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GUIDE FOR INMATE EDUCATION. REVISED EDITION.

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MISSOURI STATE DEPT. OF CORRECTIONS, JEFFERSON CITY

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AN EDUCATIONAL PROGRAM IN AN INSTITUTION CONCERNED WITH THE REHABILITATION OF AN INMATE MUST BE SOCIALLY AND VOCATIONALLY ORIENTED, WITH VOCATIONAL EMPHASIS ON THE TOTAL EDUCATIONAL PROCESS. SINCE THE MAJORITY OF INMATES ARE FUNCTIONALLY ILLITERATE, AND SINCE 90 PERCENT WILL EVENTUALLY RETURN TO SOCIETY, COURSES IN GENERAL EDUCATION ARE INTERWOVEN WITH VOCATIONAL TRAINING, WITH CLASSROOM EMPHASIS PLACED ON SUCH SOCIAL ATTITUDES AS RESPECT FOR AUTHORITY, THE ART OF SELF-CONTROL, THE DEVELOPMENT OF GOOD HEALTH AND WORK HABITS, EARNING A LIVING AND LIVING WITHIN ONE'S EARNINGS, MORAL AND SPIRITUAL VALUES, PROPER USE OF LEISURE TIME, AND PROVIDING AND MANAGING A HOME. THE EDUCATION PROGRAM OUTLINED IN THIS HANDBOOK IS DIVIDED INTO FOUR LEVELS--PRIMARY, INTERMEDIATE, JUNIOR HIGH, AND HIGH SCHOOL, WITH THE SCOPE, PROCEDURE, CONCEPTS TO BE EMPHASIZED, AND UNITS TO BE STUDIED GIVEN FOR EACH LEVEL OF EACH ACADEMIC COURSE. THE INMATE'S DAY CAN BE DIVIDED BETWEEN GENERAL EDUCATION AND VOCATIONAL TRAINING ACCORDING TO HIS NEEDS. VOCATIONAL TRAINING PROGRAMS ARE GROUPED BY TYPE (COOPERATIVE OCCUPATIONAL EDUCATION, VOCATIONAL SHOP TRADE, ON THE JOB TRAINING, VOCATIONAL GENERAL SHOP, AND JOINT AGENCIES VOCATIONAL TRAINING) WITH REQUIREMENTS AND STANDARDS FOR INMATES AND INSTRUCTORS, PHYSICAL FACILITIES NEEDED, RECORD KEEPING, CERTIFICATION OF TRAINEE, AND GENERAL EDUCATIONAL REQUIREMENTS LISTED FOR EACH. (AJ)

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MISSOURI STATE DEPARTMENT OF CORRECTIONS

Jefferson

Department of Corrections  
Jefferson City, Missouri

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# GUIDE FOR INMATE EDUCATION

—REVISED—

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DEPARTMENT OF CORRECTIONS

Jefferson City, Missouri



AC 002 072

# **GUIDE for INMATE EDUCATION**

**DEPARTMENT OF CORRECTIONS**

**Jefferson City, Missouri**

**EDUCATION PUBLICATION NO. 3--(REVISED)**

**1965**

**FRED T. WILKINSON**

**Director**

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## FOREWORD

*The Curriculum Guide for Inmate Education was first written in 1960. It was an attempt to correlate and coordinate an organized curriculum program for penal education in the Missouri Department of Corrections and was published with the idea that changes and revisions would occur as occasion and experience demanded it.*

*This publication is a revision of the 1960 Guide. A lot of time and study has gone into this revision by the Study and Evaluation Curriculum Committee with the hope in mind to make the Guide as up to date as possible, taking care of all the changes in the past five years and projecting the material to be used as current as possible.*

*I am sure this document will be of great value to teachers as a guide to a more effective way of presenting subject matter, and a better organized approach to penal education can be reached.*

*The Department of Corrections is grateful to Mr. Hubert Wheeler, Commissioner of Education, State of Missouri, for his personal interest and assistance, as well as that of his staff members who have assisted in the preparation of this Guide. I acknowledge and appreciate the untiring efforts of the committee members responsible for the preparation of this Guide. Likewise, I am certain that if administrators and teachers will examine and study the content carefully, they will find much help in planning an effective program in penal education for all levels of learners.*



*Director, Department of Corrections*

## LEGAL RESPONSIBILITIES

### According to the Statutes

House Bill No. 377, a measure reorganizing the Missouri Department of Corrections, was enacted into law by the 68th General Assembly to provide for, among other things, a Division of Inmate Education, a Director to be appointed, whose duty it would be to plan and institute a long-range program of instruction, both academic and vocational.

This Education Program shall include:

1. The accepted curricula for the first to twelfth grades in Elementary and High School instruction;
2. Courses in Vocational Training best designed to equip inmates for useful occupations upon discharge from the institution to which they were committed;
3. The maintenance of adequate library facilities in each institution for the use and benefits of the inmates thereof;

The objectives of this program shall be the return of the inmates to society with a more wholesome attitude toward living with the desire to conduct themselves as good citizens and with the skill and knowledge which will give them a reasonable chance to maintain themselves and their dependents through honest labor. The time devoted daily to such education shall be such as is required for meeting the above objectives.

The Director of Inmate Education, subject to the approval of the Director of the Department of Corrections and after consultation with the State Commissioner of Education, shall develop the curricula and the education programs that are required to meet the special needs of each prison and reformatory in the Department.

The State Department of Education shall cooperate with the Division in the advancement and conduct of the educational system of the division by giving such advice, counsel and information as will enable the division's school program to meet the standard and requirements set for other public and vocational schools of the state.

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The Division of Inmate Education is greatly indebted to Mr. Hubert Wheeler, Commissioner of Education, who has co-operated wholeheartedly through his various assistants: Mr. Raymond A. Roberts, in the academic fields, and Mr. Merton Wheeler in the Vocational fields, as well as Mr. Buford Robinson, Assistant Commissioner, Division of Instruction, Director of Vocational Education.

TOM V. HAGEMAN



Director, Division of Inmate Education



**ADMINISTRATIVE ORGANIZATION FOR DEVELOPING A GUIDE  
FOR INMATE EDUCATION  
MISSOURI STATE DEPARTMENT OF CORRECTIONS**

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*Chapter One*  
**Point of View**

## POINT OF VIEW

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The continued support, financial and personal, accorded the American systems of education—public schools and correctional institutions—reflect the ever-abiding faith of the American people in education as a betterment institution. Apparently people are convinced that a better education results in better people and a better community in which to live and work. It is also evident that the majority of the people accept the basic principle of "equal educational opportunities for all people" insofar as possible, regardless of age or status of the individual.

Public and correctional educational systems face the mutual problem of illiteracy—actual, can't read or write, functionally insufficient training to perform as an effective citizen. The latter is the basic challenge to those concerned with correctional education as one means of rehabilitation. The majority of inmates are functionally illiterate, notably because they have not achieved the ability (1) to communicate effectively and with understanding, (2) to the social and regulatory aspects of society, (3) to perform the mathematical computation skills required of earners and consumers, (4) to master one or more occupational skills required to hold a steady job, or (5) to accept fully the responsibilities of citizenship individually and collectively—home and community; therefore, in any situation where education functions as an organized program in an institution concerned with the rehabilitation of an inmate, the educational program must be socially and vocationally orientated, if it is to fulfill this responsibility of rehabilitation. To organize and implement such a program involves considerable thought and planning on the part of teachers, supervisors, and all others involved.

Only a minimum of research can be done to determine the value of education to the inmate after release; however, letters and other tangible information would lead the correctional educators to believe that their efforts are worthwhile. In order for any correctional educational program to succeed inside a correctional institution, it is necessary for everyone concerned to cooperate toward a common goal the social and occupational reorientation for the incarcerated individual.

The objectives of the educational program must be explained and understood by the entire prison personnel. Correctional educators should take advantage of every opportunity to acquaint others with the objectives of correctional education. This can be accomplished by talking to individual members of the staff, by inviting them to visit the school or testing area for a first hand experience, by cooperating with

those who make referrals of persons needing additional training, by talking to groups through institutional training sessions and by sending out a finished product to other institutional assignments and to society as proof of the value of the training.

It is recognized that no correctional institution can claim to offer protection to the public unless it conducts a strong rehabilitation program for its inhabitants. Whether the public realizes it or not, approximately ninety percent of the persons who are sentenced to incarceration will return to society some day to work and live and play among its citizens. The product of temporary restraint is not all that the public has a right to expect from those responsible for the treatment and the education of the inmate. Just segregating a man away from society for a certain number of years will keep him, for just that many years, from offending society; but, society expects something more than that. This is an opportunity as well as a challenge to all concerned—administrators, legislators, and teachers—with correctional education.

### Philosophy

The philosophy of the Division of Inmate Education as it is concerned with Correctional Education is divided into two basic aspects.

The first basic aspect is to remain flexible and to be able to shift with the times and as inmate characteristics change.

The second is that currently we are attempting to bring academic and vocational education closer together with a vocational emphasis on the total educational process.

In order that the inmate may better evaluate his goals and strive to better himself, a careful plan of education has been developed to fit his needs. While he is participating in the program it is hoped that he will discover and make use of the academic and vocational training available to him, in order that he may return to society and find his suitable place.

The trend of the Educational program of the Department of Corrections is to place emphasis on the training of the adult. For this procedure more training courses in the useful trades are being developed and the basic subjects interwoven in the offering of these courses to better enable the student to understand and appreciate the challenge he will confront when he is obliged to compete in society.

## POINT OF VIEW

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### Objectives

The objectives as they relate to the philosophy are:

1. To promote mental, physical and emotional health.
2. To inculcate to a high degree the knowledge and skills which contribute to proper understanding of, and appreciation for, living in a democratic society.
3. To develop individuals with vocational competence and with initiative and determination to succeed.
4. To develop a strong sense of personal integrity based on understanding of accepted moral concepts.
3. That the several institutions will provide adequate school and vocational training facilities for meeting the objectives of the law.
4. That for educational purposes, this organization shall be divided into four levels, as herein described.
5. That all subject matter areas will be departmentalized insofar as possible.
6. That the educational program shall be operated on a twelve months basis.
7. That a minimum of six hours shall constitute the school day.
8. That a unit of credit in most cases at Level IV be based on 180 hours of classroom work, but in some cases one-half unit of credit may be given, if a student has spent a minimum of 90 hours in class work.
9. That there also be no special time for school enrollment.

### To Accomplish These Objectives Emphasis At The Classroom Level Should Be Placed On:

1. Respect for authority in a society.
2. The art and mastery of self-control.
3. The development of a system of good habits, ideals, attitudes and convictions.
4. Good work habits.
5. How to earn a living and how to live within one's earnings.
6. Moral and spiritual values.
7. Proper use of leisure time.
8. The value of good health habits.
9. How to provide and manage a home.
10. That this curriculum guide consists of an orderly scope and sequence of content and procedures by levels and areas which teachers may use in planning meaningful and functional experiences.
11. That the Missouri State Curriculum Guides may be used and adapted in the descriptions of the subjects to be taught, as well as a resource for the classroom teacher.
12. That individual teachers will study the descriptions of the courses included herein and base their instructions, insofar as possible, on the described scope and sequence of the levels.
13. That supervised study be incorporated into the classroom organization at all levels and in the amount necessary for adequate learning.
14. That fifty minutes per hour be made available for instruction and supervised study in each hour.
15. That personal guidance and counseling will be the responsibility of all the teachers at all levels.
16. That all teachers and instructors shall meet the qualifications of the State Department of Education to maintain the approved educational program.
17. That the individual teacher's class load will be in conformity with the requirements of the accrediting agency.

### Basic Assumptions

The Division of Inmate Education's Program will be based on the following assumptions:

1. That the main objective of this educational program as organized is for the intent of training and social reorientation.
2. That an elastic and flexible interpretation of the educational requirements of the law shall be made to make it possible to adapt the various training programs to meet the need of the individual.

## POINT OF VIEW

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18. That the level placement of the student should be based on the results of a standardized testing program, cumulative school records and teacher judgment.
19. That promotion from one level to another shall be based on standardized tests and teacher judgment; but, generally speaking, no student should remain at any one level when it is advantageous to the student to be promoted, demoted or discharged.
20. That grouping within levels shall be encouraged and considered necessary.
21. That an adequate program of audio-visual education be introduced and maintained at all institutions and at the proper levels to achieve the educational goals desired.
22. That adequate library facilities shall be provided and maintained at each institution.

*Chapter Two*  
**Instructional Program**  
**General and Vocational**

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## INSTRUCTIONAL PROGRAM

### GENERAL EDUCATION

In organizing any type of educational program it is necessary to know what is needed by the prospective learner before any planning and teaching can take place. A flexible program is necessary on the year around basis to provide for adequate educational opportunities for all of the inmates. Regular promotions on a planned basis provide for their graduation from classes and levels. Some may be promoted at more frequent intervals as they merit promotion.

This education program has been designed with the idea that constant revision is necessary to insure complete and adequate curriculum. Aside from the courses which afford proficiency in the fundamentals of learning, thought has been given to subjects which are important to those engaged in vocational training. Study by those concerned is needed to develop the curriculum in order that values other than learning the basic skills may be derived from the school experience. All the courses taught afford the inmate approximately the same possibilities as the public school student. This is essential because the inmate student is evaluated by the same standards as the pupil in the public school.

#### Reasons For Level Approach

The levels and departmental organization of the correctional education program in an institutional setting is based on several valid reasons.

1. Most of the students are adults and require a program that is most amenable to their educational experiences.
2. Preliminary tests reveal an achievement level for each individual ranging from the lower grades through the upper grades. In order to afford the most adequate program for the student the level approach has been selected.
3. Departmentalization alleviates the boredom arising from spending a considerable period of time in one room.
4. The teacher is responsible for teaching in one subject area and consequently has more time to exert his energies and ideas in improving his teaching.
5. Teachers will be more able to assign value to student's work in an area under this arrangement.
6. Progress of the student in one subject area will not be hampered by lack of progress in another.
7. To enable the student to concentrate his efforts in the area of greatest need.
8. On Levels I, II and III, the educational program will be scheduled on a half day basis with the necessary flexibility in order to meet the specialized needs of the individual as well as providing a uniform plan of procedure for the entire group.

These are some of the basic reasons for the approach presented in this handbook. The following pages contain a description of what constitutes each of the levels.

### DESCRIPTION OF LEVELS

#### What Constitutes Level I Education?

Level I may be generally described as comparable to the primary area of the public school (Grades 1, 2 & 3). Subjects to be included in this level are **spelling, reading, penmanship, arithmetic and social studies-science**. It will be necessary to group students according to their ability in each subject under this level. The student may be required to remain in the academic educational program for the

full day. In any case, no student will remain in the educational program longer than six instructional hours.

#### What Constitutes Level II Education?

Level II may be generally described as comparable to the intermediate grades of the public school (Grades 4, 5 & 6). The subjects taught at this level will include: **language arts, social studies-science**

## INSTRUCTIONAL PROGRAM

and arithmetic. A student at this level will receive three hours of academic training each day. There may be exceptions where a student will remain in school all day.

### What Constitutes Level III Education?

This level shall constitute only the 7th and 8th grades. The subjects to be experienced at this level are language, arts, science, social studies and arithmetic. As in Level II, the student will spend a minimum of one-half day in the academic program. Here again, as in Level II, there may be exceptions where a student is allowed to spend the full six hours of the day in the educational program.

