings are considered as a diversion or as a recreation, and many are conducted on a "disc jockey" type program. In the formal meetings, more serious work and study are carried on. Technical, historical, and biographical facts are discussed.

Approximately one-third of the institutions have minstrel shows. From the comments, they appear to be a favorite means of entertainment in some penal institutions.

A small number of institutions perform operettas. Some have produced quite ambitious productions. (For example, last fall a penal farm for men did Kurt Weill's "Down in the Valley"). This activity is

limited for some directors stated that it is dependent upon the present inmates that have musical abilities and histrionic abilities.

Approximately 50 per cent of the institutions reporting data have community singing. This activity involves a good percentage of the total inmate population in the various institutions. Its main purpose appears to be that it is a diversion. Several directors stated that it provides through common musical interest and effort a time of good cheer.

The number of music activities reported by the institutions averages about four per institution.

The music programs of the institutions for youthful offenders follow in general the public schools. Some directors stated that their institutions maintained a school which was run similar to a regular public school. The vocal program for these institutions may include community singing and listening for the general population; organized music classes for group singing and music appreciation; and religious and non-religious groups made-up of smaller groups selected for their special suitability.

Some penal institutions have music study supervised by a music leader. This study may include learning of note-reading and sight-reading, practice of instrumental and vocal skills, and the study of music appreciation, history, theory, and harmony.

The musical activities in the correctional institutions, also include participation in musical performances for purposes of institutional services, such as playing in the band or orchestra, or singing in the chorus at -- religious services, assemblies, outdoor sport affairs, and theater presentations.

The extent of music activities in the penal institutions of

northeastern United States ranges from those that have no music activities, or a small amount, to those that have a rather extensive amount.

Interpretation of questionnaire results. From the tabulation of the questionnaire results, several significant facts emerge that help us to see more clearly the situation and extent of music activities in the penal institutions of northeastern United States.

It is significant that 82.9 per cent of the total number of penal institutions returned their questionnaires. This in itself would indicate that the penal directors are anxious to help with a study that might offer some solution or aid to their music problems. The fact that many of the replies included comments was also significant. It indicated that the directors were willing to take their time to express their opinions as to the use of music in their educative reformative-rehabilitative program, and to express the weak points and strengths of their music programs. Many frankly stated the weaknesses of their music programs and some suggested the need for a greater number of music activities.

Of the replies received many chose to comment and set forth the need for a more extensive music program. Some stressed the fact that music activities were dependent on the abilities of the staff and the inmates present. Others stated that the music activities were suspended because of "interference with the work program and they did not consider it feasible to have them at night." One of the significant results obtained in the comments was the number of replies indicating insufficient funds and space to adequately cover the requirements of a satisfactory program. Others claimed that they considered music

excellent therapy and one of the best outlets for practically all custodial persons. But due to lack of funds, proper personnel were unavailable, and, hence, their music programs were not up to the level that they deemed desirable.

About one-tenth of the penal institutions that returned the questionnaires have no music activities of any kind, and in about three-tenths only a few activities are maintained. In the remainder of the penal institutions, music activities may include: listening to music over a reproducing or public address system in the work shop and dining hall, listening to music over the radio, band activity, dance orchestra, concert orchestra, choral groups, instrumental instruction, appreciation or listening, minstrel shows, and community singing. A few of the more progressive institutions put on operettas, and some have advanced classes in music such as -- music theory, harmony, and counterpoint. From this evidence, it should be stated that much good work is being done in music in the penal institutions of northeastern United States. However, in those institutions which do not have many music activities, the majority of the directors agree that what they have is not adequate to meet the needs of a correctional-educational program.

CHAPTER VIII

CONCLUSIONS

Conclusions. From the preceding chapters we can see that the music activity programs of the penal institutions of northeastern United States are in many cases far from being ideal.

We found from the reports of penal administrators that music is used and needed by the individuals in their institutions for instruction in wholesome leisure-time activities, for guidance towards the achievement of mental health, and as an aid in a type of social education designed to develop personal insight and an understanding of interpersonal values and community living.

On the other hand, it is interesting to note that there are directors and wardens who are concerned chiefly with the custody of their inmates, with the profits of their production plants, and very little with the human and social values of rehabilitation. This was made evident in the comments made by the administrators who eliminated music activities because they interfered with the work program of their respective institutions.

