# *Corrections in America An Introduction 15th edition Allen Test Bank*

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# CHAPTER 2
# PRISONS (1800 TO THE PRESENT)

## CHAPTER OVERVIEW

- The student should remember that corrections must always ask the question "Who are offenders and what are we expected to do with them?" The most common schools of thoughts are the following: Offenders are (1) evil and must be punished, (2) out of touch with God and need to repent, (3) uneducated and ill trained to function in modern society, and (4) sick and in need of being cured. The answers to these questions are commonly known as the punishment, reform, education, and medical models of corrections. In the final part of this chapter, we explore the philosophical foundations on which these models were constructed and explain some of the rationales underlying current correctional developments. It is essential for the student to understand why this nation has entered into an age of massive change in public acceptance of crime and criminal and prison operations, what goals are being sought, and what might be the implications of the adoption of new programs, operations, and facilities. We begin with the two major competing concepts or systems that evolved and fought for prison designs and construction in the United States for the majority of the twentieth century.

## CHAPTER OBJECTIVES

- Summarize the definition, mission, and role of corrections from 1790 until 1910.
- Compare and contrast the Pennsylvania and Auburn systems.
- Explain why the Auburn system became the dominant prison design.
- Describe prison development from the reformatory era to the modern era.

## LECTURE OUTLINE

- What Is the Emerging Role of Corrections?
    - Since the early dates of 2000 B.C. to present, corrections assumed many additional goals: reforming law offenders, protecting society through incarceration, reducing later criminal offending, educating and training of persons without the necessary skills to exist in increasingly complex societies, making the sick well, preparing offenders for release back into the community, supervising offenders when released, and a wide variety of crime prevention programs.
- The Pennsylvania System
    - The Walnut Street Jail had been fairly effective for a decade, and the earlier Pennsylvania system was copied extensively in both architectural design and administration.
    - The Eastern Penitentiary became the model and primary exponent of the Pennsylvania, or "separate," system.
    - *Teaching Tip:* Show the video "Let the Doors Be Made of Iron." A video of the history of the Eastern Pennsylvania Prison. Hal Kirn and Associates, 2122 Wallace Street, Philadelphia, PA. (215) 236-3777.
- The Auburn System
    - The Auburn prison administrators developed a system that was almost the opposite of that used at the Eastern Penitentiary.

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    - A new style of discipline was inaugurated at Auburn that became known as the Auburn, or "congregate," system.
    - Discipline at Auburn
        - The discipline regimen at Auburn included congregate work in the shops during the day, separation of prisoners into small individual cells at night, silence at all times, lockstep marching formations, and a congregate meal at which the prisoners sat face-to-back.
    - *Teaching Tip:* Show the video "History of Sing Sing Prison" (1997). 68 minutes.
- Prison Competition
    - The persuasive power of economics finally decided the battle, and the congregate system was adopted in almost all other American prisons, even in Pennsylvania.
- Economics Wins Out
    - It was the profit motive that determined the outcome of the competition between the two systems, and the Auburn system became the dominant form of prisons in the next century.
- Prison Rules
    - It is not too hard to understand why rules and procedures emphasized the smooth and undisturbed operation of the prison rather than the modification of the individual prisoner's behavior.
    - The imposition of silence was seen as the most important part of the discipline program.
    - Another bizarre form of discipline that was developed at Auburn was the lockstep formation.
    - The use of degrading prison garb was also initiated at Auburn and Sing Sing.
    - One of the earliest and most well-known forms of prison discipline was the "prison within a prison," or solitary confinement, used as punishment for violation of institutional rules.
    - *Teaching Tip:* Show the video "San Quentin: Inside the Big House." (2001). Cambridge Educational, 51-minutes. 1-800-468-4227
    - *Teaching Tip:* Show the video "Solitary Confinement Exclusive" (2010). 50 minutes (http://shop.nationalgeographic.com)
- Change in the Wind
    - Maconochie and Crofton: A New Approach
        - Together Maconochie and Crofton laid the foundation for reformative rather than purely punitive programs for the treatment of criminals.
    - Maconochie and the Indeterminate Sentence
        - In 1840, Captain Maconochie was put in charge of the British penal colony on Norfolk Island
        - He developed a "mark system" whereby a convict could earn freedom by hard work and good behavior, thus creating the indeterminate sentence.
    - Crofton and the Irish System
        - Sir Walter Crofton of Ireland used that concept in developing what he called the "indeterminate system," which came to be known as the Irish system.
- The Reformatory Era (1870–1910)
    - The first reformatory in America was built in 1876 in Elmira New York and

