

Books on Prison and Higher Education: An Annotated Bibliography

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I. Prison and Higher Education

I.I. Academic Studies

Alexander, Buzz. *Is William Martinez Not Our Brother?: Twenty Years of the Prison Creative Arts Project*. Ann Arbor: University of Michigan Press, 2010.

This text documents the development of the University of Michigan's Prison Creative Arts Project (PCAP), which has supplied prisoners with university courses, a nonprofit organization, and a national network for incarcerated youth and adults in Michigan juvenile facilities and prisons since 1990. Alexander, an English professor at Michigan, first created the program in the 1990s after a series of collaborative projects in his classes that drew students outside of the classroom. With *William Martinez*, he describes the project's history as well as a typical "day-in-the-life" of one of the classes. What differentiates this book from other similar texts is the clarity and depth with which Alexander writes, making this one of the better works on prison education to appear on this list.

Contardo, Jeanne Bayer. *Providing College to Prison Inmates*. El Paso: LFB Scholarly Publications, 2010.

Contardo's study intervenes in a recent political shift towards college programs for prisoners to explore "how North Carolina maintained systemwide postsecondary correctional education, despite a national policy environment that was tepid regarding postsecondary education for inmates" (7). Following the lead of previous investigations into North Carolina's comparatively successful college prison program, Contardo opens her study by focusing on the unique partnership between the Department of Correction and the Community College System of North Carolina, treating their relationship as her primary area of analysis and focusing on the design and implementation of the program. This top-down approach to thinking about college prison programs has unique advantages that are often absent from other studies, which often focus on the prisoners themselves, in that it pays close attention to the policy moves that have facilitated the development of a state-wide program in what is typically a repressive political environment. It should also be noted that Contardo's bibliography also provides a useful collection of articles and pamphlets published on related topics in recent years.

Hughes, Emma. *Education in Prison: Studying through Distance Learning*. Farnham: Ashgate, 2012.

In *Education in Prison: Studying through Distance Learning*, Hughes examines the experience of the 4,000 British prisoners estimated to be participating in distance learning each year through programs run via the Prisoner's Education Trust under the guidance of the Open University and Birmingham City University. While distance learning is on the rise in British prisons, Hughes

notes that very little has been done to assess its impact on recidivism and prison culture. In this study, her qualitative research, which incorporates findings from forty-seven distance learners in the Prisoner's Education Trust programs, seeks to identify the motivations and experiences students bring with them in their continuing education. Starting with an account of the individual, social, and institutional motivations and disincentives for pursuing an education, Hughes goes on to set high stakes for student initiative, incorporating the metaphor of a "ripple effect" into her study to describe the positive impact that prison education can have on communities (175). She notes, for example, that many educated prisoners not only buck the trend for recidivism but also seek to have a positive impact on the community upon release. Hughes suggests that "the persistence and stamina required for distance learning" helps to solidify the commitment to reform found in many students in that it allows students an opportunity to present themselves to others and develop an "outward looking approach" (175, 177). What is needed, she argues, is adequate institutional support and individual recognition to ensure that prisoners are able to make the most of the opportunities presented to them.

Karpowtiz, Daniel. *College in Prison: Reading in an Age of Mass Incarceration*. New Brunswick, NJ: Rutgers University Press, 2017.

Daniel Karpowitz is Director of Policy and Academics of the Bard Prison Initiative, a consortium of college-in-prison programs that is based in New York. This book draws heavily on his experience and teacher within the Bard Program, and much of it is concerned with recounting BPI's history and making a case for its approach to higher ed in prison, which includes a focus on the liberal arts, high admission standards, and provision of "quality" higher education. The volume includes accounts of BPI alumni who, after participating in the program while incarcerated, were able to rewarding careers and elite graduate programs.

Lagemann, Ellen Condliffe. *Liberating Minds: The Case for College in Prison*. New York: The New Press, 2017.

Ellen Condliffe is trained as a scholar of education. She has also taught in the Bard Prison Initiative program. This volume is divided into chapters, each of which makes a different case for higher education in prison, e.g. curbing violence, supporting democracy, providing hope to incarcerated people, and impacting family members. One strength of this volume is its extensive bibliography.