### What Constitutes Level IV Education?

Level IV shall be considered to constitute the high school program. In order to provide for the traditional grades constituting this level (Grades 9-12), the program will include the following units of high school credit as a minimum:

- 3 Units of Language Arts
- 3 Units of Social Studies
- 2 Units of Science
- 2 Units of Mathematics
- 2 Units of Business Education
- 1½ Units of Health and Physical Education
- 8 Units of Vocational Education (Minimum)

At this level a student may be expected to carry a minimum, or the equivalent, of three units of classroom work, one unit of which may be a vocationally related subject. The remainder of the school day may be spent in organized vocational education of skilled work experience. Where it is deemed advisable, any student may pursue a full six hours school day in the academic fields. It is understood a student may receive one-half unit of credit based on ninety hours of classroom work and a full unit of credit based on 180 hours of classroom work. A minimum of 20½ units will be required for high school classification. Seventeen units will be required for high school graduation.

## SOCIAL STUDIES - SCIENCE

In the past, history, geography, science, health and safety and citizenship have usually been taught as separate subjects and related to the pupil's understanding only when the teacher was alert to the significance of the interrelation of two or more ideas or facts. Many times this association was merely pointed out by the teacher.

Students in our educational program find themselves in a period of civilization in which they are more rapid changes than at any period of history. Our physical scientists with their many contributions of inventions and their discovery of processes are moving our standards of living farther ahead each year. People are moving from their smaller community problems into problems resulting from world-wide communication and interaction. Social scientists are being forced into an accelerated approach toward solving these social problems which have been created by people being brought into closer contact. In looking at students in this new era, educators see the

necessity for developing a school curriculum which will contribute toward an increasing understanding of the significance of world-wide interdependence and interrelationship. In order to prepare students more effectively for democratic living in a world community, the various sciences which have a logical interrelationship are being brought together.

In a very few situations will there be a need for any one of the areas of experiences to be presented without reference to the others. However, it is recognized that it may become desirable or necessary for certain elements (natural science or geography, for example) to be presented as separate experiences. Science experiments of various kinds, such as, map making and curricular reading, often call for time independent of any current experience. But it must be recognized too, that the good teacher will point out the social implications and correlate it with the other areas of learning. With this in mind the following program has been developed.

## INSTRUCTIONAL PROGRAM

### SOCIAL STUDIES-SCIENCE—LEVEL I

#### Scope

The theme of this level should be centered around the individual and his relationship to, and within, society. As stated in the Basic Assumptions, the Missouri State Curriculum Guides are to be used as a guide and source of material for the teacher. Therefore, for basic information at this level the teacher should use the fourth grade level material as described in the Missouri Guide for Elementary Education, Publication 100, pages 139-153. It should be noted that this information should be presented in the form of problems as described in this guide.

#### Procedure

Due to the inability of some students to read printed material with any degree of comprehension at Level I, social studies-science should be presented through the lecture and group discussion method. Insofar as possible, all problems for study should be introduced with the use of audio-visual materials and continued use of such aids should be made throughout the study of each problem.

#### Concepts To Be Emphasized

1. All people within the community, the nation and the world are dependent upon one another.
2. Basically, all people require and strive for satisfaction of the same fundamental needs.
3. Our daily life is affected by the physical world.

#### List Of Units To Be Studied

1. How Did Your Way of Living in Your Former Community Differ from That in Other Communities?
2. What Is Our Responsibility to Our Community?
3. What Is the Physical World Really Like?
4. How Do People Live and Work in Other Communities in the United States and the World?
  - A. How Do People Live and Work in Mountainous Communities?
  - B. How Do People Live and Work in Lowland Communities?
  - C. How Do People Live and Work in Arid Communities?
  - D. How Do People Live and Work in Grassland Communities?

E. How Do People Live and Work in Cold Communities?

F. What Is the Comparison Between Rural and Urban Living?

### SOCIAL STUDIES - SCIENCE—LEVEL II

#### Scope

The theme of this level should be centered around the studies of current developments as they affect the individual.

#### Procedure

At this level, the student is able to read with a degree of comprehension which enables the teacher to assign reading materials for study along with classroom instruction. The lecture method should be used less frequently at this level than at Level I. Audio-visual materials should be used as much as possible.

#### Concepts To Be Emphasized

1. The people of the Americas are interdependent.
2. Climatic conditions and natural regions tend to develop similarity in the ways of living in North and South America.
3. The physical and natural sciences have considerable effect on the relationship to the people of the Americas.
4. Each cultural group has made a contribution to the way of life in the Americas.
5. The language, customs and scientific advancement of the European countries played an important role in the early development of the Americas.
6. The influence of the home, church and school are major factors in the developing and preserving the way of life in the Americas.
7. Communications and modern travel have made the world smaller.

#### List Of Units To Be Studied

1. What Do Maps of the Americas Show Us?
2. How Do Places Where People Live in the Americas Affect Their Way of Living?
3. What Should We Know about the World of Science in Order to Understand Living in the Americas Today?



## INSTRUCTIONAL PROGRAM

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4. What Helps Us Understand the People of the Americas?
5. Why Should the Americas Be Good Neighbors?
6. What Special Days Are To Be Observed in the Americas?
7. How Did the Americas Develop Through Exploration and Colonization?
8. How Did the Institutions of the Americas Develop?
9. How Did the Government of the Americas Develop?
10. How Did the Development of Transportation and Communication in the Americas Affect the Growth of the Countries?
11. How Did the Development of American Industry Affect the Growth of the Countries?
12. What Is the History of the Earth and the Planets and Animals That Live Upon It?

### SOCIAL STUDIES—LEVEL III

#### Scope

The theme of this level should be centered around social orientation of the individual with emphasis placed upon the American and Missouri Constitution and Heritages. **The basic information and problems for study are described in the Missouri Guide for Social Studies, Grades 7 and 8.**

#### Procedure

At this level the students should be able to read with a much greater degree of comprehension. The approach should be developed around the unit problem method and involve more individual assignment of reading material. At this point the lecture method will be used very little. The continued use of audio-visual materials should be considered wherever appropriate and whenever available.

#### Concepts To Be Emphasized

1. The early civilization contributed much to our present culture and democratic form of government.
2. The early exploration and colonization of the Western Hemisphere by various European countries led to the formation of many unattached colonies in North America. Conflicts in both Europe and North America resulted from the territorial claims of France and Eng-

land in the New World.

3. The problems created by fast growth and English domination of the colonies resulted in the need for a new and separate government.
4. The early organization and carrying-out of the far-reaching plans that confronted the leaders in our struggle for freedom called for quality in leadership and teamwork.
5. The framework of constitutional government, which guarantees the rights of all its citizens, involved many problems from its conception to the final draft of a new constitution.
6. The constitutional government carried the states through a civil war and reunited them into the strong nation we are today.
7. The sectional struggles of the nation resulting from the civil war and the rapid industrial growth created many problems.
8. Rapid national growth, territorial expansion and the absorption of new cultures and customs created many problems for developing a government in a new country.
9. The development of a democratic form of government was confronted with many problems, but the continuing process of government by the people resulted in the freedom and privileges we enjoy today.

#### List Of Units To Be Studied

1. The World Today.
2. Man's Beginning.
3. First Great Centers of Western Man's Development.
4. Contribution of the Middle Ages and Renaissance.
5. Discovery, Exploration and Colonization of the North American Mainland.
6. The Struggle for Supremacy.
7. A New Kind of Nation Emerges.
8. Contribution of the Old World to American Democracy.
9. Leaders in Establishing Our New Government.
10. Problems in Expanding Our Democratic Nation.
11. Missouri History and Constitutions.
12. The Union of the Nation Is Preserved.
13. Reconstruction and the Rise of Our Industrial Nation.
14. The United States Faces World Problems.
15. Our Cultural Heritage.

## INSTRUCTIONAL PROGRAM

### SOCIAL STUDIES—LEVEL IV

#### SOCIAL STUDIES I

##### Personal And Community Issues

###### Scope

This program should be centered around the individual and his relation with others about him. It will be known as "Personal and Community Issues." In this Curriculum Guide, the Missouri State Curriculum Guide will be used as a guide and resource material for the teacher. **The basic information will be found in State Curriculum Guide, Grade 9.**

###### Procedure

Social Studies I should be conducted by the problem-project method or some similar method. Class discussion should have a definite place in the teaching at this level. Audio-visual materials should be used wherever appropriate. Proper use of State Curriculum and resources should be made.

###### Concepts To Be Emphasized

1. Social orientation is necessary for an individual to live with others.
2. The influence of the home, church, school and community are major factors in developing and preserving our way of life in the United States.
3. The proper choice of ones life work is essential.
4. Cooperation by all is necessary in a domestic community.
5. Democracy is dependent upon personal participation by all individuals.
6. World peace is dependent upon the understanding of people of all nations.

###### List Of Units To Be Studied

1. Getting Acquainted with Our School.
2. Adjusting to People, Situations and Ourselves in Society.
3. Looking to Our Community and Its Social Institutions.
4. Living Cooperatively as Members of a Democratic Community.
5. Recognizing That Economic Groups Exist to Satisfy Human Needs.

6. Seeking Our Place among the Groups Who Work.
7. Learning Our Relationship to Governmental Structure and Service.
8. Understanding Our Local Government.
9. Living under Our Missouri Constitution.
10. Acquiring a Perspective of Our World in the Universe.
11. Looking at Man in His Physical Surroundings.
12. Understanding Modern Relationships in Time and Distance.
13. Realizing That Man Is the Creature of His Cultural Environment.

#### SOCIAL STUDIES II

##### Contemporary Issues In The World

###### Scope

This study is a combination of world history and contemporary issues, and will be known as, "Contemporary Issues in the World." It should originate in current world problems and work back through world history for their understandings. Sufficient research should follow so that world history is understood and basic skills through research and map study have been developed. **The basic information and problems for study are described in the Missouri Guide for Social Studies, Grade 10.**

###### Procedure

Social Studies II should be conducted by the problem-project method whenever possible. This method should start with a current problem and then work back for its understanding and attempted solution. Audio-visual materials should be used as needs arise and materials are made available. **The equipment and teaching materials on pages 20 and 21 of the Missouri State Curriculum Guide, Publication 113-G, should be referred to and used.**

###### Concepts To Be Emphasized

1. People in many parts of the world have contributed to the civilization and welfare and culture of the world today.
2. Totalitarian government rests upon the will of one or a few individuals rather than upon the will of the majority.
3. Democracy is a way of life which permits an

## INSTRUCTIONAL PROGRAM

individual to develop his talents and facilities to the fullest potential as long as he does not infringe on the rights of others.

4. Democracy is dependent upon informed citizens participating in the government.
5. Freedom is dependent upon people governing themselves.

### List Of Units To Be Studied

1. Our World Problems of Today.
2. A Comparative Study of the Governments of the United States, France, Great Britain and the Union of Soviet Socialist Republics.
3. Industrialism and Imperialism.
4. The Rise of the Western Nations.
5. Civilization in Transition.
6. The Renaissance of the 17-18th Century to 1900.
7. Our World from 1870 to the Present Time.

## SOCIAL STUDIES - III

### American History

#### Scope

This course should originate with problems that are current in America, and work back through American history for their understanding and possible solution. The problems to be studied at this level fall under the general heading, "American history." The basic information and problems for study are described in the Missouri Guide for Social Studies, Publication 113-G, pages 72-114.

#### Procedure

The teacher should develop a contemporary point of view concerning the teaching of history. This would mean that this course should be presented in such a way as to make the text a reference material and not the overall source of information. It is believed that the socialized recitation method, the group discussion method and the problem-project method would be most effective in this area. Because of the vast amount of material to be covered in this field, the teacher should select those units which appear to meet the needs and interest of his or her group. The equipment and teaching materials on pages 20 and 21 of the Missouri State Curriculum Guide, Publication 113-G, should be referred to and used.

### Concepts To Be Emphasized

1. Our form of government is dependent upon our Constitution and our Constitution is dependent upon the working, the understanding and the compromises of its people.
2. The failure of people to reach an agreement over the conference table may result in war.
3. New inventions and industrial developments create new problems, and the ability to cope with these problems determines a nation's progress.
4. America's contributions in times of war and peace help form the destiny of nations.

### Lists Of Units To Be Studied

1. Understanding That Colonial Life Influences Our American Way of Living.
2. Understanding the Forces Which Brought about the Establishment of a New Independent Nation (1787-1816).
3. Understanding the Problems of an Expanding Nation (1816-1861).
4. Understanding How Our Nation Was Preserved (1860-1870).
5. Understanding How Our Government Reacted to the Problems of a New Industrial Age (1877-1896).
6. Understanding How Events Involved Us in World Affairs (1896-1920).
7. Understanding How the United States Has Met The Problems of Prosperity and Depression (1920-1940).
8. America's Contribution in Times of War and Peace.
9. America's Contribution toward World Peace to The Present Time.

## SOCIAL STUDIES IV

### Geography

#### Scope

The main purpose of a course in high school geography is to develop an understanding of the reciprocal relationship existing between man and his environment. In order to do this, the following objectives should be realized:

1. To provide a knowledge of the fundamental elements of man's geographic environments.



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2. To provide an understanding of the effects of the environmental elements upon man's economic activities with special emphasis upon the American scene.
3. To provide an understanding of the relationship of the environmental elements to the distribution of population, and to develop the ability to see the nation as a geographic whole, attempting to eliminate narrow, local and sectional ideas which would slow up local and national progress.
4. To develop an appreciative understanding of the problems of other peoples of the world.
5. To develop an appreciation of the importance of a wise and careful use of our national resources.
6. To provide an opportunity to develop skills in obtaining and interpreting geographic information.

### Procedure

The teacher should develop a contemporary point of view concerning the teaching of geography. This would mean that this course should be presented in such a way as to make the text a reference material and not the overall source of information.

It is hoped that teachers will find suggestions which may be adapted to local situations and which will aid in attaining the objectives of the course.

### List Of Units To Be Studied

1. How the Land Called North America Came To Be.
2. Nature's Gift to the American People.
3. How Americans Make a Living.
4. Transportation and Communication.
5. Growth and Development of American Cities.
6. Conservation of Our Natural and Recreational Resources.
7. America's Relationship to World Power.

### Social Studies IV—Course V

#### Applied Economics

#### Scope

Applied Economics should aid the student in understanding the basic foundations upon which our

economic system is built. Here we imply the understanding of the outstanding economic systems, e.g., capitalism, mercantilism and socialism. Also, how businesses are interdependent and the part the student plays in determining the success or failure of the American economy.

The course should represent an attempt to develop a better understanding of business procedures and practices as they are related to the matter of production and consumption. This understanding should make the student better aware of his place in our economic, political and social societies.

### Procedures

Because of the area which this covers, the teacher will need to adapt his instructions and lessons so as to include all of the basic information the student should have in order to carry out his daily economic responsibilities. Nearly everything the teacher presents should be geared towards the inmates personal use. The reason being the wide variety of backgrounds from which inmates come.

If a project sheet is used, then care should be taken to avoid having the student work entirely from the workbook. The text contains a wide variety of general information helpful to the student but, because of certain difficulties, it makes it almost impossible for him to retain and understand the information he becomes exposed to without the aid of some type of project sheet.

### Subject Matter To Be Experienced

1. The background of our three major economic systems: capitalism, mercantilism and socialism.
2. The levying, paying and using of taxes.
3. What are the major factors of production and how does it affect the student?
4. What are the different types of banking procedures?
5. What does the law of supply and demand mean and how does it affect the student?
6. How does the business world serve the student?
7. What effect does governmental regulation have on the means of production?
8. What should the student know about installment buying, insurance and contracts?
9. How is the student involved in the international sphere of economics?

## INSTRUCTIONAL PROGRAM

### COMMUNICATIVE SKILLS

The area of communications is an important essential process in the total-personality development of the student. The social, emotional, intellectual and physical aspects of the student are effected by his ability and skill in the use of language. Communications are the chief means through which he develops his linguistic powers. The student's induction into the life of society is primarily achieved through communication. **Since the skills of communication are thinking processes, they become instrumental in defining and solving the many problems arising in social situations.** Through the solving of these problems, the student develops social understanding. The extent of which he has ability and skill in the use of language determines largely his security, success and happiness in life. Communications development of the student parallels his mental development. Communications are also the primary means through which the mental horizons of the student are extended. Through growth in listening, speaking, reading and writing the individual grows in his language patterns. Communications is also a medium through which the student may release his emotional tensions in ways conducive to emotional health and creative imagination. Through the use of communication, the student may gain understandings which may help him to promote his mental growth and development.

