

RESOURCES ON THE NET: PROFESSIONAL DEVELOPMENT

Compiled by
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This column identifies a selective sample of web-based sources related to prison librarianship and inmate literacy. It is by no means a comprehensive listing. Sites were retrieved from the databases of Hotbot, Altavista, Fast Search, Northernlight, Google, and Metacrawler search engines using the following search strategies: "prison librar*"; (inmate* or prison* or jail*) AND literacy. Please note that some abstracts have been taken directly from the papers.

Resources

Movement for Canadian Literacy. (no date). *Bibliography* [online]. Available: <http://www.literacy.ca/litand/crime/biblio.htm> [2000, June 15].

A list of resources on literacy and prisons in Canada. Each entry includes contact information and some include annotations.

Ohio Department of Rehabilitation and Correction, Ohio Central School System & Library Services. (no date). *Prison librarianship clearinghouse* [online]. Available: <http://www.seorf.ohiou.edu/~xx132> [2000, May 18].

This site consists of a non-classified listing of over 50 sites. While it is not dated and there are no annotations, this site may still be useful to those looking for links to prison or law libraries.

Prison links. (2000, May 10). [online]. Available: <http://www.wco.com/~aerick/link.htm> [2000, June 1].

A comprehensive array of links pertaining to correctional education spanning ten pages. Links are organized by subject and include such topics as: Prison Information and Resources; Corrections, Education, History, International, Law, Prisoner Pages etc. This site is well maintained and very thorough.

Rios, L. (2000, January 8). *Correctional education connections* [online]. Available: <http://www.io.com/~ellie/contents.html> [2000, May 20].

The purpose of this site, as stated on Rios' home page is to increase professionalism within the adult education field; to increase cross training between correctional educators, substance abuse counselors, and corrections personnel; and to build awareness of the importance of correctional education and counseling. Well organized and easy to navigate, this site provides access to a wealth of information on correctional education. Sections of interest include: vocational training, U.S. Colleges and Universities offering Correctional Education Courses; Correctional Education History and Research Links; Dropouts; and Culture and Families.

U.S. Department of Education. Office of Vocational and Adult Education. (1999, December). *Catalog of federal domestic assistance: Literacy programs for prisoner* [online]. Available: <http://aspe.hhs.gov/cfda/P84255.htm> [2000, June 16].

This site provides a summary of a U.S. funding program which is designed to assist persons incarcerated in a prison, jail, or detention center to achieve functional literacy, and to reduce prisoner recidivism through the development and improvement of life skills for reintegration into society. The average amount of a grant is \$345,000. Complete information on the application process is also given.

U.S. Department of Justice. Federal Bureau of Prisons. (1999, December 7). *Bureau of prisons library*. Available: <http://bop.library.net> [2000, June 15].

The Federal Bureau of Prisons Library (BOP) offers a wide variety of traditional and automated information services. Resources cover the field of corrections and related fields of study including, criminology, sociology, psychology, and business. This

site provides information on how to borrow material, along with a list of periodicals and videos in the BOP collection. Readers may also search the OPAC from this site.

U.S. Office of Correctional Education. (1998, January). *Recidivism study summaries* [online]. Available: <http://www.ed.gov/offices/OVAE/OCE/19abstracts.html> [2000, June 15].

An annotated bibliography consisting of articles on recidivism rates and correctional education. Each entry includes a summary, along with the study strengths and weaknesses.

Articles and Reports

American Library Association. Association of Specialized and Cooperative Library Agencies. (1992). *Library standards for adult correctional institutions* [online]. Available: <http://www.ala.org/ascla/adultcorrectional.html> [2000, June 15].

This excerpt from *Library standards for adult correctional institutions* provides a summary of access privileges; number and qualifications of staff required for specific prison population sizes; seating; budgets; and size and type of material for prison library collections. Provides ordering information for the complete report.

Boe, R. (1998, February; Updated 1999, October 23). *A two-year release follow-up of federal offenders who participated in the adult basic education (ABE) program* [online]. Prepared for the Correctional Service of Canada. Report R-60. Available: <http://www.csc-scc.gc.ca/text/rsrch/reports/r60/toce.shtml> [2000, June 5].

The Correctional Services of Canada (CSC) attempts to manage the safe re-integration of federal offenders after they have served time in custody. Literacy and employment needs have been identified as major obstacles to this for a majority of federal offenders. The Adult Basic Education (ABE) programs and vocational/work programs were developed by the CSC to address

these needs. This study presents a retrospective view of offenders who were enrolled in ABE programs between 1988/89 and 1993/94. The three areas measured by this study (positive inmate attitudes and experiences with the ABE program, literacy-gain and release outcome) all support a similar conclusion—ABE participation provides significant benefits for offenders and contributes to their safe reintegration to the community. Provides extensive statistics on education, literacy levels, and employment of Canadian prisoners and some U.S. statistics. Tables and bibliography included.