Seashore, Marjorie and Steven Haberfeld. *Prisoner Education: Project NewGate and Other College Programs*. New York: Praeger, 1976.

This study explores the effect of "Project Newgate," a large-scale initiative run through the Office of Economic Opportunity (1965-1980) to provide college programs for prisoners at six jails in the United States by analyzing the implementation of prison college programs and their effect on 350 former students in their post-prison lives. In comparing five Project NewGate sites with three college programs unaffiliated with the program, it explores the overall effectiveness of their instruction through the following criteria: program processes, academic achievement,

post-prison performance, program impact, costs and benefits. While the study contains an abundance of useful empirical data from a period of activity towards the development of college programs for prisons, the challenges of accommodating the different individual and environmental variables between groups impede efforts to craft a definitive conclusion (185). Nevertheless, the researchers do suggest “some clear and positive relationships between prison college programs and success among participants after release from prison,” with a decrease use of drug and alcohol use amongst prisoners who had gone through such programs as well as heightened occupational aspirations and achievement (184, 187). These successes were common to participants in all prison college programs; however, the researchers note that their finds were especially pronounced in the Project NewGate participants. As a result, the researchers propose four recommendations for college prison programs: “(1) active outreach and remedial components, which will attract and support prisoners who would not otherwise attend college; (2) the existence of activities and services outside the classroom offered as part of the college program; (3) a sequence of transitional components which continue to provide support, financial and other, to participants after they leave prison; and (4) integral involvement in program activities of a strongly committed and independent college or university, which also provides a congenial campus for students after release” (188).

Sharma, Suniti. *Girls Behind Bars: Reclaiming Education in Transformative Spaces*. New York: Bloomsbury, 2013.

In *Girls Behind Bars*, Suniti Sharma, an Assistant Professor in the Department of Teacher Education at Saint Joseph’s University, uses her experience teaching in a female juvenile detention center to speculate on the cultural status of young women behind bars in the United States through the lens of poststructuralist critical theory. Following an introduction, chapter two draws heavily on the work of Michel Foucault as it “develops and considers how the conditions for the possibility of detention are constructed as a historical a priori that constitute the subject of detention as object of discourse to make entrance into the juvenile justice system contingent for certain girls”—a theme which is expanded upon in chapter three (23). Chapters four and five, by extension, provide a theoretical justification and descriptive account of the book’s decade long ethnographic inquiry. Chapter six expands upon the book’s ethnographic findings to theorize “how young girls behind bars enact gender as performative to contest the historical a priori script and create transformative spaces for reclaiming education” (25). Chapter seven invokes the position of institutional authorities—“educators, educational reformers, curriculum developers, policy makers,” etc.—to address the need for those groups to reposition young girls not as subjects or objects of discourse, but agents of change” (25). Finally, chapter eight addresses the position of young girls themselves, demonstrating the ways in which they can “reclaim education in transformative spaces” (26).

Roberts, Albert. *Sourcebook on Prison Education: Past, Present, and Future*. Springfield, Illinois: Charles C. Thomas Publishers, 1971.

Roberts’s book provides a detailed, readable overview of the state of prison education programs in the United States at the start of the 1970s. It contains a short but useful description of the turn

towards Associate and Bachelors degree programs in U.S. prisons during that time period and, like many publications from the period, is optimistic about the outlook for the future of prison education programs. See pages 60-69.

Thomas, Robert G. and R. Murray Thomas. *Effective Teaching in Correctional Settings: Prisons, Jails, Juvenile Centers, and Alternative Schools*. Springfield, Illinois: Charles C. Thomas Publishers, 2008.

This book offers a contemporary teacher's guide for prison education. The opening section provides an overview of the American criminal justice system and a justification for prison education. Section two provides a closer look at the learning environment inside of prisons, outlining common instructional "problems" and "solutions." Section three speculates on the future of prison education, noting, among other things, a political shift towards prison education programs in some states as a potential solution to rising prison costs and high recidivism rates (205-206). Overall, this is a handy reference book for instructors and those interested in prison education; however, the book's focus on how to teach in a prison environment might feel underwhelming for experienced instructors.

I.II Edited Collections

Cioffi, Frank, ed.. *Unlocking shackled minds: a handbook for the college prison classroom*. Bloomington, Indiana: The Poytner Center, Indiana University, 1980.