Communications are important because they are essential processes in the democratic way of life. In our society the individual members are responsible for the success or failure of our way of life. Democratic government depends upon an effective use of the means of communication. Facility in the use of communications, therefore, is necessary to the successful development of the democratic way of life. Communications are important to our society as a means whereby its citizens can think clearly, listen critically, read understandingly and communicate their ideas with clarity, conviction and common sense. Therefore, skill in all processes of listening, speaking, reading and writing becomes a vital concern in living. The growth of human beings to a realization of their own maximum potentialities and in the understanding of each other is in direct ratio to their ability to communicate, to receive and to interpret through communications.

Communications are important to the curriculum because they are essential processes that function throughout the entire school day. The ability to get and to give meaning is fundamental to growth in all

curricular areas. Since language is the primary medium of learning, communications are inseparably linked with and profoundly affect it. The processes of communication penetrate and unite all the elements of the curriculum. Many of the communicative activities grow out of the demands of the sciences, arithmetic or the arts. Listening, speaking, reading and writing are interwoven into all the activities of the school day as the students face problems, resolve conflicts, search for information, observe life about them, fill leisure moments and share ideas. The following program has been developed keeping these important facts in mind.

#### COMMUNICATIVE SKILLS—LEVEL I

##### Scope

At this level the students are illiterate or semi-illiterate. Therefore, the classes shall be conducted primarily on an oral basis with as much student response as possible. This level should include a reading readiness program supplemented by the State Reading Circle Program. A sight vocabulary of a minimum of 150 words should be experienced by each student. Penmanship at this level will be of the cursive form and functional with the individual.

##### Procedure

In order to determine the development stage of the students at this level a diagnostic, standardized or teacher-devised test should be employed. Emphasis should be placed upon learning the very basic skills of communications. That this program may be realized, a graded series of readers and spellers should be used. For basic information at this level the teacher should refer to the following sources:

*Missouri Guide for Elementary Education, Publication 100, pages 201-280. Chicago Public Schools Teaching Guide for the Language Arts, pages 16-27.*

*Zaner-Blosser Penmanship, Cursive Method Course, with copy book.*

*Dolch Basic Adult Life List, 220 words.*

*A selected basic reading development series.*

##### Subject Matter To Be Experienced

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### 1. Reading:

- (a) Acquiring a basic sight vocabulary of 100 words.
- (b) Acquiring the ability to attack new words through the use of word analysis.
- (c) Reading on this level with comprehension.
- (d) Reading for pleasure.
- (e) Reading with comprehension and expression and being able to relate situations encountered with personal experiences.
- (f) Reading for specific purposes.
- (g) Spelling when student has a sight vocabulary of at least 100 words.

### 2. Handwriting: Skills to be developed at this level are:

- (a) Good handwriting habits.
- (b) Capital letters and end punctuations.
- (c) Handwriting—Cursive Method. (Zaner-Blosser Method Copy Books or development series.)
- (d) Writing simple sentences.
- (e) Writing simple, friendly notes and letters in simple correct form.

### 3. Speaking: Skills to be developed at this level are:

- (a) Ability to enunciate distinctly and pronounce correctly.
- (b) Ability to carry on a conversation with emphasis on correcting common verb errors and word endings.

### 4. Listening:

- (a) Listening to recordings of favorite stories, ballads and poems.
- (b) Improvement of listening habits for specific information will be stressed.
- (c) The student should listen to stories of teachers and other students.

## COMMUNICATIVE SKILLS—LEVEL II

### Scope

At this level the student should have a sight vocabulary of 300 words. Although he has attained a certain degree of verbal ability, a basic reading program shall be continued in order to increase his vocabulary to an estimated 600 words and develop his comprehension. Experiences in the communication skills will be continued in the form of sentence building, writing, spelling, speaking and penman-

ship. At this level each of the aforementioned will be elaborated upon and expanded.

### Procedure

As indicated in Level I, some type of diagnostic test will be used to evaluate the students progress or to determine his placement. Students at this level are assumed to have achieved a comparable amount of information regarding the communications skills to those of the intermediate classification in the public schools. The basic information for the instruction of this group will be found in the Missouri Elementary Curriculum Guide, Grades 1-6, Publication 100, 1955 edition, pages 201-280, and the Teaching Guide for the Language Arts, Chicago Public Schools, page 28-42. A supplementary source of information for the vocabulary experience will be the Dolch Basic Adult Life List, 220 words.

### Subject Matter To Be Experienced:

#### 1. Reading: Skills to be developed and improved upon are:

- (a) Read widely with comprehension.
- (b) Develop ability to use dictionary, maps, encyclopedia and other reference materials.
- (c) Increase vocabulary needed in other subjects.
- (d) Develop vocabulary needed in other subjects.
- (e) Develop independent reading to follow interest and need.
- (f) Develop efficient study habits.

#### 2. Writing: The following activities to be innovated are:

- (a) Write a simple outline.
- (b) Write a single paragraph.
- (c) Write letters for personal needs and interests.
- (d) Follow established cursive form.
- (e) Follow approved practices of punctuation.

#### 3. Sentence Building: To make students good sentence builders they should:

- (a) Develop an understanding in recognition, use and function of nouns, pronouns, verbs simple adjectives, simple adverbs, prepositions, interjections and conjunctions.
- (b) Develop an understanding in recognition,



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use and function of parts of speech.

- (c) Develop recognition and use of simple sentences for purpose by practicing declarative, interrogative, imperative and exclamatory sentences.
- (d) Recognize and distinguish between phrases and sentences.

### 4. Spelling:

- (a) The teacher emphasizes vowel sounds with consonant blends.
- (b) The teacher brings about an awareness of syllabication, prefixes, suffixes, synonyms, antonyms and homonyms.
- (c) The student understands diacritical marks and accents.
- (d) The student should acquire the ability to arrange words in alphabetical order.
- (e) The student should understand the functions and use of spelling rules.

### 5. Handwriting:

- (a) Careful attention should be given to good writing for letter formation, spacing, margins, slant and size.

### 6. Speaking: The student should be motivated to:

- (a) Speak naturally with emphasis on tone, rate and rhythm.
- (b) Continue pronunciation and enunciation of words to become proficient.
- (c) Develop ability to express ideas orderly and clearly.

### 7. Listening: The student should be motivated to:

- (a) Listen with respect while another is speaking.
- (b) Listen with respect to the opinions of others.
- (c) Develop critical thinking about radio and television programs.

## COMMUNICATIVE SKILLS—LEVEL III

### Scope

At this level the student should have a sight vocabulary of 650 words and will have attained considerable proficiency in his reading ability. At the completion of this level it is expected that the student will have attained a good understanding of the basic fundamentals of communications.

### Procedure

Some type of diagnosis shall be used at this level to determine the placement or progress of the students. Students entering this level will have achieved a degree of proficiency in the communications skills. In order to improve upon these skills, the student will be involved in more advanced experiences. Due to their increased ability to utilize the communication skills it becomes imperative that the supervised study approach be used to a greater degree than in previous levels. **The basic information for the instructor of this group will be found in the Teaching Guide for the Language Arts, Chicago Public Schools, pages 42-47.**

### Subject Matter To Be Experienced:

#### 1. Reading:

- (a) The student should improve his ability to read increasingly difficult material.
- (b) The student should develop ability to organize and retain the thought secured from outlining and summarizing.
- (c) The teacher should continue emphasis on use of the dictionary, maps and reference materials.
- (d) The student should enrich his vocabulary through uses of a variety of materials such as newspapers, magazines, biographies, fiction, non-fiction and poetry.
- (e) The student should increase his ability to read for different purposes.

#### 2. Writing:

- (a) The student should write longer stories of fiction and non-fiction.
- (b) The student should write book reviews, poems, sports articles and news items for institution publications.

#### 3. Sentence Building:

- (a) The student should review parts of speech.
- (b) The teacher should review essential elements and types of sentences.
- (c) The student should be able to distinguish between sentences according to types—simple, compound, complex and compound-complex.
- (d) The student should apply correct use of pronouns, adjectives and adverbs.
- (e) The student should show the function and

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relation of words through diagramming of sentences.

### 4. Capitalization and Punctuation:

The student should apply rules of capitalization and punctuation in all written work.

### 5. Spelling and Word Study:

- (a) The student should spell correctly words basic to Level III.
- (b) The student and teacher should place emphasis on all correct spelling and written work.
- (c) The student should use analyses in approaching new and unfamiliar words.
- (d) The student should understand and use principles of syllabication.
- (e) The student should use prefixes and suffixes effectively.

### 6. Handwriting:

- (a) The student should maintain acceptable standards in handwriting.
- (b) The student should increase speed in handwriting.
- (c) The student should develop individual style within an accepted standard of handwriting.

### 7. Listening:

- (a) The student should develop ability to listen critically to radios.
- (b) The student should listen with courtesy to speakers in informal discussions and conversations.
- (c) The student should develop alertness to literature read orally.

### 8. Speaking:

- (a) The student should develop facility, confidence, poise, self-control and ease in oral expression.
- (b) The student should cultivate a pleasing tone of voice.
- (c) The student should be able to relate real and imaginary experiences.
- (d) The student should be able to convey definite meaning through appropriate use of the language.
- (e) The student should learn to participate in formal and informal discussions.
- (f) The student should participate as a speaker in a meeting.

### 9. Reading: Skills to be developed and improved upon are:

- (a) Read widely with comprehension.
- (b) Develop ability to use dictionary, maps, encyclopedia and other reference material.
- (c) Increase vocabulary needed in other subjects.
- (d) Develop independent reading to follow interest and needs.
- (e) Develop ability to recognize new words through context, prefix, suffix, root and syllable.
- (f) Develop efficient study habits.

## COMMUNICATIVE SKILLS—LEVEL IV

### Fundamentals of Communications I

#### Scope

At this level the student has satisfactorily completed his basic education in the communicative skills. He has developed an ability to read and listen with considerable comprehension. Study at this level shall be directed toward the refinement of the basic skills and the introduction to literary materials.

#### Procedure

Students have been placed in this level as a result of having completed the first three levels or the eighth grade of an accredited school. Some type of teacher diagnosis should be made at this level in order to determine the amount of skill the student possesses: The basic information for the instruction of this level will be found in the Teaching Guide for the Language Arts, Chicago Public Schools, pages 52-55, and the Missouri Guide to Language Arts, Publication 108-G, 1957 Tentative Report.

### Subject Matter To Be Experienced

#### 1. Reading:

- (a) Development of proficiency in finding main ideas in increasingly difficult material.
- (b) Development of reading speed according to material and purpose.
- (c) Development of skill in use of library for recreation and reference material.
- (d) Development and improvement of worthwhile leisure reading program.

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- (e) Development and expansion of recognition vocabulary.
- (f) Development of enjoyment of reading poetry, drama and short essay.
- (g) Development of techniques leading to understanding, enjoying and appreciation of one act plays and narrative poems.

### 2. Writing:

- (a) The student should use language effectively in everyday communication, filling in printed forms, making reports, memoranda and letters.
- (b) The student should develop clarity in narration of personal experiences.
- (c) The student should develop improvement in creative expression.
- (d) The student should develop ability to improve letter writing, social, business, inquiry, application and reply.
- (e) The student should develop proof reading and appraisal of letters.

### 3. Sentence and Paragraph Building:

- (a) The students should develop sentence meaning by eliminating incomplete and run-on sentence structures.
- (b) The student should develop understanding of basic parts of simple sentences.
- (c) The student should develop skill in using effective simple sentences.
- (d) The student should develop variety in words and word order in sentences.
- (e) The student should develop unity of one idea in paragraph.
- (f) The student should develop usage of compound sentences for coordinating ideas.
- (g) The student should develop variety through compound and simple sentences in paragraphs.
- (h) The student should develop and use topic sentences in effective paragraph writing.

### 4. Capitalization and Punctuation:

- (a) The student should develop use of capital letters.
- (b) The students should use correct punctuation marks: end, apostrophes, question marks, underlining, commas and semi-colon in compound sentences.

### 5. Spelling and Word Study:

- (a) The student should develop correct verb

form usage through person, number, tense and agreement.

- (b) The student should develop ability to find and correct individual spelling errors.
- (c) The student should use the dictionary to find correct meanings and spelling of words.
- (d) The student should develop correct usage of plurals and possessives of pronouns and nouns.
- (e) The student should develop a functional social and vocational vocabulary for all occasions.
- (f) The student should develop improvement of spelling by correct use of final e, ie, ei, final consonant and suffixes.

### 6. Speaking:

- (a) The student should develop appreciation of power of speaking effectively.
- (b) The student should develop confidence, poise and ease in oral communications.
- (c) The student should develop an appreciation through participating in group discussion.
- (d) The student should use language effectively in everyday situations of conversing, giving directions, explanations, reports, interviews and announcements.
- (e) The student should develop self improvement of conversation.

### 7. Listening:

- (a) The student should develop ability to listen actively and courteously to group explanation, discussion and conversation.
- (b) The student should develop democratic respect for the point of view of others.
- (c) The student should develop a good listening attitude for different social and vocational situations.
- (d) The student should develop appreciation for plays, music and ballads.

## COMMUNICATIVE SKILLS—LEVEL IV

### Fundamentals of Communications II

#### Scope

The student at this level has developed proficiency in reading and listening habits. At this level the student should begin an earnest effort in the study of literature and composition.



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### Procedure

Students have been placed in this course as a result of having completed Fundamentals of Communications I. In this course the student will continue to improve the skills introduced in the previous course. The basic information for the instruction of this course will be found in the Teaching Guide for the Language Arts, Chicago Public Schools, pages 52-55, and the Missouri Guide to Language Arts, Publication 108-G, 1957 Tentative Report.

### Subject Matter to be Experienced

#### 1. Reading:

- (a) The student should develop efficiency in skimming.
- (b) The student should develop recognition through study of roots, prefixes, suffixes, synonyms, antonyms, homonyms and context for meaning of new and unfamiliar words.

#### 2. Uses Reading to:

- (a) Relate purpose to need in reading material.
- (b) Expand vocabulary into new areas.
- (c) Expand non-fiction material.
- (d) Utilize more library reference material.
- (e) Read newspapers, magazines and reports more intelligently.
- (f) Appraise and appreciate humor.
- (g) Develop an appreciation for variety and richness of America through reading about Missouri and Missourians.
- (h) Develop an understanding and appreciation of new types of literature, essay, travel, exploration, science, biography and poetry.

#### 3. Writing:

- (a) The student should develop improvements in letter writing for social, business, application, congratulation, sympathy, apology, inquiry and adjustment.
- (b) The student should develop improvement of personal accounts of travel and experience.
- (c) The student should develop more creative expressions by writing sports, news and other articles.
- (d) The student should develop and organize a two level outline.
- (e) The student should develop short themes of two or more paragraphs.

- (f) The student should develop ability to summarize material.
- (g) The student should develop ability to proof read own material.

#### 4. Sentence and Paragraph Building:

- (a) The student should develop understanding of sentence pattern through diagramming.
- (b) The student should develop understanding of function of independent and dependent clause for meaning.
- (c) The student should develop variety in meaning in paragraphs by use of simple, compound, complex and compound-complex sentences.
- (d) The student should develop usage of complex sentences to explain significant ideas with less important ideas.
- (e) The student should develop ability to connect two or more paragraphs.
- (f) The student should develop clarity of expression through usage of different modifiers.
- (g) The student should develop correct usage of prepositional and verbal phrases.