The varying degrees of educational equipment for the music programs of the penal institutions parallel that of the public school system. Some schools have merely the bare essentials necessary for teaching; whereas, others are equipped with a panorama of educational facilities. The same is true in the penal or correctional institutions. The allotment of varying amounts of funds, also, influences the functioning and make-up of the penal institutions just as it does in the

schools.

There is a lack of literature which can be consulted for a systematic presentation of the aims, methods, and cautions to be observed in the field of music in the penal system. This might have some influence on the extremes in the amounts of musical activities in the various institutions. Some do not have any musical activities, some have a limited number, and others have a considerable number of music activities. A foundation of various principles and policies in regard to music is needed to foster more music activities in the penal or correctional institutions.

Before it is possible to go very far, the administrators of the penal institutions must be convinced that music would be effective in penal treatment or reformation and should form an integral part of the correctional education program. If the penal directors can be convinced of that, then improvements will be made in regard to the music activities in the penal institutions.

Music is important in the total reformatory-rehabilitative program of the inmates in need of correction. The individuals in the penal institutions of northeastern United States should and could be offered good music in all its phases.

CHAPTER IX

THE NEED FOR FURTHER STUDY

The need for further study. There is a lack of literature which one might consult concerning the amount of musical activity in the penal institutions, and there is no book, to the knowledge of the writer, which one might consult for a systematic presentation of the aims, methods, and cautions to be observed in the field of music in the penal system. There are various books, magazine articles, and brief discussions in annual reports of organizations concerned with penal or correctional institutions that merely refer or state briefly that music is carried on in the institutions and contributes to the social integration of the inmates. These statements are inadequate as sources of information in carrying out or establishing programs of music activities. These facts stress the need for further study in the field of music in the penal system.

The present study was intended to be regarded as an introductory study in determining the extent to which music activities are being used as a part of correctional or penal rehabilitative programs. More studies are needed so that principles and policies concerning music activities in the penal institutions can be formulated. From this foundation the proper music program may be fostered and developed.

Music educators in the field of penal work are as yet, almost non-existent, and it will probably be some years before there will be positions filled by persons who are as able as those employed in teaching

music in public schools. A keen music educator who can work out methods of applying his musical knowledge and skill to the emotional problems of human beings who are inmates of prisons, reformatories, and other penal institutions should emerge with a set of techniques that are not only absorbingly interesting, but also extremely helpful to the individuals in the penal or correctional institutions.

ABSTRACT

The problem. If we assume that the function of penal institutions is to reform, which is the modern scientific approach, and that reformation is an educational process -- so music should form an integral part of this phase of education because of its influence and contribution towards the mental health and life development of the individuals in these institutions.

This study is an attempt to ascertain the extent to which music activities are carried on in the various types of penal institutions in northeastern United States. It is intended that the present study be regarded as an introductory study in determining the degree to which music activities are being used as part of correctional education.

The institutions used in the present study represent the state and federal institutions of northeastern United States which includes those of the states of Maine, New Hampshire, Vermont, Massachusetts, Rhode Island, Connecticut, New York, New Jersey, and Pennsylvania. The penal correctional institutions are of various types including prisons, reformatories, penitentiaries, penal farms, vocational schools, correctional institutions, and institutions for the criminally insane.

Since there must be some limitations as to scope in a study of this character, the writer has confined his attention primarily on the following music activities: band, dance orchestra, concert orchestra, choral groups -- religious and non-religious, instrumental instruction, appreciation or listening, minstrel show, and community

singing. Another important aspect is determining the extent to which the various institutions have any music activities in which the individuals participate as performers or listeners. Listening would include time spent listening to music over the radio and over the public address systems in the work shops and dining halls.

Summary of previous research. The literature of penology was carefully investigated for material bearing on penal philosophy and methods of penal treatment. Also, particular attention has been given to various sources regarding education and the use and importance of music in the program of penal correctional education. A canvass was not made of the current studies in the field of music in penal institutions for none are to be found. This stresses the need for a study of this type.

The research procedure. The type of research used in the study is called by Good, Barr, and Scates "normative-survey" research by means of "questionnaire inquiries." A general study introductory in character was needed to give orientation to the approach of the whole problem of education and to the need and use of music in correctional or penal institutions in northeastern United States.