Educational Testing Service. (1998, July 29). *Nation's prison population growing, but not educationally* [online]. Available: <http://www.ets.org/research/pic/pr/prison.html> [2000, June 5].

Highlights of a study entitled *Captive students: Education and training in America's prisons* which looked at the literacy skills of persons incarcerated in U.S. prisons, the training and education programs offered to such inmates and the impact of these efforts on recidivism. Includes ordering information for the complete report.

Hu, S. (1999). *Prison library design project*. [online]. Available: <http://www.inst.eecs.berkeley.edu/~stevehu/sims290-1dp.html> [2000, May 30].

This paper, completed by a Berkeley graduate student, was a requirement for a class that explored the purpose, organization, and administration of library services and their place in the institutions and communities that they serve. Specifically, Hu's library design project dealt with how to design a library system in the California prison system. Section II compares California's education and prison systems to provide a perspective on the prison system. Section III explains why libraries are even allowed in prisons. Section IV outlines a model prison library system in Texas. Section V introduces the San Quentin Prison System, which was the prison that was used as the model for the design project. Section VI-VIII discusses the logistics in redesigning the library services at San Quentin. Appendices include salary estimates for prison librarians. Includes a brief bibliography.

Lehmann, V. (1994, August). *Prisoners' rights of access to the courts: Law libraries in U.S. prisons.* Paper presented at the 60th annual meeting of the International Federation of Library Associations and Institutions (August 21-27, 1994). [online]. Available: <http://www.ifla.org/IV/ifla60/60-lehv.htm> [2000, May 15].

This article examines the history that led to the establishment of law libraries in state and federal prisons in the United States. The author explains the fundamental right of prisoners' access to the courts and provides examples of how this access is granted. The law library is the most widely used option to guarantee prisoners' constitutional rights, including the right to file writs of habeas corpus, sentence appeals, and claims relating to civil rights violations and the conditions of confinement. The article examines the challenges and problems of operating law libraries in the unique environment of prisons, including the areas of administration, collection management, staffing, space utilization, security, physical access, and inmate services. Includes bibliography.

Lehmann, V. (1999, August). *Prison librarians needed: A challenging career for those with the right professional and human skills.* Paper presented at the 65th annual meeting of the International Federation of Library Associations and Institutions (Bangkok, Thailand; August 20-24, 1999). [online]. Available: <http://www.ifla.org/IV/ifla65/papers/046-132e.htm> [2000, May 15].

The paper examines the background and roles of prison libraries in North America and Europe. The similarities and differences between public libraries and prison are described. The information needs and reading interests of inmates are highlighted and reference is made to international and national prison library standards and guidelines. The author also looks at the educational and human qualifications needed to be a successful prison librarian and explains the difficulties and rewards inherent in this still "untraditional" career choice. Includes brief bibliography.

Loewan, R.J. (1997, October). *Transition to the community: Prison literacy programs and factors which lead to success in the community* [online]. Prepared for Human Resources Development Canada. National Literacy Secretariat. Available: <http://www.nald.ca/fulltext/transitions/abstract.htm> [2000, June 7].

This study took place in five prisons in Manitoba and Saskatchewan with a sample of five teachers and 57 male students. Data was collected through focus groups and interviews. Loewan

examined what occurs in prison schools, reasons for prison school attendance, school-related goals upon release, and self-identified factors influencing success of these goals. Conclusions pointed to the importance of a safe and respectful prison school environment in order for learning to occur. The type of learning environment and subject content in prison schools are influenced, in part, by the philosophical orientation of teachers, prevailing penal philosophy, goals of the local prison administration, and the security level of the prison. It was also found that teachers play an important role in helping prisoners set realistic goals for release. A proposed second phase of this research seeks to follow up with students after they have been released to the community. Extensive bibliography.

Newman, A.P., Lewis, W., & Beverstock, C. (1993). *Prison literacy: Implications for program and assessment policy.* National Center on Adult Literacy Technical Report TR93-1, co-published with ERIC Clearinghouse on Reading and Communication Skills. [online]. Available: <http://www.nald.ca/fulltext/report3/rep28/rep28-01.htm> [2000, June 5].

This in-depth report touches on many aspects of prison literacy including: who is at risk, the link between criminality and illiteracy, the various paradigms of prison education, the benefits of implementing a model program and how to assess the effectiveness of a program. The appendices include a questionnaire designed to measure the effectiveness of literacy instruction. Includes a bibliography.

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This is the second in a new column entitled *Resources on the Net*. This column will contain a variety of interesting, and informative sites on special topics of interest to education librarians. It is hoped that readers will find many of these sites worth bookmarking for future reference. If anyone has a site they would like to see included in a future column please send me the URL at: wada@education.concordia.ca.

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