#### 5. Spelling and Word Study:

- (a) The student should develop an individual program for correcting spelling errors.
- (b) The student should develop an understanding of transitional work for linking ideas.
- (c) The student should develop an understanding of correct usage of case and agreement of pronouns, adjectives, adverbs, coordinate and subordinate conjunctions.
- (d) The student should develop an expanded functional vocabulary.

#### 6. Capitalization and Punctuation:

- (a) The student should develop and maintain acquired skills.
- (b) The student should develop understanding of semi-colon and comma in compound and complex sentences.

#### 7. Speaking:

- (a) The student should develop effective participation in interviews, group, panel and meeting discussions.
- (b) The student should develop constant attention in appropriate language usage.
- (c) The student should develop continued improvement in correct pronunciation, enun-



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clation and choice of words.

- (d) The student should develop ability to express views, opinions, ideas in meetings, forums and social organizations.

### 8. Listening:

- (a) The student should develop the function of listening to recognize central ideas and details.
- (b) The student should develop critical thinking for distinguishing between fact, opinion, bias and propaganda.
- (c) The student should develop critical, courteous listening to speeches and conversations of fellow students.
- (d) The student should develop better listening to obtain information, broaden experience and increase social effectiveness.

## COMMUNICATIVE SKILLS—LEVEL IV

### Fundamentals of Communications III

#### Scope

This course is designed to culminate the activities involved in the communicative skills. Development of reading for appreciation and understanding of problems of personal and social living in our world through extensive reading should be encouraged. Development of writing and vocabulary should be stressed since this is the final course in communicative skills.

#### Procedure

Having completed Fundamentals of Communications II, the student in this course should continue to practice and improve upon the skills he has developed in the previous course. The basic information for the instruction for this course will be found in the Teaching Guide for the Language Arts, Chicago Public Schools, pages 52-55, and the Missouri Guide to Language Arts, Publication 108-G, 1957 Tentative Report.

#### Subject Matter to be Experienced:

##### 1. Reading:

- (a) The student should develop continued growth in reading power in work-type reading, reference materials and illustrative materials.
- (b) The student should develop continued

growth in personal rate and comprehension.

- (c) The student should develop understanding of figurative literature and gain sensitivity to shades and levels of meaning.
- (d) The student should develop power to use literature as interpretation of human relationship.
- (e) The student should develop ability to discriminate, evaluate and interpret material.
- (f) The student should develop increased social vocabulary.
- (g) The student should develop experience with all forms of literature: epic, ballad, metrical romance, sonnet, elegy, ode, lyrics, poetic, prose, drama, short stories, personal informal and formal essay and novel.
- (h) The student should develop wide acquaintance with American works, authors and types in literature.
- (i) The student should develop understanding in literature as a fine art as to expressions of impressions.

##### 2. Writing:

- (a) The student should develop continued growth in better letters, expository writing, critical reviews of books, speeches, articles, radio, television and movie programs.
- (b) The student should develop creative power in individual interests, insights and abilities.
- (c) The student should develop ability to write concise summaries, outlines, themes and essays.
- (d) The student should develop ability to revise, proof read and finish creative writing.
- (e) The student should develop ability to write original poetry, short stories and personal and formal essays.

##### 3. Sentence and Paragraph Building:

- (a) The student should develop competence in building a three-level outline.
- (b) The student should develop competence in writing at least three connected paragraphs.
- (c) The student should develop individual program of continued improvement in usage.
- (d) The student should develop confidence and competence in parallel construction and placement of elements within sentences.
- (e) The student should develop ability to construct effective paragraphs with specific patterns, detail, comparison, contrast, example and definition.

## INSTRUCTIONAL PROGRAM

### 4. Spelling and Word Study:

- (a) The student should develop a conscious effort to eliminate faulty usage and errors.
- (b) The student should develop a conscious effort to use new words to expand ideas within proper standard informal meaning.
- (c) The student should develop ability to use proper language at his level of usage.

### 5. Capitalization and Punctuation:

The student should develop continued personal program of eliminating errors.

### 6. Speaking:

- (a) The student should develop ability to participate in all types of oral communication.
- (b) The student should develop ability in the

various types of delivery: extempore, planned with notes, and from memory.

- (c) The student should develop ability to organize and conduct panels and forums.
- (d) The student should develop ability to diagnose and correct individual speech errors.

### 7. Listening:

- (a) The student should develop ability to weigh evidence and view arguments objectively.
- (b) The student should develop appreciation of music and rhythm of poetry read orally.
- (c) The student should develop ability to see logically facts, bias, usage, propaganda, honest and dishonest persuasion.
- (d) The student should develop critical listening to radio, television and movies.

## MATHEMATICS

It is important that mathematics training be provided in basic education so that each individual society. Number situations occur often in daily life recognize and interpret number situations, and how to use numbers with increasing understanding and efficiency in order to be a contributing member of society. Number situations occur often in daily life, and require a solution on the individual basis.

The systematic development of basic numbers meaning, and of the structure of the numbers system, is of primary importance if the students are to use mathematics successfully. Students can understand and use numbers in a social or functional setting only when they learn how to solve problems through a development of the basic principles and generalizations inherent in the numbers themselves. The insight and generalization which results from meaningful experience with numbers, and the numbers system, enables students to make intelligent observations and solutions when confronted with new situations involving numbers. With the previous concepts in mind, the following organization of the mathematics program has been developed.

### MATHEMATICS—LEVEL I

#### Scope

Mathematics at this level will begin in developing readiness for number work and proceed from the concrete to simple abstract values into the com-

plete study of the four fundamentals of mathematics, and the more commonly used fractions by use of modern methods. The developmental levels of learning for this area will be found on pages 296-302 in the Missouri Guide for Elementary Education, Publication 100, 1955 edition.

#### Procedure

At this level the student will be unable to read with any degree of comprehension. Basically, mathematics and the more commonly used fractions by will usually include oral, manipulative and pictorial work to straighten and broaden the basic concepts. Because of the fact that this program is involved with teaching adults, these students come to this level with a tremendous fund of experiences involving the basic numbers system but with little understanding of the functions involved. Because of this, old habits may have to be discarded and new methods substituted. The use of audio-visual materials should be considered in order to make visualization of the subject more profound.

#### Subject Matter to be Experienced

1. Numbers and the Numbers System.
2. Basic Number Facts.
3. Measurement.
4. Money.
5. Problem Solving.

## INSTRUCTIONAL PROGRAM

6. Common Fractions.
7. Computation Processes.
8. Geometric Figures.

### MATHEMATICS—LEVEL II

#### Scope

At this level the student will begin to gain a more complete understanding of the functions of mathematics and its usage. The developmental levels of learning of mathematics for this period will be found in the Missouri Guide for Elementary Education, Publication 100, 1955 edition, pages 302-313.

#### Procedure

At this level the student's rate of reading comprehension is considerable greater than at the previous level. Their understanding of the numbers system has also increased to a greater degree. At this level consideration should be given to the teaching of the basic fundamentals of mathematics. This should include not only computation but reasoning problems as well. The ability to think more abstractly at this level is recognized but the use of visual devices should not be discontinued.

#### Subject Matter to be Experienced

1. Numbers and the Numbers System.
2. Basic Computation Processes with Whole Numbers.
3. Basic Computational Processes with Fractions.
4. Measurement and Related Geometric Concepts.
5. Graphic Representation.
6. Problem Solving.
7. Decimals and Percentage.
8. Business Practices and Money.

### MATHEMATICS—LEVEL III

#### Scope

This may be considered the terminal phase in the mathematical education for a great number of students. They should be prepared at this level to be completely functional in their use of the numbers system. Reference material to be used in this level is the Guide for Mathematics, Grades 7, 8 and 9, Publication 104-G, 1957 Tentative Report, pages 61-85.

#### Procedure

The reading comprehension and mathematical understanding of the students at this level has increased to the point where they are able to perform adequately both in concrete and abstract thinking. This is the level in which an attempt at complete understanding of basic mathematics should be made. Continued use of audio-visual materials and the logical sequence of concrete-to-abstract-to-concrete approach should be used in its fullest sense.

#### Subject Matter to be Experienced

1. Mathematics in Society.
2. The Numbers System.
3. Fundamental Processes.
4. Integers.
5. Common Fractions.
6. Decimal Fractions.
7. Percent.
8. Graphs, Tables and Charts.
9. Mathematics in Everyday Living.
10. Common Measures.
11. Geometric Concepts.

### MATHEMATICS—LEVEL IV

#### Course I—Terminal Mathematics

#### Scope

At this level the student is entering upon a higher level of education and there is a definite need for a summary or review of mathematics from the lower levels in relationship to studying higher mathematics. Through this refresher course the teacher will be introducing new computational skills as well as a review of others. Reference material to be used in the course may be found in the Missouri State Department of Education publication, A Guide for Mathematics, Grades 10, 11 and 12, Publication 111-G, 1958 Report, pages 225-255.

#### Procedure

The student at this point will have a reading comprehension allowing for an adequate understanding of mathematics on the written level. By this time the students will be studying problems involving greater reasoning before proceeding into the actual mathematical operations. Continued use of



## INSTRUCTIONAL PROGRAM

audio-visual materials and the logical sequence of concrete-to-abstract-to-concrete approach should be applied in its fullest sense. Due to the fact that each student is able to work individually, no limit will be placed on the student's advancement.

### Subject Matter to be Experienced

1. Review of Fundamental Processes.
2. Use of Percentage in Everyday Life.
3. Measurements (Basic Units).
4. Borrowing Money.
5. Security for the Home and Family (Insurance).
6. Group Buying of Services Through Taxation.
7. Savings and Investments.
8. Expenditures for the Home.

## MATHEMATICS—LEVEL IV

### Course II—Functional Mathematics I

#### Scope

Students in this area of mathematics will have acquired basic understanding in the Course I, Terminal Mathematics. The problems, applications and considerations to be presented here will involve introductions and the application of new concepts in algebra, trigonometry and geometry as well as fundamental mathematics. For basic information the teacher should use the material as described in the Missouri State Department of Education publication, **A Guide for Mathematics, Grades 10, 11 and 12, Publication 111-G, 1958 Tentative Report.**

#### Procedure

At this point in the students' life they will have gained training in the basic fundamentals of mathematical procedures. Now they will experience more complete and advanced training in each area. At this stage they shall be given problems of application to be solved, thus preparing them to meet the increasing needs of a technical world. The principles of algebra and geometry will be introduced to the students to assist them in the solution of their mathematical problems. In this subject the students will be doing individual work and will be allowed to advance according to their capabilities.

### Subject Matter To Be Experienced

1. Mathematics as a Tool.
2. Beginning Algebra.
3. Functional Relationships.
4. Informal Geometry and Nature of Proof.
5. Introduction to Numerical Trigonometry.
6. Functional Arithmetic.
7. Essentials for Functional Completeness in Mathematics.

## MATHEMATICS—LEVEL IV

### Course III—Functional Mathematics II

#### Scope

This mathematics course is designed for those students who are capable and want additional courses but whose life work does not require specialization in mathematics. The purpose of functional Mathematics II is to give an understanding of mathematics that will help the student meet and solve the mathematical problems involved in everyday living. For basic information the teacher should use the material found in the Missouri State Department of Education publication, **A Guide for Mathematics, Grades 10, 11 and 12, Publication 111-G, 1958 Report, pages 43-72.**

#### Procedure

The mathematical experiences provided must be more than rote drill and memorization; experiences must be meaningful. Life situations must be provided that will allow the skills and knowledge to be related to the student. Research indicates that a better understanding of the concepts of mathematics is gained if the course is taught in a functional manner rather than as a traditional mathematics course.

### Subject Matter To Be Experienced

1. Mathematics in Our Everyday Life.
2. Algebra.
3. Informal Geometry and the Nature of Proof.
4. Measurements and Approximate Numbers.
5. The Place of the Right Triangle.
6. Statistics and Probability.
7. Series and Sequence.

## INSTRUCTIONAL PROGRAM

### SCIENCE

It is imperative that students of today learn to accept the privileges and responsibilities required to live in the highly developed technocracy of the present day society. To appreciate the advantages of this technological era, students must be given an understanding of the historical development of the physical sciences through discoveries and inventions and of the related problems created by the advancement of science. In addition to this understanding, teachers must recognize the necessity of giving students a knowledge of how technological advancements affects the general welfare of individuals, the national standard of living, the supply of goods, national and world resources, the interdependence of people and nations, world peace and the components of power.

Science information, in correctional education, should be of a practical nature tending to supply a background of everyday scientific knowledge for modern living. Emphasis should be placed on the "consumer" aspects rather than on the "producer" aspects. With this in mind, it is hoped that those who teach science in correctional education will emphasize the consumption of the products of our scientific age in order that the student may have cognizance of the many developments, their availability and their use.

#### NATURAL SCIENCE—LEVEL III

##### Scope

The science program at this level is planned with two purposes in mind: (1) To give science students at this level an appreciation for and an understanding of the part science plays in daily life; (2) To give students at this level a good foundation for science studies at Level IV. For basic information at this level the teacher should use the material as described in the State Department of Education, Publication 105-G, A Guide for Science-Agriculture, Grades 7, 8 and 9, pages 39-98.

##### Procedure

Science at this level entails a wide acquaintance with nature. Due to the problem of security inherent in an institution, the use of actual specimens and demonstration is limited. To off-set this problem the extensive use of audio-visual materials showing actual specimens and demonstrations shall be

stressed. The individual interest, need and ability shall be given as much attention as is possible. The practical application of every unit should be given careful attention.

#### Subject Matter To Be Experienced

1. How Science-Agriculture Affects Our Lives.
2. The Air Around Us.
3. Fire and Heat—Man's Friend or Foe.
4. The Importance of Water.
5. Earth and Soil.
6. Man and Plants.
7. Man and His Body.
8. Gardening and Fruits.
9. How a Scientist Works.
10. The Relationship of Matter. Of Matter and Energy to Work, and Power and Machines.
11. The Land in Which We Live.
12. Man and the Universe.
13. Man and Animals.
14. The Interdependence of Consumer and Producer.
15. The Importance of Conservation.

#### NATURAL SCIENCE—LEVEL IV

##### Course I—General Science

##### Scope

The science course at this level is designed to acquaint the student with the world of science about him and give him a readiness understanding for physical science. For basic information at this level the teacher should use the material found in The State Department of Education Publication 105-G, 1957 Tentative Report, A Guide for Science-Agriculture, Grades 7, 8 and 9, pages 105-159 and State Department of Education Publication 110-G, 1958 Tentative Report, pages 85-136.

##### Procedure

The science course at this level should be given special emphasis on the student acquiring some acquaintance with nature as well as attaining considerable technical information. Due to the problem

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of security inherent in an institution, the use of actual specimens and demonstrations is curtailed. This problem shall be off-set by the extensive use of audio-visual materials depicting actual samples and demonstration. The practical application of every unit should be given careful attention.

### Sequence Of Units To Be Studied

1. Backgrounds of Modern Science.
2. Heat, Fire, Matter and Energy.
3. Air, Water, Weather and Climate.
4. The Earth and the Universe.
5. Machines and Man's Work.
6. Man Uses and Controls Electricity and Light
7. Science Brings Our Neighbors Closer.
8. Plants, Animals and Man.
9. Conservation - Learning to Use Our Inheritance Wisely.
10. Alcohol and Narcotics.
11. The Structure and Organization of Learning Things.
12. The Controls of Behavior, Human Growth and Development.
13. Survey of the Seedless Plants.
14. The Propagation and Improvement of Plants and Animals.

### NATURAL SCIENCE—LEVEL IV

#### Course II—Physical Science

##### Scope

The science course at this level is designed to meet the needs of those students who desire advanced scientific knowledge. **The basic information at this level will be found in The State Department of Education Publication 110-G, Grades 11, 12 and 13, pages 21-83.**

##### Procedure

By its nature, this course will lend itself to experimentation and examination of a wide selection of sample specimens. However, due to the security problems within an institution, the use of experiment, demonstration and the examination of specimens will be limited. Therefore, the extensive use of audio-visual materials should be effected illustrating actual samples and demonstrations. For those

students who show aptitude and interest, **extensive problem solving work** should be assigned.

