**Supplementary material**

**Transcript of Meeting between the Warden and Guard 7**

(Side 2 of Tape 136510: <http://purl.stanford.edu/wn708sg0050>.)

|  |  |
| --- | --- |
| *line* | *time* |
| 1  2  3 | 8.38 *Warden:* OK. We noticed this morning that um you weren’t really, you know, lending a hand and I was wondering if there is anything wrong? |
| 4  5  6  7 | 8.50 *Guard 7:* Well this morning it seemed like there was pretty, many guys in there anyhow, in the end. I thought that for security it was better if not everybody went everywhere at one time together. I was just keeping my eye on that person. |
| 8  9  10  11  12  13 | 9.11 *Warden:* Right, but generally, you’ve been kind of in the background. Part of that is my fault because I’ve, you know, I’ve kind of gone along with when you’ve wanted to sit outside while they were doing the count and that sort of thing, but we really want to get you active and involved because the Guards have to know that every Guard is going to be what we call a tough Guard and so far, um… |
| 14 | 9.36 *Guard 7*: … I’m not too tough … |
| 15 | 9.38 *Warden:* Yeah. Well you have to try to kind of get it in you. |
| 16 | 9.42 *Guard 7:* … I don’t know about that … |
| 17  18  19  20 | 9.45 *Warden:* See, the thing is what I mean by tough is, you know, you have to be, um, *firm*, and you have to be in the action and, er, and that sort of thing. Um, it’s really important for the workings of the Experiment … |
| 21 | 10.03 *Guard 7:* Excuse me, I’m sorry, |
| 22  23  24 | 10.04 *Warden:* ... because, um, because, the, you know, whether or not we can make this thing seem like a prison, which is the aim of the thing, um, depends largely on the Guards’ behaviour. |
| 25  26  27  28 | 10.20 *Guard 7:* Well, I can see that, you know. I can see what it’s doing to the experiment. Like all I can do is like think of it in terms of times that I’ve had dealings with police, like. And it seems the exact same thing to me as any time I’ve ever seen the police. And it seems that… |
| 29 | 10.42 *Warden:* You think it seems pretty realistic? |
| 30  31  32 | 10.44 *Guard 7*: I think it’s realistic but I think that what you’re sort of asking me to do I think is the same reason why I think there is always so much trouble with the police. |
| 33 | 10.54 *Warden:* Right… |
| 34  35  36  37  38 | 10.55 *Guard 7:* Because I think whenever there’s something wrong people start yelling and they take away more privileges, just that cycle. I think that makes it worse. And I think there’s problems. What I would do if I was a Guard, if it was just entirely up to me, I wouldn’t do anything. I would just let it cool off. |
| 39  40  41 | 11.24 *Warden:* Ah, at some point that may be necessary. But our purpose here is not to devise a *better* prison. I mean we *all* know how to do that. Right? Um… |
| 42 | 11.33 *Guard 7:* I don’t know. I really don’t know. |
| 43  44  45  46  47  48  49  50  51  52  53  54  55  56  57  58 | 11.35 *Warden:* Well no, I don’t mean a better prison, let’s say a better criminal justice system. I mean that’s, that’s what my whole class that I was teaching last quarter was dealing with. We were talking about alternatives, what we could do better. And, the idea is, that this is supposed to be, as nearly as we can make it, a copy of the existing one. In other words, we want to see what this does to ordinary innocent people, and, um, we know it’s not nice, but we don’t know how it’s not nice. And that’s what we’re trying to find out. And hopefully what will come out of this study is some very serious recommendations for reform, at least reform, if not, you know, revolutionary-type reform. So this is our goal. We’re not trying to do this just because we’re all um sadists. Um. You see we want to be able to study what a prison is like. And you can’t really do that. I mean no prison, there isn’t any prison in this country is going to let you set up, you know, observational measures 24 hours a day. So that’s why we have to do it here. |
| 59  60  61 | 12.59 *Guard 7:* Well I don’t know about that. Because I just read about a prison the other day where, er, the guys wanted to stay in until their time was up because, er, you know [inaudible]… |