This small, self-published volume describes itself as "a practical guidebook for those interested in starting [...] nontraditional college programs" (1). It was composed at the start of the 1980s as part of a larger effort from Indiana University to work with state prisons and universities to bring a small sampling of college-credit courses to the state's penal institutions. The essays featured in this volume chronicle experiences teaching humanities subjects such as literature, women's studies, creative writing and folklore and include commentaries on best practices and channeling emotional responses in the prison classroom. The volume also includes inmate evaluations, a sample grant proposal, a "capsule history" of the project's development, and sample course outlines and proposals.

Davidson, Howard, ed. *Schooling in a "Total Institution": Critical Perspectives on Prison Education*. London: Bergin & Garvey, 1995.

Thanks to its publication date after the dismantling of Pell Grants for college prison programs, many of the essays in this collection still feel fresh. The most relevant contributions are as follows. Jim Thomas's contribution, "The Ironies of Prison Education," outlines the structural impediments (fiscal, administrative) that have a tendency to make many college prison programs feel more symbolic than substantive. Peter Linebaugh's "Freeing Birds, Erasing Images, Burning Lamps: How I Learned to Teach in Prison" is a short reflection on his experience teaching at four prisons over the course of a decade. Edward Sbarbaro's "Teaching 'Criminology' to 'Criminals'" aligns his pedagogical approach with Paulo Freire, arguing that

his goal is a “critical criminology,” by which he “means breaking through the myths that legitimate the criminal justice system in order to expose the political and economic roots of crime and punishment in society” (91). Robert Weiss’s “Prisoner Higher Education and the American Dream: The Case of INSIGHT, INC.” provides a case study of a (now defunct?) self-sufficient, prisoner-run education program that provides Bachelors Degrees from the University of Minnesota. Peter Cordella’s “Prison, Higher Education, and Reintegration: A Communitarian Critique” argues that prison education can only be successful if the outside society changes its own behavior to allow for prisoners to integrate back into the community upon their release. Finally, also notable is Julian Stone’s “Jailhouse Lawyers Educating Fellow Prisoners.” While this essay does not describe a college-credit course, its emphasis on the utility and appeal of courses in criminal law captures an often-overlooked need in contemporary prison education.

Davis, Simone Weil., Roswell, Barbara Short, eds. *Turning Teaching Inside Out: A Pedagogy of Transformation for Community-Based Education*. New York City: Palgrave Macmillan, 2013. From Amazon: Using the successful Inside-Out program, in which incarcerated and non-incarcerated college students are taught in the same classroom, this book explores the practice of community-based learning, including the voices of teachers and participants, and offers a model for courses, student life programs, and faculty training.

Faith, Karlene, ed. *Soledad Prison: University of the Poor*. Palo Alto, California: Science and Behavior Books, 1975.

In this book, Karlene Faith compiles student biographies and writing assignments from her Utopian Studies course run in conjunction with the University of California at Santa Cruz and inmates from the Soledad Correctional Training Facility. These contributions thus offer a dynamic look at the kind of learning that takes place in a classroom with both traditional and incarcerated students, as well the kinds of work that students are capable of completing. Faith appears to have sorted these contributions with minimal editorial oversight, leaving them more or less in their original form. The inclusion of several extended essays provides a deeper look at student reactions to questions of schooling, incarceration, and utopia—material that would be useful for analyzing student culture and preparing to teach in a prison setting.

Forster, William, ed. *Education Behind Bars: International Comparisons*. Leicester: National Institute of Adult Continuing Education, 1998.

Forster’s edited collection includes case studies of prison education in eleven separate countries: Australia, Canada, China, the United Kingdom, France, Germany, Latvia, the Netherlands, Poland, Sweden, and the United States. Some of the contributions are from academics; others are from those with hands-on experience at the level of implementing policy and administering programs. Many of the contributions to this volume adopt a historical approach to their topic, which makes it a good starting point for new research. One of the most surprising findings of the contributions to this collection is the collective hardening of public attitudes towards the incarcerated in recent years, a trend that holds true even in the historically progressive confines of countries such as the Netherlands.