### Subject Matter To Be Experienced

1. The Nature of Things.
2. Atmosphere and Water.
3. Astronomy.
4. Geology.
5. Water.
6. Common Chemicals.
7. Metals and Alloys.
8. Plastics.
9. Textiles.
10. Fuels and Heat.
11. Atomic Energy.
12. Mechanics
13. Sound.
14. Light.
15. Electricity and Electronics.

### NATURAL SCIENCE—LEVEL IV

#### Course III—Biology

##### Scope

The biology program at this level is planned with the following purposes in mind and to be taken into consideration:

(1) To sense the importance and existence of an interdependence among all living things. (2) To understand those principles of biology which are utilized by man in his attempts to improve himself and to control his environment. (3) To sense their obligations regarding the conservation of the world's human and natural resources. (4) To develop an interest in recreational, cultural and probable vocational interest in biology. (5) To understand themselves in their relationship with each other, their parents and families and as members in a national, state and community society. **For basic information at this level the teacher should use the material as described in the State Department of Education, A Guide For Science, Grades 7-12.**

##### Procedure

Biology at this level contains both laboratory and workbook activities in abundance, permitting as much freedom as described in the selection of work



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to meet the varying needs and interests of different classes in biology. Class demonstrations should be done by the teacher or by individual students; others may be done as class projects or by student committees. All of these are designed to add meaning to the key concept in biology.

The ultimate aim of all experiences in biology is to bring the student into the world of biological science through personal, meaningful participation in a great variety of exploration. Thus, not only is he brought into the world of the scientist but also in his own way he is the scientist as he recognizes, develops and tries to solve problems in biology.

### Subject Matter To Be Experienced

1. Introductory Consideration.
2. The Living Together of Plants and Animals.
3. The Structure and Organization of Living Things.
4. Human Biology-Physiology.
5. The Control of Behavior, Human Growth and Development-Psychology.
6. The Propagation and Improvement of Plants and Animals.

## BUSINESS EDUCATION—LEVEL IV

Business education is an integral part of the secondary school program. It is that phase of education which stresses the business facts, knowledge, understandings and skill that are so essential to the needs of the individual as a consumer and as a producer. Business education may be defined as a growth and development of the individual in economic understanding and competency. Provision should be made for both the understanding and appreciation of the business activities existing in our present economic system, and it should also emphasize the effective performance of these activities.

The tremendous expansion and ever-increasing complexities of business and industry accentuates the need for additional emphasis on business education in our secondary schools. Since all people are consumers and a very large segment of our population is employed in business as producers, the responsibility of the business education is twofold—namely, non-vocational (consumer information and use), and vocational or job training.

The original objective was centered on vocational competency: namely, skill training. This is still a very important purpose but much emphasis is now given to the importance of non-vocational aspects of general business understanding. This general business concept also includes the consumer education phase which enables the person to become an intelligent consumer of the many services offered today.

In planning a business education curriculum for an inmate education program one must keep in mind the fact that certain fields will be closed to the graduate simply because he has been an inmate of a penal institution. **Therefore, it is felt that the curriculum**

**advocated by the State Department of Education Publication, A Guide for Business Education, publication number 115-G, page 17, is the most appropriate for use in a program of correctional education.**

### Related Work Experience

An opportunity available to the teacher of business education in the field of inmate education is the use of supervised, related work experience program. Every institution has a number of offices, the occupants of which perform a great variety of duties. As the student becomes proficient in his training he should be assigned to these work situations.

The advantages of such a situation are manyfold. For the institution it means a supply of semi-skilled workers readily available. For the institution it also means a reduction of operating cost by the use of inmate labor. For the teacher, and the inmate education program, the advantages are even more striking. The most important advantage is that of motivation. In every institution those inmate positions which are related to administrative offices are considered choice jobs. Therefore, the fact that such jobs are filled from a pool furnished from the school inspires the student to do his best for the immediate reward. Another advantage is found in the fact that the student is able to put into practical use the theories and skills which he has obtained. This is to be done under the continued supervision of the teacher and the department head. Care must be exercised by the teacher not to encroach upon the authority of the department head or to interfere with his routine.



## INSTRUCTIONAL PROGRAM

### TYPEWRITING—LEVEL IV

#### Scope

It is the function of the school to direct the individual towards a socially useful life. Typewriting contributes to this function in the development of personal qualities such as responsibility, punctuality and dependability. In teaching a manual skill subject such as typewriting, the success of the course depends to a great extent upon what to teach and when to teach it. Good typewriting habits and techniques are built through well planned exercises for sufficient practice at each level of learning. Skills to be developed are presented first and then perfected through meaningful practice in different typing situations and problems. The general scope of this course is centered around the outline of the instructional program found in the Missouri Guide for Business Education, Publication Number 115-G, page 343.

#### Procedure

When teaching the skill of typewriting, include only the procedures which serve a useful purpose in the skill as it is performed on the expert level. Discontinue repetition as soon as practice ceases to become effective, but provide frequent new opportunities for relearning any skills which tend to be forgotten. Provision should be made for each learner to progress at his own rate. It is believed that there are three distinct learning stages in typewriting: (1) the keyboard learning stage, (2) the continuity copywriting stage, and (3) the advanced skill stage.

#### Subject Matter To Be Experienced

1. The Basic Skills for an Efficient Typist.
2. The Problems of Centering and Alignment.
3. Speed and Accuracy To Be Developed.
4. The Purpose of Direct Dictation.
5. Learning about Composing at the Machine.
6. The Techniques for Making Carbon Copies, Proof-reading and Correcting Errors.
7. Arranging and Typing of Letters and Postal Cards.
8. The Problems of Tabulation and Improving Special Characters.
9. Problems Presented in Rough Drafts and Manuscript Typing.
10. Office Forms with Which a Typist Should Be Familiar.

### BOOKKEEPING—LEVEL IV

#### Scope

The student beginning a bookkeeping course is, in effect, taking the course for his personal use or as training toward securing a job. A bookkeeping course should give the student an understanding of the financial transactions of an enterprise with the ability to record, present and interpret these transactions and should include the making of proper bookkeeping entries, applying checking procedures, posting original entries of transactions to ledgers and summarizing these facts through the financial statements for either an individual or an enterprise. For basic information on this course the teacher may use the Missouri Guide for Business Education Publication 115-G, page 101.

#### Procedure

Bookkeeping is one of the subjects that must build on the known. It is well to step from the known to the unknown. Thus starting with the need for bookkeeping in business the teacher moves methodically from the bookkeeping equation to the bookkeeping cycle in its simplest form and from thence to the more complicated systems of special journals and ledgers. As the teacher proceeds he should be very careful to explain the bookkeeping procedure and each step in the bookkeeping cycle. Use of workbooks and practice sets are of great value.

#### Subject Matter To Be Experienced

1. What Is the Value of Bookkeeping?
2. What Is the Bookkeeping Cycle in Its Simplest Form?
3. What and How Are Special Journals and Ledgers Used?
4. How Are Special Transactions Handled?
5. What Other Bookkeeping Systems Do We Have?

### BUSINESS ENGLISH—LEVEL IV

#### Scope

The term "Business English" is used to represent application in the business world of standard English used by intelligent and educated people in every facet of American life. It is therefore not a peculiar type of language, but simply the medium

## INSTRUCTIONAL PROGRAM

of communication used in the office and in other positions of the worker in business. The Business English course should include the writings of business letters and forms with all the implications for the study of English mechanics, grammar, sentence and paragraph construction, form and style, purpose, spelling and vocabulary. In addition intensive study and practice in speaking should be provided in various types of situations. Evaluation is an indispensable part of the Business English course. It should be continuous throughout the learning period. The reference material for this course will be found in the Missouri Guide for Business Education, Publication 115-G, page 124.

### Procedure

If the learning is to be purposeful, the learner must be able to identify certain specific objectives. In the modern educational program it is to be expected that those objectives will relate to the real need of the learner. The implication is, therefore, that the student in Business English be enabled to see sense in the things he is expected to learn—those learnings must be purposeful to him. Consequently, he should be encouraged to assume a considerable responsibility for the evaluation of his own progress. Self-evaluation by the pupil in no way implies a lack of responsibility on the part of the teacher. The teacher actually has a bigger job in the procedure.

He must:

- (a) Make certain that students have objectives well in mind and that they are kept in mind throughout the learning process.
- (b) Reflect a type of leadership which helps students to understand that though they must assume responsibility for self-evaluation the teacher as a person with more mature judgment, experience and professional preparation must also assume much responsibility for the evaluation of their progress.
- (c) Understand and help students to understand that evaluation in Business English should be a co-operative procedure.

A number of techniques should be used for measurement and evaluation of growth in Business English. Paper and pencil tests, both teacher-made and standardized, have a place.

### Outline of Units

**Unit I:** What Is the Need for a Course in Business English?

**Unit II:** How Can Skill and Competency Be Developed in the Writing of Business Letters?

**Unit III:** How Can Speech Habits Necessary for Effective Oral Communication in Business and Industry Be Developed?

**Unit IV:** How Can the Writing of Business Forms, other than Letters, Be Developed?

## BASIC BUSINESS PRACTICES—LEVEL IV

### Scope

The course of Basic Business Practices should begin with an understanding of our business system, how businesses are interdependent from the basic industries through the manufacturer or packer, jobber, wholesaler, retailer and to the consumer. This interdependence will demonstrate how the facilities of banking, insurance, communication, transportation, legal problems, etc., fit into our business activities. The course should be an attempt to develop an understanding of the problems of the producer, processor and distributor. The general contents of the course should follow that as suggested in the Missouri Business Education Guide Publication, Number 115-G, page 23.

### Procedure

The teacher will need to adapt the course content to a wide general basis. Since the participants of an inmate education program are gathered from a wide variety of economic levels it will be necessary for the teacher to aid him on a personal-use basis as well as to fit him for general clerical employment. There is a wide variety of material which may be used to motivate the student and/or illustrate subject matter. The teacher must make a wise selection of these materials. If the text is supplemented with a workbook, the teacher will still find it necessary to seek and use ideas and materials from other sources.

### Subject Matter To Be Experienced

1. How Does Business Serve the Individual?
2. What Should the Student Know about Money, Credit, Banking and Record Keeping?
3. What Does the Individual Need To Know about Insurance?
4. How Do We Pay for Our Government Services?
5. What Are the Communicative Services?

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6. What Are the Methods of Transportation?
7. What Are the Methods of Buying and Selling Goods and Services?

### BUSINESS LAW—LEVEL IV

#### Scope

Some legal problem is involved in every business transaction that is made. Business Law deals specifically with those laws that pertain to business transactions involving contracts, sales, negotiable instruments, employment, insurance, etc. For the most part, the student at this level has had some practical application experiences and these application experiences may be utilized in the course. The outline presented in the Missouri Educational Business Guide, Publication Number 115-G, page 140, may be used by the teacher as a guide for this course.

#### Procedure

The case method may be effectively used in the course of Business Law. There are many opportunities throughout the course where modified cases and problems should be used to give the student practice in problem solving and application of the legal principles in each area. Student participation should be encouraged by the teacher to stimulate interest. Current news items pertaining to business law cases may be used as examples and for discussion.

#### Subject Matter To Be Experienced

1. Why Are Laws and Law Enforcement Agencies Needed?
2. What Are the Legal Requirements of Contract?
3. What Legal Principles Are Involved in Agency Relationships?
4. What Are Negotiable Instruments?
5. What Legal Factors Are Involved in Insurance?
6. What Are Bailments and Common Carriers?
7. What Are the Laws Relating to Motor Vehicles and Why Should We Understand Them?
8. What Are Some of the Important Laws Relating to Debtors and Creditors?
9. What Legal Principles Are Involved in Owner-

ship of Property?

10. How Are Businesses Organized?

### FINE ARTS—LEVEL IV

#### CHORUS

#### Scope

Chorus is a means of improving oneself culturally and acquiring a general appreciation and enjoyment of songs and music. The Fine Arts program is a necessity in general education because of the emphasis today upon science and things technical and mechanical in our everyday living.

#### Procedure

The special emphasis at this level should acquaint the student with the joy and entertainment derived from group and individual participation in Chorus. Encouragement of students who have never sung in groups will be the first step in the program. This course should not necessarily be one where programs are prepared but may at the conclusion have a program type examination. The chorus is a group which lends itself to good correctional education.

#### Subject Matter To Be Experienced

1. Folk Songs Are an Important Part of Heritage and Everyday Life.
2. How Singing Develops an Appreciation of the Fine Arts.
3. Songs Are Products and Observances of National Holidays, Religion and Patriotism.
4. Family Life Is Expressed in Songs.
5. Songs Are Reflections of Life, Individuals and Nature Subjects Expressing Our Democratic Life.
6. Songs Are the Reflections of People about Problems in Life, the Hereafter, and the Unanswered Questions of Man.
7. Appreciation of Music and Singing Need Not Be Expensive or Exclusive Since All Men Have Some Musical Talent.

### LIBRARY

The Inmate Library is a very vital part of the rehabilitation and educational processes of a penal

institution. The Library Staff should be part of the education and treatment programs. Although the



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library should be coordinated with the education program, its services to the inmate population must of necessity extend beyond those of the usual school library. The school library should provide the primary functions of storing textbooks, workbooks and visual aid equipment; the maintenance of an adequate reference section consisting of encyclopedias, dictionaries and almanacs; and the maintenance of a limited bindery to repair textbooks.

The Inmate Library provides a constant means of contact for each man as to the world's activity, through newspapers and periodicals and expose him to material which has positive recreational, educational and cultural values. In the selection of materials for the Inmate Library there should be an emphasis placed on developing positive vocational and social relationships. The material must cover the broad area of interests for those with only elementary education to those with graduate training. The objectives of the Inmate Library are:

1. To provide an acceptable method of channelling the leisure time activity of the inmates which will provide a means of releasing tensions.
2. To enlarge the social and reading background of the inmates.
3. To prepare the inmate, through his own efforts, for release and post-institution adjustment.

4. To provide a program which will supplement the school library educational efforts.

To achieve these objectives, the following services should be provided:

1. Each inmate should have at least one library period per week.
2. Each inmate should be allowed to check-out a sufficient number of books to last from one period to the next.
3. Books should be classified on an easily understandable system to facilitate circulation.
4. Professional personnel should be present to aid the inmates in the selection of reading material and developing reading habits.
5. For materials needed but not available at the institution there should be liaison with the State Library for inter-library loans.
6. There should be an establishment of a reading group to meet weekly and discuss the series of books which are designed for this purpose, such as the Great Books or American Heritage sets.
7. Finally, a means of communication must be established to inform the inmates about the addition of new books and materials to the library.

## MUSIC

### INTRODUCTION

The importance of music in present day society cannot be overestimated. Good music with its universal and democratic appeal is a language understood by all people of all cultures and has been one of the few means of communication to break national and racial barriers. It is a universal language. Music is a spiritual, cultural and social force. The experience of playing, singing and listening to good music brings a satisfaction that cannot be found anywhere else.

Very little attempt should be made to make professional musicians, only to give the inmate who comes in a professional a chance to maintain and improve himself in his particular field.

There are seven basic objectives of education:

- (1) Health.
- (2) Command of the Fundamental Processes.
- (3) Preparation for a Vocation.
- (4) Worthy Home Membership.

- (5) Worthy Use of Leisure.
- (6) Civic Education.
- (7) Ethical Character.

The study of music-playing, singing and listening meets these standards fully and completely.

(1) The playing of music relieves nervous tension, helps the player and listener forget himself and his troubles and gives him a satisfied sense of well-being. Music has powerful effects in creating the objective mental attitude necessary for physical health.