| 62  63 | 13.16 *Warden:* No, but what I said is that there’s no prison that will let us go in there and observe … |
| 64 | 13.19 *Guard 7:* Oh, oh I see what you mean, Oh I see what you mean. |
| 65  66  67  68  69  70 | 13.18 *Warden:* … what we want to observe. In other words we can’t go in there. We have no way of studying what, what the typical prison is like on a thorough basis. So, what we’re doing is, on the basis of what we’ve read and heard. You know, and what I mean by studying is, is studying the effects that it has on people. We’re trying to make it, you know, make it here and then study the effects here... |
| 71  72  73  74  75  76 | 13.47 *Guard 7:* You know, there’s also the effects that it has on Guards, you know. Just, just by wearing this Guard’s uniform, you know, that’s a pretty heavy thing for me. I, you know, I don’t really get into this stuff too much. So, you know, I, I, I can do the Guard things, extra things like getting really tough and yelling and stuff, I don’t know how long I can do that because … |
| 77  78  79  80  81  82  83  84  85  86 | 14.14 *Warden:* We’d like you to try a little bit more, to get into the action, you know, if there’s something to be done, instead of sitting in the background, if you can get in and start doing something yourself, get involved, um. And, if you, if you need, if you need an excuse, and I think most of us do really, um, it is, you know, so we can, we can learn what happens in a total institution, which we’ve set up, and which a prison is and a mental hospital is, and these things are all over the place. And we want to know about them. So that we can, we can get on the media and, um, and, and into press with it. And, and, and say “Now look at what, what this really about”. |
| 87 | 15.02 *Guard 7:* … Yes ... |
| 88  89 | 15.04 *Warden:* This is, this is really I think an important thing, but in order to make it work we’ve got to have the kind of staff that, that can … |
| 90  91  92  93  94 | 15.13 *Guard 7:* Well I think, you know, I’ll try. But in a way I was kind of unfortunate that when this experiment was set up that it was er random picking like that. Because I think, er, you know, its, I, I don’t think I’m a very good Guard for the experiment, but I could have been a really good prisoner. |
| 95  96 | 15.34 *Warden:* Right, but that part of why, you know, random selection is important. |
| 97  98 | 15.39 *Guard 7:* Why? Could you explain that to me? Why it’s important to do it random? |
| 99  100  101  102  103  104 | 15.41 *Warden:* Alright. Let’s say hypothetically, that… No, well let me start over. Let’s say that, um, you have, you want to eventually have two groups of people and you’re going to do different operations on each group and you want to find out, or you’re going to, you’re going to do, you know, one group basically is a control group right and one group is an experimental group and we do something on them, |
| 105 | 16.61 *Guard 7:* Yeah |
| 106  107  108  109  110  111  112  113  114  115  116  117 | 16.22 *Warden:* Now, let’s say that the Prisoners in this group are the experimental group and the Guards we can kind of call the control group, OK? Um, now, if the, so, and then we, then at the end we observe the differences between the two groups. … Now if you want to make sure that the differences are due to the experimental manipulation, in other words due to the fact that some people are Prisoners in this experiment you have to start out with a group that is as similar between groups as possible and the best way to get that is random selection. In other words, what we’re, what we’re basically saying when we say we have random selection is that we took two groups of people who were similar and did different things to them, and we got these effects… |
| 118  119  120  121  122  123 | 17.17 *Guard 7:* OK. But it would seem to me that if you wanted to study an experiment that is as closely as possible simulating prison experience, like you said, that you wouldn’t want two groups of people that were that similar to begin with because in a prison you have two groups of people that they’re about as dissimilar as you can find… |
| 124  125 | 17.37 *Warden:* Well, there are a lot of people who say that the Guards are really, not much different… |