Hartnett, Stephen John, Eleanor Novek, Jennifer Wood, eds. *Working for Justice: A Handbook of Prison Education and Activism*. Urbana: University of Illinois Press, 2013.

This recently published edited collection from the Prison Communication, Activism, Research, and Education Collective (PCARE) seeks to document some of the best practices in prison-education. The first section of the book covers lesson plans organized around theater, service-learning, and autobiography, paying close attention to the transformative potential of these projects for students. In the second section, contributors explore the connection between the incarcerated and the communities they occupy. Essays from this section concentrate on the experience of family members during incarceration, the successes of an alternative community court in West Lafayette, Indiana, and the experiences of formerly incarcerated women as they transition to their lives on parole. The third section of the book focuses on the need for media literacy. The first essay from this section advocates media education that trains consumers of media to become more appreciative of the nuances of the nation's crime problem and the second essay explores conscious raising hip-hop that deals with the subject of incarceration. The closing section of the book considers the futures of prison activism. In the first essay, "A Fate Worse than Death": Reform, Abolition, and Life without Parole in Anti-Death Penalty Discourse" Bryan McCann concentrates on the negative effect the push against the death penalty has had on conditions for prisoners. In the second essay, "People Like Us": A New Ethics of Prison Advocacy in Racialized America," Eleanor Novek contends that exposing the general public to factual prison narratives can help to transform public sentiment from an interest in punishment to compassion. Taken as a whole, the point of these essays is to show that while the nation's prison system can be a site of despair, it is also a place of enormous opportunity and accomplishment.

Lawston, Jodie Michelle and Ashley Lucas, eds. *Razor Wire Women: Prisoners, Activists, Scholars, and Artists*. Albany: SUNY University Press, 2011.

This recently published collection of essays from the SUNY series in Women, Crime, and Criminology contains a section on "Education, Writing, and the Arts." Simone Weil Davis's piece "Inside-Out: The Reaches and Limits of a Prison Program" analyzes her involvement with the "Inside-Out" program, a national project that brings incarcerated men and women into a seminar setting to study alongside traditional students inside of college walls. "Inside-Out" began under Lori Pompa, a faculty member in Temple University's Criminal Justice program, after an insightful prison tour and panel discussion with her class (204). Over the years, it has evolved into a revolving series of semester-long courses on special topics in criminal justice that afford college credit not only to college students but the incarcerated as well (205). Davis, a former professor of English literature and creative writing at Mount Holyoke University, discusses her experience teaching an "Inside-Out" course with women incarcerated in a county jail near her school. Working in the vein of radical pedagogical theory, she advocates the need to shift conceptions of education from the individual to the community. In addition, she argues that contrary to popular assumptions, when women write about personal experience, it does not always have to take the form of a confession or recovery narrative. Even in her course, which emphasized "therapeutic writing designed to confront trauma," Davis suggests that students not

only reflected on “gratitude, guilt, and personal healing,” but also organically analyzed social inequality and issued calls for political change (206). In the closing paragraph, Davis speaks of education programs like her own as an opportunity not just to “open doors” for opportunity but to “egress,” or exit, a negative frame of mind (219).

Morin, Lucien, ed. *On Prison Education*. Ottawa: Canadian Government Publishing Center, 1981.

In an attempt to envision an alternative to “the medical model” of criminal justice that link the culture of incarceration to personality disorders, the contributors to this volume seek to shift the discussion of the underlying causes of criminal behavior to an absence of intellectual and moral development that can be remedied through education (11-12). Working within the context of the Canadian criminal justice system at the start of the 1980s, the eighteen essays collected here seek to provide justification for prison education. Although all contributors affirm the value of education, their proposals are far from utopian—or even uniform. As an illustration of this point, Morgan Lewis, for example, proposes a tiered learning system for the allocation of resources that places programs which prepare inmates to obtain a high school diploma or GED before programs before other programs on the assumption that these programs provide the most significant immediate payoff (132). While Lewis ranks the importance of providing college courses to inmates very low in his model, one expects this system would need to be updated to suit the demands of the twenty-first century labor force. Other relevant essays from this collection include T.A.A. Parlett’s “The Benefits of Advanced Education in Prisons,” which observes lower rates of recidivism, “moral development,” and “a more analytic mode of perception” in prisoners who participate in college-level courses (111).