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became the model for all those that followed.
    - The only real differences between the programs at Elmira and those at the adult prisons were the emphasis on reforming youth, increased academic education, and more extensive trade training.
    - Although the two main contributions of the reformatory era were the indeterminate sentence and parole, the seeds of education, vocational training, and individual rehabilitation had been sown.
- Post–Civil War Prisons
    - In the South, devastated by the Civil War, the penitentiary system had been virtually wiped out.
    - Some states attempted to solve their prison problems by leasing out their entire convict population to contractors, which became known as the lease system.
    - *Teaching Tip:* Show the video "CCI: A Case Study of a Southern Prison." Princeton, NJ. Films for the Humanities and Science. (800) 257-5126.
- The Twentieth Century and the Industrial Prison
    - The introduction of handicrafts into the solitary Eastern Penitentiary cells represented the origin of prison industries in America.
    - The industrial prison can credit its origins to the profits turned by the first state prisons.
    - The beginning of the end for large-scale prison industries, which kept inmates employed in some kind of work, was the enactment of two federal laws controlling the character of prison products.
- The Period of Transition (1935–1960)
    - The quarter century between 1935 and 1960 was one of great turmoil in the prisons.
    - The U.S. Bureau of Prisons gradually emerged as the national leader in corrections, introducing many new concepts that have been copied by state systems. Two major contributions were diagnosis and classification and the use of professional personnel, such as psychiatrists and psychologists, to help rehabilitate inmates.
    - As the prison industries died out, riots began to take place more regularly, adding evidence to the theory that enforced idleness causes restlessness and discontent among prisoners.
- The Modern Era
    - The "modern era" of corrections is generally considered to have begun about 1960, and it was characterized by a pattern of change that was to highlight the next decade.
- New Emphases Emerge in Corrections
    - New emphases began to be developed in corrections, not the least of which was the dominant theme of producing goods at less cost than competitors could, primarily because inmates were not paid for their time in the production.
- Internally Sought Reform
    - Beginning about 1966, the nature of the demands changed from those involving basic conditions to those concerning basic rights.
    - The Prison Population Boom
        - This population boom resulted from fear of crime35 fueled by politicians,

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a "get- tough approach to crime," the War on Drugs, the media, and special interest groups.
    - *Teaching Tip:* Show the video "Modern Marvels Prisons." (2002). 50 minutes. 1-800-933-6249 (http://shop.history.com)
- *Teaching Tip:* Invite a jail or prison administrator, prison litigation attorney, drug enforcement officer, and/or ex-correctional officer as a guest lecturer.

## LIST OF CHANGES/TRANSITION GUIDE

- Updated statistics throughout chapter.

## ADDITIONAL ASSIGNMENTS AND CLASS ACTIVITIES

### Lecture Notes

1. Explain the discipline problems associated with each of the two major types of prisons, and what practices arose to manage disciplinary problems.
2. Explain the necessity of prison rules and practices to support specific rules. Topics to be covered include: discipline, punishment, silence, lockstep formation, prison stripes, the treadmill, and solitary confinement.
3. Explain the development of the federal Bureau of Prisons, and note the contributions of leadership, absence of prison plants, and availability of federal funds to the federal prison system. Why did it become a much-admired model?
4. Explain the concept of the "standards of human decency that mark the emergence of a maturing society" and how the federal judiciary became a major force of correctional reform.
5. Describe the Eastern Penitentiary and Auburn systems. What are the similarities and differences between the two systems?
6. Describe how Zebulon Brockway contributed prison reforms. Were Brockway's reforms successful?

### Class Activities

1. Ask students to identify the four basic answers to the question: "Who are offenders and what are we expected to do with them?" Ask for two examples for each answer.
2. Ask students to define the Pennsylvania system and describe the architecture of prisons that followed that model. What types of products could reasonably be produced in this type of prison?
3. Ask students to describe the Auburn or "congregate" system, as well as the architecture of those prisons. What types of products could reasonably be produced in this type of prison? At what cost?
4. Ask students to identify Captain Alexander Maconochie and explain the offender problems he faced. What were Maconochie's solutions?
5. After the class discusses Maconochie, repeat the same questions for Sir Walter Crofton. Show how both implemented indeterminate sentencing as a solution. Should American Criminal Justice system continue using indeterminate sentencing? Why or why not?
6. Ask the students to define the reformatory and why the reformatory movement began. What challenges did such a movement face? Was it successful? If the consensus is "no," ask what could have been done to have made it successful.