(2) Playing or singing develops accurate coordination of eyes, ears, lips, tongue, breathing and fingers. These faculties become extremely sensitive to mental commands. Music is the best mind trainer on the list.

(3) At the age men come to our penal institution it would be difficult to make them professionals but they can be trained to sing and play in local

## INSTRUCTIONAL PROGRAM

organizations and be part time teachers, writers, composers and arrangers.

(4) Many of the ties that formerly held the family together are missing. A home is a group of individuals who share the love, joys and sorrows of each other. The playing of musical instruments and singing together tends to develop a home atmosphere of contentment and refinement. The enjoyment of music binds a family together in cooperation and respect.

(5) Modern living improvements have created extra leisure time for which habits must be cultivated. The ability to play a musical instrument is a wholesome lure to every leisure moment. Playing, hearing and understanding good music leads imaginations above and away from the dangers of leisure time. Give music to a man and he will be equipped to make the best, safest and most enjoyable use of his leisure time all his life.

(6) The band, orchestra or choir is a laboratory course in self government. Here the will of the individual is subordinated to the good of the whole. The man learns to be a good citizen in his community by practicing good citizenship with his music and his fellow musicians.

(7) Group playing and singing is a rigid disciplinarian demanding industry, honesty and integrity from every person who takes part. Upon the shoulders of each individual of the group lies personal responsibility for successful performance of the group. Self-reliance, respect for authority, cooperation and leadership are cardinal principles of good character that are learned through music and the performer develops a keen sense of values.

### GENERAL AND VOCAL MUSIC

#### General and Vocal Music—Level I

##### Rudiments

- (a) Staff
- (b) Clefs
- (c) Notes
- (d) Rests
- (e) Rhythm
- (f) Learn to recognize major scale
- (g) Proper voice production and breathing
- (h) Simple melodies in unison
- (i) One class per week listening to recordings of good music

#### General and Vocal Music—Level II

##### Theory

- (a) Study the more common rhythm patterns
- (b) Three or four of the simpler signatures
- (c) Recognize and be able to sing the most common harmonious intervals
- (d) Learn to sing simple songs in two part harmony in a range where any voice can sing either the melody or harmony
- (e) Study the physical properties of sound
- (f) Recognize the different voices of instruments
- (g) Spend at least one period per week listening to records of good Band, Orchestra and Vocal music with explanations

#### General and Vocal Music—Level III

##### Theory

- (a) More signatures of more sharps and flats
- (b) Introduce three-part triads and chords
- (c) Sing three-part harmony in limited range
- (d) Introduce a few four-part chords
- (e) Bring members from band to play individually and in groups to learn about instruments
- (f) At least one period per week listening to good music

#### General and Vocal Music—Level IV

##### Harmony

- (a) Chords
- (b) Scales
- (c) Introduce minor scales
- (d) Study more intervals
- (e) Sing in three and four-part harmony
- (f) One period per week listening to good music

### INSTRUMENTAL

The value of instrumental study is based on what it has done and is doing for the individual student's growth in knowledge, attitudes, habits and skills.

The concert band experience will be of value if the student shows improved skill in individual tech-



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nique, performance habits, ensemble playing, music reading and interpretation.

It teaches him to work cooperately with others, assume responsibility, improve his own performance and create a desire to hear good music well played.

As a feeder to the concert band there should be an intermediate band in which the balance should be closely watched.

Since some may never have band experiences beyond this cadet band, the teacher should be as complete as possible.

From this concert group, with a few changes, it is possible to develop a marching band which gives additional help in posture, discipline, personal pride and stage deportment.

From these major groups the smaller ensembles

which are very valuable can be organized. They throw more responsibility on the individual as he does not have a group to cover his mistakes.

The smaller ensembles include brass quartet, reed ensembles, a stage band, a jazz combo and others.

And we can't forget the men who play the string instruments. They should be allowed to form groups and be given instruction.

Each individual should have an hour a day for practice alone and an hour for group work.

In that manner, as instruments are available, beginners can be started and supervised as feeders to the advanced groups. This is the only possible way as far as inmates are concerned as they must do all practicing and playing in the institution.

## ART

Creative living and thinking is a necessity in our modern world. All societies directly or indirectly deliberately or involuntarily have to some extent used art for educational purposes.

In recent years, articles on learning advocate that individuals should progress from the concrete to the semi-concrete and from the semi-concrete to the abstract. These articles imply that manual activities are best for many learners before they can arrive at abstract concepts. Self expression through art media is a natural and universal language which has engaged man from pre-historic times.

Broad educational purposes of this school could be listed as follows:

1. To develop and maintain physical and mental health.
2. To develop competency in the fundamental tools of learning.
3. To think critically and act responsibly.
4. To respect, understand and live well with others.
5. To develop moral and spiritual values.
6. To grow in appreciation of the arts and to desire to express one's self through various media.
7. To develop understanding and respect for the cultural heritage.
8. To develop knowledge, skills and understandings essential to earning a living.

9. To appreciate the duties, responsibilities and privileges of citizenship.

Art contributes greatly to the above statements by helping the learner to express and understand himself and his world by utilizing the visual elements of line, form, color, space texture, light and motion.

Using these elements in expressing an idea involves the human element of choice, individual decision and self-discipline in exploration and experimentation.

Art activities increase the ability of the learner to manipulate tools, media and processes; but, more important, they stimulate the learner to perceive himself and his environment in a new and fresh relationship and to evaluate his own progress.

Very little attempt is made to make a professional artist of the individual, but to give him a chance to improve in some one or more of the craft activities. A general shop type of class seems to be the best approach since it permits flexibility, adaptability and resourcefulness.

These are current objectives:

1. Vocational efficiency.
2. Civic understanding.
3. Civic participation and responsibility.
4. Better human relationships and community responsibility.
5. Group interests.
6. Personal growth and self-realization.

## INSTRUCTIONAL PROGRAM

The study of art meets the following standards:

1. Art provides useful and creative experiences in drawing, design and color. It includes creative designs, drawing objects and people, painting pictures and using color in planning clothes and home decorations.
2. Craft Art offers opportunities to make and to decorate objects to use—metal, stencil, block printing, clay, enameling, foil work, modeling, mosaics, mobiles, designing in space, tin craft, collage, ceramic, paper sculpture, carving and construction.

It is believed that:

1. Art is for every individual and not for a talented few.
2. Art is personal. It expresses the individual's thinking.
3. Art is creative and creative growth enhances the potential of the individual mentally, emotionally and spiritually.
4. Art contributes to the total personality when it develops in the individual the eagerness to create, the enthusiasm to participate and the pure joy of relaxation.
5. Art awakens an awareness of beauty and a sense of good taste in every phase of daily living.
6. Art extends the individual's interest and influences his choice for leisure time.
7. Art develops respect for the work and opinions of others and respect for creative art work past and present.
8. Art best fills its role when the individual is given adequate time to participate and a variety of mediums with which to experiment.

Interest is the most important factor in learning art.

Below is a program for four areas:

1. Appreciation of Art  
Drawing  
Picture making  
Collage

- Flat design  
Color  
Painting  
Modeling
2. Mosaics  
Carving  
Construction  
Drawing  
Painting  
Modeling  
Print making  
Appreciation of Art
3. Tin Craft  
Foil tooling  
Flat design  
Drawing  
Painting  
Modeling  
Ceramics  
Carving  
Appreciation of Art  
Collage  
Painting  
Construction  
Print making  
Color
4. Appreciation of Art  
Mobile  
Construction  
Commercial technique  
Stenciling  
Print making  
Drawing  
Painting  
Color  
Modeling in clay  
Carving  
Foil pictures  
Tin craft pictures  
Dioramas

## VOCATIONAL EDUCATION

### Point Of View

As stated in the legal requirements, the Missouri

State Department of Corrections is required to carry on a program of vocational training in order to improve the capabilities of each inmate to seek and

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gain employment in a useful occupation. This requirement recognizes the fact that a person must be able to maintain himself economically if he is to adjust properly to everyday living in our modern complicated social structure. Regardless of the background of experiences of each incoming inmate, the institution to which he is assigned is obligated not only to permit but to encourage his obtaining additional education and training for a more useful life upon release. It is the function of the Division of Inmate Education to conduct within the various institutions and other divisions of the Department of Corrections such a program.

In social education it becomes impractical to separate what is called academic education and vocational education. Except in the most menial types of work, the ability to read and write is required. As we move up the scale of jobs it becomes necessary not only to be able to read and write but to be able to apply the basic skills of communication, mathematics and science to attain better performance on the job. Because of the integrated nature of the educational process, the vocational training or the work experience of each inmate must, of necessity, be considered as an integral part of any over-all educational program planned and operated by the Department of Corrections.

In accordance with the standards agreed upon between the vocational section of the Division of Inmate Education and the Vocational Education section of the Missouri State Department of Education, five types of vocational training programs have been developed as the general framework within which the vocational training program for each institution may operate.

They are designed to permit a great degree of flexibility in the planning and operation of the training program at each institution. The five types are also planned to dovetail with the Department of Corrections over-all education plan—to make it possible for an inmate to attend school and still have an "On-The-Job" assignment. Whenever such a program is planned for the individual inmate, the job assignment is considered as part of the inmate's school program. The Vocational Training Program is also designed to allow for a full day job assignment for those inmates for whom such job assignments seem advisable.

### Objectives

The general objective is to satisfy the requirements of the state law as it applies to the establishment and operation of a vocational training program

within the Department of Corrections. This is done in accordance with the Philosophy and Objectives set up by the Division of Inmate Education as stated in this guide. The specific objective, however, is to provide courses in vocational training best designed to equip inmates for useful occupations upon discharge from the institution to which they were committed.

### Types of Vocational Training Programs

The Vocational Training Program is divided into five basic types. Each type is designed to meet a specific need or requirement as stipulated by the State Department of Education to enable the Vocational Training Program to become an approved part of the over-all education program.

#### Type I—Co-operative Occupational Education Program (C. O. E.)

This type program is designed to compare basically with the Federal reimbursable C.O.E. program of vocational training as it exists in the public schools of Missouri. This program provides for a half-day of academic school work and a half-day assignment to some type of educationally-organized work experience.

##### I. Requirements and Standards.

###### A. The Inmate:

1. Must have an interest in the training.
2. Must have an aptitude for the training.
3. Must make satisfactory progress while in training.
4. Must be enrolled in Level IV of the academic program.

###### B. Job Assignment:

1. Must have sufficient operations or learning units to make up an organized training program.
2. Must have skills and techniques of such a nature that it requires application and practice to master them.
3. Must have a body of technical and related information for the trainee to learn in order to become occupationally competent.
4. Insofar as possible, the job titles used in this program should correspond to those used in the Dictionary of Occupational Titles.



## INSTRUCTIONAL PROGRAM

### C. Instructors:

#### 1. Co-ordinator.

##### (a) Qualifications.

The Co-ordinator must be a qualified teacher approved by the Missouri State Department of Education.

The Co-ordinator will be employed by the Division of Inmate Education.

##### (b) Duties.

The Co-ordinator will teach the technical and related information necessary for the trainee to become occupationally competent. The Co-ordinator will teach a one-hour special C.O.E. class for the trainee enrolled in this program during the three-hour school session.

The Co-ordinator will have supervisory status over the job assignment of each trainee enrolled in this Type I program. He will assist in making the job analysis in each work assignment which will become the basis of a suitable course of study, developing training aids and instructional devices. He will make suggestions as to methods of instruction, and establishment of a system of necessary records and check on the individual trainee's progress.

#### 2. Foreman or Supervisor:

##### (a) Qualifications.

The foreman or supervisor must be an occupationally competent individual employed by the respective institution or the Division of Prison Industries or the Division of Farms to supervise the work normally performed in the job area in which he is conducting training.

The foreman or supervisor will have completed a foreman training program recommended by the Missouri State Department of Education or will be currently engaged in pursuing such a course.

##### (b) Duties.

The foreman or supervisor will teach all the skills necessary for the trainee to perform in an on-the-job type of situation.

The foreman or supervisor will cooperate with the Co-ordinator in making a job analysis of the job assignment, in the developing of a suitable course of study based on

the job analysis, in developing instructional methods, training aids and a system of keeping records.

### II. Physical Facilities.

The physical facilities will be those provided by the respective institution, the Division of Farms or the Division of Prison Industries, for conducting such job assignments prior to the initiation of this program. Any new tools or equipment that may be added will become a part of this program. In addition, the Division of Inmate Education may supplement these facilities by providing tools, equipment or materials obtained from Government Surplus Property. The title of this surplus property will remain with the Division of Inmate Education. Tools and equipment for any new area of work may be provided at any time by either the institution, the Division of Industries, the Division of Farms or the Division of Inmate Education.

### III. Records.

Individual and class records will be kept to show the individual progress of each trainee. The class records will consist of an enrollment record, achievement record, a wall progress chart and any other records suitable or recommended for each job assignment area.

Individual records of each trainee will be prepared on a suitable form and forwarded to the school office to become a part of each trainee's file each month. This record will show two things—the number of hours spent on each job operation, and the trainee's proficiency in performing the operation. This report will replace the Work Progress Report in current use which is forwarded to the Classification Section.

A summary of these records will be forwarded to the Office of the Vocational Section of the Division of Inmate Education at regular intervals. The trainee's file will be forwarded from the school office to the Classification Section to become a part of the inmate's total record, when the trainee completes his training or is removed. These school records will be made available to any approved public or private school upon request. In addition, prospective employers will be provided with the information applicable to the inmate's employment.

### IV. Certification of the Trainee.

A Vocational Training Certificate, designed and issued for use in the public school C.O.E. pro-



## INSTRUCTIONAL PROGRAM

gram; will be given to all successful trainees upon completion of the training program.

### V. School Credit.

Trainees enrolled in the Type I program will receive two units of secondary school credit. This will include one unit of credit for the C.O.E. class and one unit of credit for the vocational training.

### Type II—Vocational Shop Trade Training Program

This type of program compares to the Day Trade Classes as described by the United States Department of Health, Education and Welfare. It is designed to provide the work experience, training and practice necessary to learn a trade in a vocational school shop provided for each trade being taught. This type of program is also designed to integrate with the split school day program as well as to provide vocational training for the inmate on a full day assignment if deemed advisable.

#### I. Requirements and Standards.

##### A. The Inmate.

1. Must show an aptitude for the training.
2. Must show an interest in the trade.
3. Must make satisfactory progress while in training.
4. Must be enrolled in Level II or above in the academic program and/or—
5. May be enrolled in this program on a full day schedule if not enrolled in school, provided that the inmate is 16 years of age, has Level III ability or above and the institution classification committee feels that a school assignment is not practical for the inmate.
6. A Vocational Trainee enrolled under requirement number four (4) in Level II must make satisfactory progress toward Level III to remain in the program.

##### B. The Trade Training Course.

1. Must be a recognized trade that could be learned by the apprenticeship method and for which there is standard licensing or union requirements to be met for certification as journeymen or operators, and/or—
2. The course must have sufficient operations or learning units to make an organized training program possible.

3. Must have skills and techniques of such a nature that it requires application and practice to master them.
4. Must have a body of technical and related information to learn in order for the trainee to become occupationally competent.

#### C. Instructors.

##### 1. Vocational Education Co-ordinator.

###### (a) Qualifications.

The Vocational Education Co-ordinator will be the Department of Corrections Vocational Education Co-ordinator until such time as a Vocational Education Co-ordinator will be appointed for each institution.

###### (b) Duties.

It will be the responsibility of the Division's Vocational Education Co-ordinator to work directly with the shop teacher engaged in this program.

He will work with the instructors in developing a course of study, training aids, instructional devices, methods of instruction and a system of keeping records to show the progress and proficiency of each trainee.