| 126 | 17.40 *Guard* *7:* They are different from Prisoners. |
| 127 | 17.42 *Warden:* Well … |
| 128  129  130  131 | 17.43 *Guard 7:* They’re not like normal people, I’ll say that. But they’re not like Prisoners because they’re not people that, that would do, do stuff in society that would put them in prison, they’re people who would cop out to society and take a job, and … |
| 132  133  134  135 | 17.57 *Warden:* Alright, let’s make a different analogy. Let’s take a mental hospital, which I think is a closer analogy. Most people say that the staff in mental hospitals, by and large, are not too dissimilar from the patients. |
| 136 | 18.11 *Guard 7:* I agree, I with that about the doctors too. |
| 137  138  139  140  141  142 | 18.14 *Warden:* [Laughs] Right, OK. At any rate, um, I’m not going to hassle with you over whether or not they are. All I’m explaining to you is why we had random selection. The idea is to, is to get as nearly equal, you know the same, er, people in each group to start out with,  um, so that’s why, and you were randomly selected to be a Guard. That’s the way it was. |
| 143 | 18.43 *Guard* *7:* OK. |
| 144  145 | 18.47 *Warden:* But we really, you know I’d really like to see you get in there and try. |
| 146  147  148  149  150  151  152  153 | 18.53 *Guard 7:* Well, all I can … OK I will try. And like, it’s just like a situation where if I had randomly assigned to be a Prisoner I think I would have done stuff like not eat and I would have been really, really quiet and just done exercises and things like this. And you know I think it’s pretty much an analogous situation. You know it could have been that that would have been messing up the results that way too. You know, if I wasn’t in there and being a real prisoner that was trying to escape and mess it up all the time. |
| 154  155  156  157  158  159  160 | 19.40 *Warden:* No. Alright. All I’m trying to do is to point out, er, how I think you could be a better guard. Er, better in the sense of, you know, the Guards have more responsibility at this point for making the thing work. That’s, that’s the real clincher right here. That, er, that if the Guards fall apart, the experiment falls apart. The prisoners don’t have that power in this study. So, because almost anything they do, you know, they can’t … |
| 161 | 20.22 *Guard* 7: They rip off the doors. And ripped bed … |
| 162 | 20.25 *Warden:* No, I don’t think they be able to … |
| 163 | 20.28 *Guard 7:* One guy just, just broke his door |
| 164 | 20.30 *Warden:* Oh yeah? |
| 165  166 | 20.32 *Guard 7:* And I think, I think that, well, I would be surprised if after two weeks they didn’t start ripping up the plastic covers and the beds |
| 167  168 | 20.40 *Warden:* Well we’re going to, yeah ... We may move, you know, over to the County jail, um, |
| 169 | 20.48 *Guard 7:* OK |
| 170  171  172  173  174  175 | 20.50 *Warden:* … and that’ll solve that problem. But we have to continue until, until ... You see it’s your job to make sure these things don’t happen, to the best of your ability. You have as much responsibility for that as any of the other Guards on your shift. You’re not as big and you may not be as loud. But you have to, you know, you have to try and give it what you’ve got … |
| 176 | 21.12 *Guard 7:* OK and you know … |
| 177  178  179  180  181 | 21.14 *Warden:* … and get in there and pitch, and give them a hand because there aren’t that many Guards. We’re going to try and get a fourth Guard for this shift, ‘cause we think we need it for the time being anyway. For today, to help handle. But that doesn’t mean you can fade out into the background. Because this is your shift. OK? |
| 182 | 21.36 *Guard 7:* OK. |
| 183  184 | 21.37 *Warden:* … So let’s try and try and get in there and pitch and we’ll have we’ll have some of the other Guards on the shift help you, um… |
| 185 | 21.48 *Guard 7:* Well, you know, you know. |
| 186  187 | 21.50 *Warden:* And, do you… What I want to add is do you understand, um, the rationale behind doing something like this? The importance of it. |
| 188 | 22.04 *Guard 7:* Um. “It” meaning what? |
| 189 | 22.07 *Warden 7:* The study. |
| 190 | 22.08 *Guard:* The experiment? |