Pellegrini, Robert and Meyers, Susan Jean, eds. *Psychology for Correctional Education: Facilitating Human Development in Prison and Court School Settings*. Springfield, Illinois: Charles C. Thomas, 1992.

Although not specifically about prison college programs, the content of this edited collection is relevant to any discussion of prison teaching. Its intent is “to provide prison and court school teachers and administrators with some conceptual frameworks, empirical principles, and techniques for enhancing their effectiveness in doing the challenging jobs they do” (xii). Essays focus on topics connected to fostering and sustaining motivation and self-esteem, as well as dealing with the prevalence of learning disabilities amongst students. As a departure from the memoirs and position-piece writing that characterize much of the writing in the field, the collection’s clinical focus stands out as a worthy contribution.

Reagen, Michael and Donald Stoughton, eds.. *School Behind Bars: A Descriptive Overview of Correctional Education in the American Prison System*. Metuchen, N.J.: The Scarecrow Press, 1976.

A collaborative study between five researchers, *School Behind Bars* covers much of the familiar ground in writing about correctional education in its division into sections treating the philosophy of prison education as well as its past, present, and future. Perhaps most useful of these sections to contemporary researchers is the book's final chapter on findings and recommendations, which (rather ambitiously) proposes the establishment of greater centralization of prison education programs in the United States (xiv). Although the political shift away from the War on Poverty programs that expanded college prison programs in the 1970s makes these proposals seem somewhat utopian to contemporary readers, the bulleted discussion of barriers to the development of programs, criteria for success, and general recommendations is in many ways still relevant to contemporary work.

Roberts, Albert, ed. *Readings in Prison Education*. Springfield, Illinois: Charles C Thomas, 1973.

Although somewhat far-reaching in its scope and dated in its content, there are several relevant essays in this volume. First is Delyte W. Morris's "The University's Role in Prison Education," which describes the development of Southern Illinois University at Menard's educational services at the United States Penitentiary in Marion, Illinois from the early 1950s to the 1970s. But while Morris's essay provides an historical account of his program's development, his essay tends towards abstraction in developing its philosophy of education and contains some questionable principles, such as Morris's claim that "basic to the university's role in the prison is the right selection of those who can best benefit from the classes" (34). Somewhat more useful is Melvin and Maribeth Murphy's "College as a Parole Plan," which outlines the development of a parole program between the California State Board of Parole, San Diego State College, and the California Correctional Institution at Tehachapi that helped parolees enroll in college. Although just twenty-three of the forty one students are still enrolled in their degree programs after three and a half years, the authors note that none of the paroles had been completely violated and that all had resisted the 80% recidivism rate for California parolees during the first year of release (230).

Williford, Miriam. *Higher Education in Prison: A Contradiction in Terms?* Phoenix: Oryx Press, 1994.

In this edited collection, contributors examine a range of topics connected to prison and higher education. Several essays concentrate on what Raymond Jones and Peter d'Errico call "the paradox of higher education in prison"—that is, the challenge of introducing learning to an environment that has traditionally faced obstacles to personal and communal development. Other submissions consider the diversity of prison higher education, by focusing on specific demographic groups and learning models. Johnstone Campbell's essay, "Evaluating Prison Education: A Beginning," closes the volume. In it, he contends that evaluating the success of programs must involve more than a consideration of their impact on recidivism rates: higher education can only begin to change lives when it is separated from the values embodied in the prison as a site of correction.

I.III Memoirs

Watson, Rollins. *Letters from Jessup: Notes on a Prison College Program*. 1975

I.IV Historical Accounts & Government Documents

Banks, Frances. *Teach Them to Live: A Study of Education in English Prisons*. London: Max Parrish, 1958.

Forster, W. *Prison Education in England and Wales*. Leicester: National Institute of Adult Education (England and Wales), 1981.

Higgins, Henry. "Prison Education: The Experiment at Deer Island House of Correction, Boston." *Massachusetts Prison Association* 67: 1-25.

Lewisohn, Sam. *An Educational Program for New York State's Penal System: Special Report*. New York: Commission to Investigate Administration and Construction, 1932.

MacCormick, Austin. *The Education of Adult Prisoners: A Survey and a Program*. New York: The National Society of Penal Information, 1931.