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7. Ask students what effects the American Civil War had on prisons and offenders. Focus student attention on migration of citizens to cities, unemployment, and entrepreneurial efforts to "make a buck" off the backs of offenders. If students perceive contracting as profit-motivated, ask them if there are any prisons on the contemporary scene that are private-sector prison providers. Are they "making a buck" off the backs of offenders? If the consensus is "yes," ask if correctional officer unions are motivated by money concerns.
8. Ask students to describe the industrial prison in its heyday. Have the class focus on in-prison ("intramural"), inmate lease, and the piece-price programs. Is it better to have inmates idle or working to generate profits? Why or why not?
9. Ask students why the industrial prison waned during the Great Depression. What effects did its retrenchment have on prison administration?
10. Ask the class to describe what happened to prison administration from 1920 through the 1960s, focusing on the Bureau of Prisons' contributions, the events immediately after World War II, and prison riots.
11. Ask students the causes of the prison boom during the latter part of the last century. Should prison officials been more prepared for the eventual prison boom?
12. Ask the class to explain the civil rights movement that began in 1955 and how it affected prisons. Focus student discussion on decisions by the United States Supreme Court.

**Thematic Question**

1. After students to describe and contrast the two major conflicting prison systems, explain why the Auburn or congregate system won out in the end.
2. Sentencing goals changed during this time period. Have students explain how the sentencing goals changed and if current-sentencing goals should change within modern prisons.

**Homework**

1. Assign students to read "How Hollywood Reformed the Georgia Prison System" and write one-three paragraphs answering the following question: How did Robert Elliott Burns contribute to the reform of corrections in the State of Georgia?

## SUGGESTED ANSWERS TO END-OF-CHAPTER ASSIGNMENTS

1. The emerging role of corrections embraces increasing public safety by imprisoning dangerous offenders, educating and training inmates for employment opportunities when released, reduction of additional crimes by inmates, and supervision of inmates when released following incarceration.
2. The Pennsylvania system provided large cells with room for production of inmate-made goods and emphasized silence, isolation, and individual work. The Auburn system consisted of small cells in large cell blocks. Inmates worked in tandem under silence in an assembly-line basis. The intention of the Auburn system was to generate as much income as possible from the prisons, work in silence in designated work areas, and control inmates through corporal punishment and pain.
3. The routine for the Pennsylvania System was solitary confinement, silence, and labor in outside cells. At Auburn, rules of conduct were developed for inmates and were reinforced by extensive and frequent punishments, such as flogging, cold plunges, cat-o'-

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nine tails, straps, starvation, lock-step formation movement, solitary confinement, and required silence.

4. The Industrial Revolution allowed citizens of Pennsylvania to lead the way in developing the penitentiary system.
5. The Auburn system won the competition between the Pennsylvania and Auburn models because there was less mental illness, greater profits, and cheaper per-cell construction costs in the Auburn design and operations.
6. Alexander Maconochie eliminated the flat sentencing and instituted numerous prison reforms while Standford Bates goals also included a centralized administration, establishing a consistent set of Bureau-wide policies, implementing a program of prison construction to reduce institutional overcrowding, reducing if not eliminating political patronage, improving staff training, and constructing a prison industries program.
7. The Hawes–Cooper Act, passed in 1929, required that prison products be subject to the laws of any state to which they were shipped. The Ashurst-Sumners Act, passed in 1935, essentially stopped the interstate transport of prison products by requiring that all prison products shipped out of the state be labeled with the prison name and by prohibiting interstate shipment where state laws forbade it. In 1940, the Ashurst–Sumners Act was amended to prohibit fully the interstate shipment of prison products.
8. The emphasis on reforming youth allowed an increased academic education presence, and more extensive trade training.
9. Many emphases have emerged since 1935, including diagnosis and classification and the use of professional personnel, such as psychiatrists and psychologists, to help rehabilitate inmates.
10. Any infraction of the rule of silence resulted in a flogging and the loss of a meal. This kind of entrenched procedure, very resistant to modern reforms, has been the source of many prison riots.

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