The Division's Vocational Education Co-ordinator will continue to exercise direct authority over the conduct of these courses until such time as an institutional Vocational Education Co-ordinator is employed. However, certain details of the day to day supervision of these courses may be delegated to the Education Directors of each institutional school.

##### 2. Shop Instructor.

###### (a) Qualifications.

The shop instructor will be an occupationally competent craftsman, journeyman, operator or mechanic of his trade.

He will be approved and certified by the Missouri State Department of Education as a trade teacher.

He will be employed by the Division of Inmate Education to teach his particular trade.

###### (b) Duties.

He will work directly with the Division's Vocational Education Co-ordinator and the Institutional School Director in the performance of his duties.

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He will help in the development of the course of study, training aids, instructional devices, methods of instruction and system of keeping records.

He will carry on all instructional activities necessary to teach the trade, the technical knowledge as well as the skills. He may teach the related information or it may be taught during the half-day session of school or during the evening program if one is provided by the particular institutional school.

### II. Physical Facilities.

The physical facilities of this program will be provided by the Division of Inmate Education and/or by the institution in some instances but in either case all tools and equipment used in the Type II program will be under the control of the Division of Inmate Education.

### III Records.

Individual and class records will be kept to show the individual progress of each trainee.

The class records will consist of an enrollment record, achievement record, a wall progress chart and any other records suitable or recommended for each trade training program.

Individual records of each trainee will be prepared on a suitable form and forwarded to each school office for each trainee's file each month. This record will show two things—the number of hours spent on each job operation, and the trainee's proficiency in performing the operation. This report will replace the Work Progress Report now in current use which is sent to the Classification Section.

Until such time as an Institutional Vocational Educational Co-ordinator is employed for each institution, a duplicate of the trainee's monthly report will be sent to the Office of the Division of Inmate Education.

The trainee's file will be forwarded from the school office to the Classification Section to become a part of the inmate's total record when the trainee's training is completed or he is paroled prior to his completion of training or is removed from training. These school records will be made available to any approved public or private school upon request. In addition, prospective employers will be provided with the information applicable to the inmate's employment.

### IV. Certification of Trainee.

A Missouri State Department of Education Industrial Education Training Certificate designed to be used in the public school trade training program will be given to all successful trainees upon the completion of their training.

### V. School Credit.

All trainees participating in the split school-vocational training program will receive one unit of secondary school credit for the vocational training phase of their program. This is in addition to any other credits they may earn in the academic phase of their program.

All trainees taking vocational training on a full day schedule. If enrolled for school credit, the trainee will receive two units of secondary school credit.

### Type III On-The-Job Training Program

This type program is designed to enable inmates to receive initial vocational training of a type generally comparable to Type II without enrolling in an academic school program. These inmates completing Type II training program may also continue their training on this program. This type of program is also designed to integrate with the split school day program as well as provide vocational training for the inmate on a full day assignment if deemed advisable. All trainees in this program not enrolled in the general school program will be enrolled as an "On-The-Job" Trainee by the Vocational Section of the Division of Inmate Education.

#### I. Requirements and Standards.

##### A. The Inmate:

1. Must show an aptitude for the training.
2. Must show an interest in the training.
3. Must make satisfactory progress while in training.
4. Must be enrolled in Level IV of the academic program /or—
5. Must be enrolled in this program if not enrolled in the academic school, providing the inmate is 16 years of age and having completed the 8th grade and the institution classification committee feels that a school assignment is not practical for the inmate.

##### B. Job Assignment:

1. Must have sufficient operating and learning units to make an organized program possible.

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2. Must have skills and techniques of such a nature that it requires application and practice to master them.
3. Must have a body of technical and related information to learn in order for the trainee to become occupationally competent.
4. Insofar as possible, the job titles used in this program should correspond to those used in the Dictionary of Occupational Titles.

### C. Instructors.

#### 1. Vocational Education Co-ordinator.

##### (a) Qualifications.

The Vocational Education Co-ordinator will be the Department of Corrections Vocational Education Co-ordinator until such time as a Vocational Education Co-ordinator shall be appointed for each institution.

##### (b) Duties.

It will be the responsibility of the Division's Vocational Education Co-ordinator to work directly with each foreman or supervisor engaged in this program.

He will work with the foreman in developing a course of study, training aids, instructional devices, methods of instruction and a system of keeping records to show the progress and proficiency of each trainee.

The Division's Vocational Education Co-ordinator will continue to exercise supervision over the Type III training courses, until such time as an Institutional Vocational Co-ordinator shall be employed.

#### 2. Foreman or Supervisor.

##### (a) Qualifications.

The foreman or supervisor must be an occupationally competent individual hired by the institution, the Division of Prison Industries, or the Division of Farms to supervise the work normally performed in the job area in which he is conducting training.

The foreman or supervisor will meet all state requirements for and will be certified by the State Department of Education as a trade teacher.

##### (b) Duties.

The foreman or supervisor will teach

the skills, techniques, operations, technical and related information pertinent to the training being conducted by him.

The foreman or supervisor will cooperate with the Vocational Education Co-ordinator in making a job analysis of the job assignment developing a suitable course of study based on the job analysis, developing instructional methods, training aids and a system of keeping records.

### II. Physical Facilities.

The physical facilities will be those provided by the institution, Division of Prison Industries or the Division of Farms, for the conducting of such job assignment prior to the initiating of this program plus any new tools or equipment which may be added from time to time. In addition, the Division of Inmate Education may supplement these facilities by providing tools, equipment or material obtained from Government Surplus Property. The title to this surplus property will remain with the Division of Inmate Education. Tools and equipment for any new area of work may be provided at any time by either the institution, the Division of Industries, the Division of Farms or the Division of Inmate Education.

### III. Records.

Individual and class records will be kept to show the individual progress of each trainee. The class records will consist of an enrollment record, an achievement record, a wall progress chart and any other records suitable or recommended for each job assignment.

Individual records of each trainee will be prepared on a suitable form forwarded to each school office for each trainee's file each month. This record will show two things—the number of hours spent on each job operation and the trainee's proficiency in performing the operation.

This report will replace the Work Progress Report now in current use which is sent to the Classification Section.

Until such time as an Institutional Vocational Education Co-ordinator is employed for each institution, a duplicate of the trainee's monthly report will be sent to the office of the Vocational Section of the Division of Inmate Education.

The trainee's file will be forwarded from the school office to the Classification Section to become a part of the inmate's total record when



## INSTRUCTIONAL PROGRAM

the trainee completes his training or he is paroled prior to completion or is removed from training. These school records will be made available to any approved public or private school upon request. In addition, prospective employers will be provided with the information applicable to the inmate's employment.

### IV. Certification of Trainees.

A Missouri State Department of Education Industrial Education Training Certificate designed to be used in the public school trade training programs will be given to all successful trainees upon completion of the training program.

### V. School Credit.

All trainees participating in the split school vocational training program will receive one unit of secondary school credit for the on-the-job training phase of their program. This is in addition to any other credit they may receive in the academic phase of their program. All trainees taking on-the-job training on a full day schedule, if enrolled through the school, will also receive one unit of secondary school credit.

### Type IV Vocational General Shop

This type of program is designed to compare basically with Public School Industrial Arts General Shop. Its specific purpose in the overall program of vocational training in the Missouri Department of Corrections is to provide some basic training in the use of tools, materials and processes for the younger inmate with no recognizable work experience or training of any kind in the practical arts. This group is composed mainly of school dropouts. This program will cover several areas of work and will be of relatively short duration. This training will be followed by: (1), a job training assignment in which there is little or no opportunity for further training; (2), an industries maintenance or special services assignment for further "On-the Job" vocational training as indicated under Type III; or (3), an assignment to a Vocational Course organized according to Type II.

#### I. Requirements and Standards

##### A. The Inmate

1. All inmates with no previous training or work experience to be assigned to this program as they come into the various institu-

tions from the Diagnostic Center.

2. No screening as to aptitude or interest is needed as this program is to serve as a screening device for further assignments.
3. Progress in this program will have a distinct bearing on further assignment.
4. This program may run concurrent with or following an academic school program if necessary.

##### B. Training Station

1. A general shop specifically equipped and set aside for this training.
2. Tools and equipment for teaching at least in four different areas of work such as welding, sheet metal, woodwork, etc.
3. To be limited to basic hand tool manipulation and processes with possible fundamental procedures of operation of simple machines such as drill presses, etc.
4. To cover the working characteristics of common materials used in industry today.
5. To cover some of the basic technical aspects of different areas of work.

##### C. Instructor

The instructor must be a qualified teacher approved by the Missouri State Department of Education to teach in the field of Industrial Arts. In addition, he should have some experience in one or more trades.

#### II. Records

Individual and class records will be kept to show the individual progress of each trainee. The class records will consist of an enrollment record, achievement record, a wall progress chart and any other records suitable to or recommended for this type of program.

#### III. Certification of the Trainee

No vocational training certification in any trade area will be given in this program.

#### IV. School Credit

Trainees enrolled in this program will receive  $\frac{1}{2}$  unit of credit for each 90 clock hours spent in the program provided they are eligible to receive high school credit. For all others a record of completion with evaluation will be kept in the school office.



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### Type V Joint Agencies Vocational Training Program

This type program is designed to enable the Missouri Department of Corrections to cooperate with any and all outside agencies in joint sponsorship, financing and operation of selected vocational training programs. These agencies may be Public School Districts, State Department of Education, Employment Security Agency, Universities or Colleges, Private Industry and United States Government.

#### I. Requirements and Standards

##### A. The Inmate

1. Must show an aptitude for the training.
2. Must show an interest in the training.
3. Must make satisfactory progress in the training.
4. Must fulfill any and all specific requirements set up by the outside agency.

##### B. Job Training Program

1. The proposed program must be so organized as to provide a systematic method of instruction.
2. Insofar as possible, the job titles used in this program should correspond to those used in the Dictionary of Occupational Titles.
3. The proposed Vocational Training Program must be in line with the general pattern of recognized Vocational Training.

##### C. Instructors and Supervisors

1. The instructor and/or supervisor must meet and accept requirements, standards and regulations established by the Missouri Department of Corrections.
2. The instructor must satisfy all agencies involved insofar as records are concerned.

##### D. Missouri Department of Corrections

1. The Division of Inmate Education will initiate, accept or reject all proposed programs.
2. The Division of Inmate Education will supervise the conduct of the program in addition to any supervision provided by the outside agency.
3. The institution within which the program is being conducted and the Division of Inmate Education will furnish space, equipment and supplies as required for the satisfactory con-

duct of the course. These needs will be established prior to the initiation of the program insofar as possible.

#### II. Records

In addition to any records required by the outside agency, proper records for the Department of Corrections will be required in accordance with the previously established procedures or as specifically established for a particular training program.

#### III. Certification of Trainees

Dual certification is permitted for these courses, that is, by the outside agency or by the Missouri State Department of Education through the Department of Corrections insofar as possible.

#### IV. School Credit

No school credit will be given unless all Missouri State Department of Education requirements are met and at least 180 clock hours of classroom instruction is given.

#### Classification of Job Areas

A joint analysis conducted by the Missouri Division of Employment Security and the Missouri Department of Corrections of all inmate jobs existing within all institutions in accordance with accepted procedures of making such analysis will determine skill classification of all jobs and their suitability for use in training stations. All jobs shall be coded according to the Dictionary of Occupational Titles.

### VOCATIONAL LEVEL IV

The following general education courses in vocational training are being developed in four subject areas: English, mathematics, social science and science and are specifically oriented to the vocational shop training in automotive mechanics, machine shop and electronics.

These courses are entirely new in subject matter, scope and sequence from other courses in Level IV and will be directly related to the specific vocational area in which the inmate is enrolled.

The credit for each course will be one high school unit or one-half unit as accepted and approved by the State Department of Education.

## INSTRUCTIONAL PROGRAM

The accumulation of these units along with sufficient other selected high school units with a vocational orientation such as typing, general business, etc., will lead to the granting of a Vocational high school diploma.

The following Vocational Level IV Courses have been prepared as a joint effort by the following people:

### Automotive Oriented Courses Committee:

Joe Stanturf	Automotive Instructor, Moberly Training Center
Arley Downs	Mathematics Instructor, Moberly Training Center
Jerry Baker	English Instructor, Moberly Training Center
Lawrence Aber	Vocational Education Co-ordinator, Missouri Department of Corrections Chairman

### Machine Shop Oriented Courses Committee:

Murl Major	Machine Shop Instructor, Moberly Training Center
Arley Downs	Mathematics Instructor, Moberly Training Center
Jerry Baker	English Instructor, Moberly Training Center
Lawrence Aber	Vocational Education Co-ordinator, Missouri Department of Corrections Chairman

## VOCATIONAL COMMUNICATIVE SKILLS

### LEVEL IV

#### Fundamentals of Industrial English I (Machine Shop) 1 unit

#### Scope

At this level the student should have acquired a sight vocabulary of 650 general terms and 250 technical words.

The student should have completed the basic education in communicative skills. Study at this level should be directed to the refinement of the basic skills in reading, comprehension and writing as they apply to technical instructions and materials of the vocational training area in which the inmate is assigned.

### Procedure

Students have been placed in this course as a result of an urgent need for vocational training with an acceptable general education curriculum. In this course the student will begin basic specialized instruction applicable to the use of the English language in industry. The basic information for instruction at this level will be developed individually for each vocational training area. Unified team work is utilized between the vocational training and the language arts areas.

### Subject Matter To Be Experienced

#### 1. Reading:

- Development of proficiency in finding main ideas in source materials.
- Development of reading speed according to material and purpose.
- Development of skill in finding and utilizing technical reference materials.
- Development and expansion of recognition vocabulary.
- Development of an awareness to the necessity of reading current manuals, trade journals, etc.

#### 2. Writing:

- The student should use language effectively in everyday communication. Filling in printed forms, making reports and memoranda.
- The student should develop clarity in narration of technical instructions.
- The student should develop ability to improve letter writing, business, inquiry, application and reply.

#### 3. Sentence and Paragraph Building:

- The student should develop sentence meaning by eliminating incomplete and run-on sentence structures.
- The student should develop understanding of basic parts of simple sentences.

## INSTRUCTIONAL PROGRAM

- (c) The student should develop skill in using effective simple sentences.
- (d) The student should develop variety in words and word order in sentences.
- (e) The student should develop unity of one idea in paragraphing.
- (f) The student should develop usage of compound sentences for co-ordinating ideas.
- (g) The student should develop variety through compound and simple sentences in paragraphs.
- (h) The student should develop and use topic sentences in effective paragraph writing.

#### 4. Capitalization and Punctuation:

- (a) The student should develop use of capital letters.
- (b) The student should use correct punctuation marks: end, apostrophes, question marks, commas and semi-colon in compound sentences.

#### 5. Spelling and Word Study:

- (a) The student should develop correct verb form usage through person, number, tense and agreement.
- (b) The student should develop ability to find and correct individual spelling errors.
- (c) The student should use the dictionary to find correct meanings and spelling of words.
- (d) The student should develop correct usage of plurals, possessives and grammatical functions.
- (e) The student should develop a functional social and vocational vocabulary for all occasions.
- (f) The student should develop improvement of spelling by correct use of final e, ie, and ei; final consonant and suffixes.

#### 6. Speaking:

- (a) The student should develop an appreciation of power in speaking clearly and effectively.
- (b) The student should develop confidence and ease in oral communications through participation in group discussion of basic reading materials.
- (c) The student should use language effectively in everyday situations of conversing, giving directions, explanations, reports, interviews and advertisements.
- (d) The student should develop self improvement of conversation.

#### 7. Listening:

- (a) The student should develop ability to listen actively and courteously to group explanation, discussion and conversation.
- (b) The student should develop democratic respect for the point of view of others.
- (c) The student should develop a good listening attitude for different social and vocational situations.