In this foundational text, Austin MacCormick, the former Assistant Director of the U.S. Bureau of Prisons, offers the first comprehensive proposal for a program for educating adult prisoners in the United States. MacCormick offers a philosophy of education and addresses the challenges of teaching basic literacy, core curriculum, and vocational subjects. For MacCormick, educational programs must break away from public school models to give priority to the elimination of illiteracy. At various points, he also suggests the need for limited enrollment, communal organizations within prisons, and cultural education. But interestingly, despite his enthusiasm for education programs, MacCormick is quick to note that it is no silver bullet for stopping crime; instead he prefers to look at prison education programs as an attempt to curb educational deficiencies.

Wallack, Walter, Glenn M. Kendall and Howard L. Briggs. *Education Within Prison Walls*. New York: Teachers College, Columbia University, 1939.

This historical document from several leading members of the New York State Department of Corrections charts the development of New York State's correctional education program from 1932 to 1939. In the first half of the book, the authors explore the political context for correctional education in New York in the 1930s, outline the development of centralized leadership in the state, and offer twelve case studies from the New York prison system. In the second half, they ask whether correctional education is effective via four individual case studies, provide a statistical snapshot of New York's prisons in the 1930s as a whole, and offer a set of recommendations. Overall, the study offers a positive outlook on prison education, noting that

“a very large proportion of prisoners now being paroled are making good directly as a result of the constructive education they are receiving in the institutions.” (99).

I.V. Non-Academic Accounts

Zoukis, Christopher. *Education Behind Bars*. Camp Hill, PA: Sunbury Press, 2012.

This volume, published on a small press for a non-academic audience, comes from an incarcerated man in his twenties. In it, Zoukis, himself the beneficiary of prison education, offers a simple, straightforward position paper on the benefits of educational programs for prisoners. Although Zoukis’s writing lacks the rigor one might expect to find in an academic study, it is nevertheless a testament to the kind of work prisoners are capable of producing. Those in charge of prison education programs may also be interested in the extensive directory of resources for prisoners and ex-prisoners, which occupies the second half of the text and provides information on the wide range of opportunities available to prisoners.

II. Other Relevant Materials

II.I Prison and Creative Arts (General)

Bates, Laura. *Shakespeare Saved My Life: Ten Years in Solitary with the Bard*. Naperville, Illinois: Sourcebooks, 2013.

Cleveland, William. *Art in Other Places: Artists at Work in America’s Community and Social Institutions*. New York: New Village Press, 2000.

Cleveland’s book is concerned with the role art plays in institutions of a wide range of shapes and sizes; however, chapter seven briefly documents Grady Hillman’s writing workshops in the Texas Department of Corrections’ (TDC) Windham School System, which offers college-level courses to inmates.

I.II Prison and Theatre

Balfour, Michael, ed.. *Theatre in Prison: Theory and Practice*. Bristol, UK: Intellect, 2004.

McAvinchey, Caoimhe. *Theatre and Prison*. Basingstroke: Palgrave, 2011.

Shailor, Jonathan, ed. *Performing New Lives: Prison Theater*. London: Jessica Kingsley Publishers, 2011.

A collection of essays on prison theater. Contains works that reference university programs of interest, such as Michigan’s Prison Creative Arts Project (PCAP).

II.III Prison and Creative Writing*

Bruchach, Joseph and William Witherup, eds. *Words from the House of the Dead: An Anthology of Prison Writings from Soledad*. Greenfield, NY: Greenfield Review Press, 1971.

Chevigny, Bell Gale, ed. *Doing Time: Twenty-Five Years of Prison Writing*. New York: Arcade, 1999.

Franklin, H. Bruce, ed. *Prison Writing in 20th Century America*. New York: Penguin, 1998.

Salzman, Mark. *True Notebooks: A Writer's Year at Juvenile Hall*. New York: Vintage, 2003.

Shelton, Richard. *Crossing the Yard: Thirty Years as a Prison Volunteer*. Tucson: University of Arizona Press, 2007.

A memoir of the author's experience teaching in an Arizona prison.

Tannenbaum, Judith. *Disguised as a Poem: My Years Teaching Poetry at San Quentin*. Boston: Northeastern University Press, 2000.