| 191 | 22.10 *Warden 7:* Yes. |
| 192  193  194  195  196 | 22.12 *Guard:*  Yeah. Yeah. You know I’ve done, probably, you know, about 20 psych experiments here and in each case I thought they were pretty similar. And so I, I pretty much understand this. But er, you know, all I can do is try and get into it and do it the best I can as myself. |
| 197  198  199  200  201  202  202  203  204  205 | 22.38 *Warden:* No but I’m saying, you know, above and beyond the fact that this is just a psych experiment, the importance of it in terms of, especially for people who are concerned about the correctional system which both Professor Zimbardo and I are. Um, you know, we happen to agree with you that basically it’s rotten and that it doesn’t produce the kind of rehabilitation, quote unquote, that you would want to produce, and, um, and that perhaps, you know, some of the better ways to produce rehabilitation is to remove the things in society… You know, all that stuff. I, I am very deeply committed to that. |
| 206 | 23.18 *Guard 7:* OK. |
| 207  208  209 | 23.19 *Warden:* … Um, and I think all of us are. And what we’re trying to do, and this is what I want to try to get to you because I think you feel the same way. Is that true, you know? |
| 210 | 23.20 *Guard 7*: Yeah. |
| 211  212  213  214  215 | 23.21 *Warden:* … is, um, what we want to do is be able to, to study the thing that exists, or as nearly as we can make it to what exists and to, and to be able to go to the world with what we’ve done and say “Now look, this is what happens when you have Guards who behave this way”. |
| 216 | 23.56 *Guard 7:* OK. |
| 217  218 | 23.58 *Warden*: But in order to say that we have to have Guards who behave that way. |
| 219  220  221  222  223  224  225  226  227  228  229  230  240  241 | 24.00 *Guard 7:* OK. Yeah. One other thing that I was thinking of is that, er, if it came down to like a riotous situation in the prison that would be pretty much analogous to, you know, any riot condition and, er, I’ve been in a lot of riots, you know, at Stanford and Chicago, and one at Grant Park last summer, and riots in France, in Paris, and of all the times I’ve been in a riot, um, the times, well you know like in Grant Park, the police just came right in, and that’s not the worst one I’ve ever seen for, you know, all that went on, and, er, the only time that anything’s ever been a particular potential bad situation nothing’s ever happened was in Paris where they had, they had something like 30,000 kids all over the streets of Paris and 15,000 police and, er, everybody just sat there the whole day and then when the day ended everybody went home. I guess you said it might come to something like that later. |
| 242  243  244  245  246  247 | 25:23 *Warden:* Well I hope it doesn’t. I’m hoping it doesn’t. And I don’t think it will if, we use a bit of sense, you know ... But, um, but for the time being, you know, I, we need you to play the part of, you know, tough Guard and forget some of the more sophisticated psychology that you might know. And, um, and try and react as you picture the pigs reacting. |
| 248  249  250 | 26:00 *Guard 7:* Well I’ve met a lot of police that, er, that act a whole lot of different ways. You can’t do it just by the movies or something. ‘Cause you know I’ve met plenty of police. |
| 251  252  253  254  255 | 26:11 *Warden:* Well, you know, I’m not... We’re trying to set up the stereotype Guard, not, you know … Alright, and we realize that you’re going to have your own individual style. But, but so far your individual style has been a little bit too soft pedal. And we want you to get in there, OK? |
| 256 | 26:33 *Guard 7:* You mean just doing things like in the counts and stuff… |
| 257  258  259 | 26:36 *Warden: …* In the counts and in other things. I mean when there’s a situation like this, um, to have to go in there and shout if necessary. And, and to be more into the action. OK? Alright. |
|  | [26.58 Ends] |

From Stanford University Libraries (2018). *Interviews from the Stanford Prison*

*Experiment*. (audio recording; Source ID: SC0750\_s5\_b2\_21).

<http://purl.stanford.edu/wn708sg0050> Copyright Philip G. Zimbardo. Transcript reprinted with permission.