### VOCATIONAL COMMUNICATIVE SKILLS

#### LEVEL IV

#### Fundamentals of Industrial English I (Automotive) 1 unit

The organization of this course in Fundamentals of Industrial English I (Automotive) is essentially the same as the course in Fundamentals of Industrial English I (Machine Shop). However, the content material will be appropriate to the subject of Auto Mechanics.

### VOCATIONAL COMMUNICATIVE SKILLS

#### LEVEL IV

#### Industrial English II (Machine Shop) 1 Unit

##### Scope

The student at this level has developed current English usage in the general and technical vocabulary words used in the machine shop. The emphasis at this level will begin with a comprehensive study to develop proficiency in other areas of language usage and will read increasingly difficult technical materials.

##### Procedure

Students in this course will have completed Fundamentals of Industrial English I. The basic information for this course will be reviewed constantly by the teaching team. The instructor will determine the degree of difficult materials to be used.

##### Subject Matter To Be Experienced

#### 1. Reading:

- (a) The student should develop efficiency in skimming.



## INSTRUCTIONAL PROGRAM

- (b) The student should accelerate his reading rate of technical materials.
- (c) The student should expand his vocabulary into new areas.
- (d) The student should utilize more reference materials.
- (e) The student should read and discuss trade journals, magazines and reports more intelligently.

### 2. Writing:

- (a) The student should develop improvements in letter writing for business, application, inquiry and adjustment.
- (b) The student should develop improvement of personal accounts of shop experience.
- (c) The student should develop ability to summarize technical material.
- (d) The student should develop ability to proof read his own material.

### 3. Sentence and Paragraph Building:

- (a) The student should develop understanding of sentence patterns through analysis.
- (b) The student should develop understanding of the functions of independent and dependent clauses for meaning.
- (c) The student should develop variety in meaning in paragraphs by the use of simple, compound, complex, and compound-complex sentences.
- (d) The student should develop usage of complex sentences to explain significant ideas with less important ideas.
- (e) The student should develop ability to connect two or more paragraphs.
- (f) The student should develop clarity of expression through correct usage of different modifiers.
- (g) The student should develop correct usage of prepositional and verbal phrases.

### 4. Capitalization and Punctuation:

- (a) The student should develop and maintain acquired skills.
- (b) The student should develop understanding of the semi-colon and comma in compound and complex sentences.

### 5. Spelling and Word Study:

- (a) The student should develop an individual program for correcting his spelling errors.

- (b) The student should develop an understanding of transitional words for linking ideas.
- (c) The student should develop an understanding of correct usage of case and agreement of pronouns, adjectives, adverbs, coordinate and subordinate conjunctions.
- (d) The student should develop an expanded functional vocabulary.
- (e) The student should develop and maintain a functional social and vocational vocabulary for all occasions.
- (f) The student should develop an improvement of spelling by correct usage of spelling rules.

### 6. Speaking:

- (a) The student should develop effective participation in interviews and group discussions.
- (b) The student should develop constant attention in appropriate language usage.
- (c) The student should develop continued improvement in correct pronunciation, enunciation and choice of words.
- (d) The student should develop an ability to express himself well.

### 7. Listening:

- (a) The student should develop the function of listening to recognize central ideas and details.
- (b) The student should develop critical thinking for distinguishing between fact, opinion, bias and propaganda.
- (c) The student should develop critical, courteous listening to speeches and conversations of fellow students.
- (d) The student should develop better listening to obtain information, broaden experience and increase social and vocational effectiveness.

## VOCATIONAL COMMUNICATIVE SKILLS

### LEVEL IV

#### Industrial English II (Automotive) 1 Unit

The organization of this course in Industrial English II (Automotive) is essentially the same as the course in Industrial English II (Machine Shop). However, the content material will be appropriate to the subject of Auto Mechanics.



## INSTRUCTIONAL PROGRAM

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### VOCATIONAL MATHEMATICS LEVEL IV

#### Industrial Arithmetic I (Machine Shop) 1 Unit

##### Scope

This arithmetic course is designed for those students receiving vocational training in Machine Shop and will provide one unit of arithmetic credit applied toward high school graduation, if so desired by the student. The purpose of this course is to correlate the terms and computations used in Machine Shop with the basic arithmetical terms and computations upon which they are based and to develop a better understanding of Machine Shop principles as well as to better understand and appreciate the basic arithmetical principles as applied to Machine Shop operations.

##### Procedure

The arithmetical experiences provided in this course will be drawn directly from the content of the Machine Shop training program. The instructor will use specific examples of terms and problems arising from the shop work and explain and develop the relationship to general arithmetical principles. Practice in using principles and in computation will follow. This course will be developed by team effort between the Machine Shop and Arithmetic instructors. Both teachers will be present during the class session.

##### Subject Matter To Be Experienced

###### I. Mathematical Units and Measure:

1. Meaning of Unit One
2. Definitions of units of measure
  - (a) Weight
  - (b) Distance
  - (c) Time
  - (d) Pressure
  - (e) Area
  - (f) Temperature
  - (g) Money
  - (h) Ratio & Proportion

###### II. Practice of Arithmetical Computations Using Material Under Number I

1. Develop competency in addition
2. Develop competency in subtraction
3. Develop competency in multiplication

4. Develop competency in division
5. Develop understanding of principles involved

###### III. Fractional Units of Measure

1. Application of common fractions as used in Machine Shop Practice
  - (a) Wrench sizes
  - (b) Bolt & nut sizes
  - (c) Drill & reamer sizes
  - (d) Cutting Tool sizes
  - (e) Depth of key ways
  - (f) Tap drill sizes
  - (g) Use of scale drawings
  - (h) Measuring devices
    - (1) Steel rule
    - (2) Dividers
    - (3) Calipers
2. Application of Decimal measurements as used in Machine Shop Practice
  - (a) Drill & reames sizes
  - (b) Cutting tool sizes
  - (c) Tolerances & fits
  - (d) Use of precision measuring tools
  - (e) Grinding cutting tools
  - (f) Figuring removal of material
  - (g) Depth of cut
  - (h) Cutting gears
  - (i) Classes of threads
  - (j) Decimal equivalents

###### IV. Practice in Use of Common Fractions

1. Meaning of fractional terms language of fractions
2. Reduction and expansion of common fractions
3. Common denominators, least common multiple
4. Addition of fractions
5. Subtraction of fractions
6. Multiplication of fractions
7. Division of fractions

###### V. Practice in Use of Decimal Fractions

1. Money
2. Understanding decimal points
3. Addition (decimal point in vertical line)
4. Subtraction (decimal point in vertical line)
5. Multiplication (rules for decimal point)

## INSTRUCTIONAL PROGRAM

6. Division (rules for decimal point)
7. Changing common fractions to decimals
8. Changing decimals to common fractions
9. Percentage by the hundredths

### VI. Management

1. Drawing and reading blueprints
2. Laying out and planning work
3. Production cost
  - (a) Cost of materials
  - (b) Cost of labor or time
  - (c) Overhead
  - (d) Depreciation
  - (e) Supplies

## VOCATIONAL MATHEMATICS LEVEL IV

### Industrial Arithmetic I (Automotive) $\frac{1}{2}$ Unit

#### Scope

This arithmetic course is designed for those students receiving vocational training in Auto Mechanics and will provide one-half unit of arithmetic credit applied toward high school graduation if so desired by the student. The purpose of this course is to correlate the terms and computations used in Auto Mechanics with the basic arithmetical terms and computations upon which they are based and to develop a better understanding of automotive principles as well as to better understand and appreciate the basic arithmetical principles.

#### Procedure

The arithmetical experiences provided in this course will be drawn directly from the content of the Auto Mechanics training program. The instructor will use specific examples of terms and problems arising from the shop work and explain and develop the relationship to general arithmetical principles. Practice in using principles and in computation will follow. This course will be developed by team effort between the Auto Mechanics and Arithmetic instructors. Both teachers will be present during the class session.

#### Subject Matter To Be Experienced

##### I. Mathematical Units and Measures

1. Meaning of unit one

##### 2. Meaning of units of measures

- (a) Weight
- (b) Length & distance
- (c) Time
- (d) Pressure
- (e) Square inch
- (f) Volume
- (g) Area
- (h) Temperature
- (i) Money

##### 3. Circles, Angles, and Degrees

##### 4. Common application of a, b, c, d, e, f, g, h, i, and Number 3 above

- (a) Inch pounds
- (b) Foot pounds
- (c) Pounds per square inch
- (d) Revolutions per minute
- (e) Torque
- (f) Horse power
- (g) Use of Flat Rate Book

##### II. Practice in Arithmetical Computation Using Material Under Number I

1. Develop competence in addition
2. Develop competence in subtraction
3. Develop competence in multiplication
4. Develop competence in division
5. Develop understanding of principles involved in each trainee

##### III. Fractional Units of Measure

1. Application of common fractions as used in Auto Mechanics
  - (a) Wrench sizes
  - (b) Bolt & nut sizes
  - (c) Gear & pulley speed relationship
  - (d) Drill & reamer sizes
2. Application of decimal measurements in Auto Mechanics
  - (a) Clearances
  - (b) Use of feeler gauges
  - (c) Micrometer
  - (d) Drill & reamer sizes

##### IV. Practice in Use of Common Fractions

1. Meaning of fractional terms, language of fractions

## INSTRUCTIONAL PROGRAM

2. Reduction and expansion of common fractions
3. Common denominators, least common multiple
4. Addition of fractions
5. Subtraction of fractions
6. Multiplication of fractions
7. Division of fractions

### V. Practice of Use of Decimal Point

1. Money
2. Understand decimal point
3. Addition (decimal point in vertical line)
4. Subtraction (decimal point in vertical line)
5. Multiplication (rules for decimal points)
6. Division (rules for decimal points)
7. Changing common fractions to decimals
8. Changing decimals to common fractions
9. Percentage by the hundredths

## VOCATIONAL MATHEMATICS LEVEL IV

### Industrial Mathematics II (Machine Shop) 1

#### Unit

#### Scope

This mathematics course is designed as an advanced course for those students receiving vocational training in machine shop and will provide one unit of math credit toward a high school graduation if so desired by the student. The purpose of this course is to further correlate the terms and computations used in Machine Shop with the basic mathematical terms and computations upon which they are based and to develop a better understanding of Machine Shop principles as well as to better understand and appreciate the basic mathematical principles.

#### Procedure

The mathematical experiences provided in this course will be drawn directly from the content of the Machine Shop training program. The instructor will use specific examples of terms and problems arising from the shop work and explain and develop the relationship to general mathematical principles. Practice in using principles and in computation will follow. This course will be developed by team effort between Machine Shop and mathematics instructors. Both teachers will be present during the class session.

### Subject Matter To Be Experienced

#### I. Review of Industrial Arithmetic I (Machine Shop)

1. Mathematical units and measures
  - (a) Development and standardization
2. Fractional units of measure
  - (a) Common fractions
  - (b) Decimals
  - (c) Percentage

#### II. Ratios as Used in Machine Shop

1. Speed ratios—pulley sizes
2. Gear ratios—gear speeds and power changes
3. Cutting lubricant mixtures

#### III. Practice in Ratio Computations

1. Relationship of numbers (common fractions)
2. Relationship of numbers (percentage)
3. Measurement application
4. Geometric application
5. Belt speeds
6. Run speeds and RPM of connected gears and pulleys
7. Specific quantities and densities

#### IV. Use of Circles in Machine Shop

1. Circumference  
(Computation of surface speed)
2. Radius  
(Grinding of cutters)
3. Diameter  
(Computation of RPM on tools or stock)
4. Pi  
( $3.1416 \text{ Pi} \times \text{radius squared equals circumference}$ )
5. Degree of turn  
(Dividing a circular part into equal parts)
6. Area  
(Layout of workweights)
7. Volume  
(Cylinder contents)
8. Cylinder solids  
(Computations of material-bar stock)
9. Rectangular solids  
(Computations of material-bar stock)
10. Chords  
(Laying out a form inside a circle)

## INSTRUCTIONAL PROGRAM

### V. The Use of Angles in Machine Shop

1. Right angles, acute, obtuse and straight angles
2. Central angles
3. Inscribed angles
4. Compound angles
5. Positive and Negative angles
6. Degree as measurement of angles

### VI. Special Application of Mathematics to Machines

1. RPM
2. Cutting speeds in feet per minute (peripheral speed)
3. Gearing in relation to time per part
4. Effect of heat on measurement, operation and accuracy
5. Mixing of liquids and coolants
6. Classes of fits and feel of precision measuring tools
7. Strength and weight determination of materials
8. Heat treating
9. Tapers
  - (a) Morse
  - (b) Brown and Sharpe
  - (c) Jarno
  - (d) Others
10. Thread forms
11. Forms of gear teeth
  - (a) Major diameter
  - (b) Minor
  - (c) Pitch
  - (d) Working surfaces
  - (e) Use of index heads

### VII. Practice in Computation of Circle and Angles

### VIII. Special Formulas Used in Machine Shop

## VOCATIONAL MATHEMATICS LEVEL IV

### Industrial Mathematics II (Automotive) $\frac{1}{2}$

#### Unit

#### Scope

This mathematics course is designed as an advanced course for those students receiving vocational

training in Auto Mechanics and will provide one-half unit of math credit applied toward high school graduation if so desired by the student. The purpose of this course is to further correlate the terms and computations upon which they are based and to develop a better understanding of automotive principles as well as to better understand and appreciate the basic mathematical principles.

#### Procedure

The mathematical experiences provided in this course will be drawn directly from the content of the Auto Mechanics training program. The instructor will use specific examples of terms and problems arising from the shop work and explain and develop the relationship to general mathematical principles. Practice in using principles and in computation will follow. This course will be developed by team effort between Auto Mechanics and mathematics instructors. Both teachers will be present during the class session.

#### Subject Matter To Be Experienced

##### I. Review of Industrial Arithmetic

1. Mathematical units and measures
  - (a) Development and standardization
2. Fractional units of measure
  - (a) Common fractions
  - (b) Decimals
  - (c) Percentages

##### II. Ratios as Used in Auto Mechanics

1. Compression ratio
2. Volumetric efficiency
3. Fuel air ratio
4. Speed ratios-pulley sizes
5. Gear ratios
6. Heat loss ratios
7. Anti freeze mixtures

##### III. Practice in Ratio Computation

1. Relationship of numbers (common fractions)
2. Relationship of numbers (percentage)
3. Mensuration application
4. Geometric application
5. Belt speeds
6. Run speeds and RPM of connected gears and pulleys
7. Specific quantities and densities



## INSTRUCTIONAL PROGRAM

### IV. Use of Circles and Angles in Auto Mechanics

1. Crankshaft rotation
2. Crankshaft construction
3. Relation of valve timing to crankshaft rotation and position
5. Angles of valve faces and valve seats

### V. Practice in Circle Computation and Angles

1. Language of circles
2. Radius, diameter and circumference (in ratio)
3. Pi (3.14)
4. Understanding degrees and minutes
5. Measurements of Is (in degrees and minutes)
6. Ratio of sides to angles and angles to sides
7. Groups of angles (right, straight, obtuse, acute, etc.)
8. Trigonometry functions

### VI. Use of Geometry in Auto Mechanics

1. Front end construction and steering

### VII. Understanding the Application of Geometry to Steering Principles

1. Ratios in steering sector
2. Ratio of steering arm to degree of turn
3. Relation to service manual

### VOCATIONAL SOCIAL STUDIES LEVEL IV

#### Government Structure 1 Unit

This course will be structured at a later date.

#### Social Structure 1 Unit

This course will be structured at a later date.

#### Economic Structure 1 Unit

This course will be structured at a later date.

#### Social Adjustment 1 Unit

This is to be an integrative course to correlate the above with the individual needs of each inmate. It will be structured at a later date.

### VOCATIONAL SCIENCE LEVEL IV

#### Vocational General Science 1 Unit

This course will be structured at a later date.

#### Vocational Basic Physics 1 Unit

This course will be structured at a later date.

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