Spoon Jackson. *By Heart: Poetry, Prison and Two Lives*. Oakland: New Village Press, 2010.

*Anthologies of prison writing are quite common. The edited collections listed under this heading represent a sample of the published material.

"American Prison Writing Archives," Loran – I can't think of his name. Let's add it for out.

II.IV Prison and Art Therapy

Gussak, David and Virshup, Evelyn, eds. *Drawing Time: Art Therapy in Prisons and Other Correctional Settings*. Chicago: Magnolia Street, 1997.

Hartnett, Stephen John, ed. *Challenging the Prison Industrial Complex: Activism, Arts, and Educational Alternatives*. Urbana: University of Illinois Press, 2010.

Kornfeld, Phyllis, Ed. *Cellblock Visions: Prison Art in America*. Princeton: Princeton UP, 1997.

Liebman, Marian. *Art Therapy with Offenders*. London: Jessica Kingsley Publishers, 1994.

II.V High School Equivalency, Adult Basic Education

Chamberlin, Janice. *Locked Up With Success: A Prison Teacher's Guidebook to Closing the Achievement Gap in Any Classroom*. Michigan City, IN: CreateSpace Independent Publishing Platform, 2010.

Locked Up With Success can be read one of two ways. On the one hand, Chamberlin's book is a memoir of her twenty-three years of experience teaching students in juvenile detention and adult correctional institutions. On the other hand, it is a teacher's guide to working in learning environments that have limited resources and students who come from a wide range of backgrounds and abilities. Because Chamberlin's teaching centers on adult basic education and high school equivalency exams, her students require a lot of counseling. She notes, for example, that she must create "an environment where my students *believe* they can succeed, and where they *want* to succeed" (23). She also stresses the importance of modeling—as opposed to explaining—to students the payoff of their education. Although her intended readership stretches beyond the walls of the prison in which she works, Chamberlin's vivid first-hand account of her experience provides a unique glimpse into the day-to-day realities of prison teaching.

Goddard, D.H. *Crosswinds: Memoirs of a Jail Teacher*. Amazon Digital Services, 2010.

Lawrence, Leanne. *Between Hell and Hope: Teaching Humanity in an Imperfect World*. Alachua, Florida: DeProfundis, 2013.

II.VI Other Relevant Material

Captive Students: Education and Training in America's Prisons. Princeton: Educational Testing Service, 1996.

Jackson, George. *Soledad Brother: The Prison Letters of George Jackson*. New York: Coward-McCann, 1970.

Jiler, James. *Doing Time in the Garden: Life Lessons through Prison Horticulture*. Oakland: New Village Press, 2006.

Rierden, Andi. *The Farm: Life Inside a Women's Prison*. Amherst: University of Massachusetts Press, 1997.

Rodriguez, Dylan. *Forced Passages: Imprisoned Radical Intellectuals and the U.S. Prison Regime*. Minneapolis-St. Paul: University of Minnesota Press, 2006.

Ross, Jeffrey Ian and Stephen C. Richards. *Beyond Bars: Rejoining Society After Prison*. New York: Penguin, 2009.

Roundtree, George A. *Self-Esteem and Social Adjustment: An Experimental Study of the Effects of a Mathematical Educational Model of Self-Esteem of Male Prison Inmates*. Calcutta: Minerva, 1979.

Volponi, Paul. *Rikers High*. London: Penguin, 2011.

Yee, Min. *The melancholy history of Soledad Prison; in which a utopian scheme turns bedlam*. New York: Harper's Magazine, 1973.

Yee's book describes the final three years of Black Panther George Jackson's life. The book opens with the troubled history of Soledad Prison following a series of attempts to liberalize the institution in the 1940s. Following a shocking internal investigation that revealed rampant abuse and filthy living conditions, Governor Earl Warren ordered an overhaul of the state's prison system. These changes included the development of a "community-living approach" to the prison, which included the development of sustainable agriculture, as well as adult basic education, high school, and vocational curriculum. By the time Jackson arrived at Soledad in 1969, the optimism was long gone. Yee's journalistic look at Jackson's life provides a case study of a historical figure that reveals the inability of twentieth century prison reforms to prevent the development of a prison-industrial complex.