The data in this survey were obtained by means of questionnaire inquiries. The general plan of this study was outlined and the questionnaire to be used in the survey was prepared. Personal interviews were held with two directors of penal institutions included in the survey. It was then revised to improve its objectivity and to make it more practical and convenient. During this process, consultations were held with penologists and music educators.

Copies of the questionnaires were sent to seventy institutions

in the nine states that comprise northeastern United States. Replies were received from fifty-eight, or 82.9 per cent, of the seventy institutions. The data obtained were summarized and tabulated. (The data cover the fiscal year 1951-1952). Out of the analysis and evaluation of the data have come the conclusions.

Summary of findings. About one-tenth of the penal institutions that returned the questionnaires have no music activities of any kind, and in about three-tenths only a few music activities are maintained. In the remainder of the penal institutions the music activities are quite varied. The musical activities include listening to music over a reproducing or public address system in the work shop and dining hall, and listening to music over the radio. Other activities are: band, dance orchestra, concert orchestra, choral groups, instrumental instruction, appreciation or listening, minstrel shows, and community singing. A few of the more progressive institutions put on operettas, and some have advanced classes in music such as -- music theory, harmony, and counterpoint.

A number of institutions lack music activities. From the reports made by the various penal directors it is evident that there are several factors influencing this. Among these are insufficient appropriations, lack of space, the need of proper personnel, and the interference of music activities with the work program.

From the comments made by the directors or administrators it was made apparent that music activities in the penal institutions of northeastern United States are used and needed by the individuals in these institutions for instruction in wholesome leisure-time activities; for guidance towards the achievement of mental health; and as an aid in

a type of social education designed to develop personal insight and an understanding of interpersonal values and community living.

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APPENDIX

A SURVEY OF THE MUSIC ACTIVITIES IN THE PENAL INSTITUTIONS OF NORTHEASTERN UNITED STATES

Name of Institution _____

Location of Institution _____

Designation of Institution: [Please check]

- [] Prison [] Reformatory [] Penitentiary [] Penal Farm
 [] Vocational School [] Correctional Institution [] Institution for the Criminally Insane

Does your institution provide music for inmates over a reproduction or public address system? Yes [] No []

[If "yes" please indicate in the appropriate spaces the amount of time per day]

	In Work Shop	In Dining Hall	Other
During working hours			
Before working hours			
After working hours			
During meal time			

How many inmates have radios in cells? _____

How much of cell time do you think they spent listening to musical programs? _____

MUSIC ACTIVITY PROGRAM

Does your institution have any music activities in which inmates participate as performers or listeners? Yes [] No []

[If "yes" please check and designate in the following:

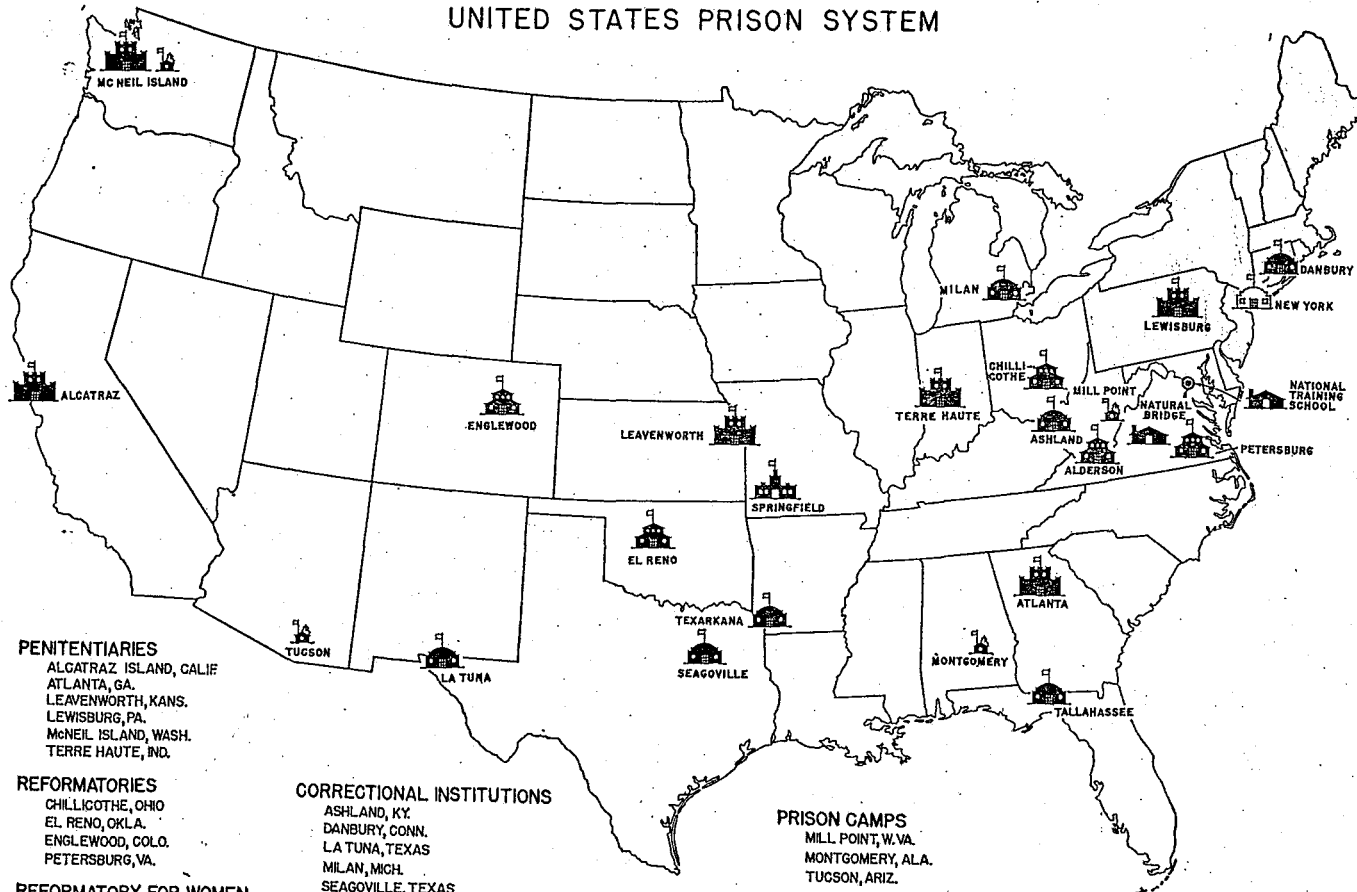
	Directed by		Does It Rehearse		Is It Limited to Inmates		Does It Give Concerts		How Many In Group	How often does Group Meet
	Professional	Inmate	During work hrs	At Other Times	Yes	No	For Inmates	For Public		
Band										
Dance Orchestra										
Concert Orchestra										
Choral Groups [A] Religious										
[B] Non-religious										
Instrumental Instruction										
Appreciation or listening										
Minstrel Show										
Operetta										
Community Singing										
Other [Please list]										

If you have had any music instruction in your institution, do you believe it worthwhile for the individuals? Yes [] No []

Do you wish a copy of the results of this survey? Yes [] No []

Comments _____

UNITED STATES PRISON SYSTEM



PENITENTIARIES
 ALCATRAZ ISLAND, CALIF.
 ATLANTA, GA.
 LEAVENWORTH, KANS.
 LEWISBURG, PA.
 McNEIL ISLAND, WASH.
 TERRE HAUTE, IND.

REFORMATORIES
 CHILLICOTHE, OHIO
 EL RENO, OKLA.
 ENGLEWOOD, COLO.
 PETERSBURG, VA.

REFORMATORY FOR WOMEN
 ALDERSON, W.VA.


MEDICAL CENTER
 SPRINGFIELD, MO.

CORRECTIONAL INSTITUTIONS
 ASHLAND, KY.
 DANBURY, CONN.
 LA TUNA, TEXAS
 MILAN, MICH.
 SEAGOVILLE, TEXAS
 TALLAHASSEE, FLA.
 TEXARKANA, TEXAS

INSTITUTIONS FOR JUVENILES
 NATIONAL TRAINING SCHOOL
 FOR BOYS, WASH., D.C.
 NATURAL BRIDGE, VA.

PRISON CAMPS
 MILL POINT, W.VA.
 MONTGOMERY, ALA.
 TUCSON, ARIZ.

DETENTION HEADQUARTERS
 NEW YORK, N.Y.

 Section of the United States included in this survey.