

CORE LIBRARIES: AN ANNOTATED BIBLIOGRAPHY OF BOOKS ON CORRECTIONAL EDUCATION THAT WILL BE DISSEMINATED TO THE FIELD

Besides being afflicted with a lack of good secondary sources, much of the best literature on correctional education and prison reform is long out of print. Many correctional educators have requested a short list of books relevant to the history of our field. They want books about what has been called the Hidden Heritage, so it will no longer be hidden from their view. The material that follows will address many of these needs. Each of the 49 books on the list is important. Eleven books by a few of the same authors are listed but not included in the annotations—to indicate additional titles that some readers might want to pursue on their own. At the end of this material you will find information about how the costs were calculated and how to order the volumes that are currently available from the publishers.

If you decide to pursue additional readings in the field preliminary planning may be required. First, make sure you maintain a good working relationship with an able and willing reference librarian. Second, become familiar with Interlibrary Loan procedures. Although several steps may be necessary to obtain materials, they are available. Third, you might want to explore bookfinder.com or some other online organization that specializes in facilitating purchase of print volumes. Patterson Smith, an antique bookseller who also manages a line of criminal justice reprints, is a great source; he can be reached at <http://www.patterson-smith.com/>. My own view is that the struggle for access to our literature is an adventure, a detective story or a pilgrim's quest and, since no one has an exhaustive knowledge of our field or its literature, parts of it will always be mysterious or intriguing. Although it may take more time than it should, this literature can be accessed. Happy reading.

1. Baker, J.E. (1985). *Prisoner Participation in Prison Power*. Metuchen, New Jersey: The Scarecrow Press. (Out of print).

The pattern of democracy in institutional management was started by George and continued by Osborne, Bement Davis, Makarenko and others, and interpreted by MacCormick. However, there were many other democratic experiments that did not receive the intense attention that was focused on these most famous examples. Baker's book is an excellent vehicle for bringing the lesser known participatory management programs to our attention. Sections of it are more useful than others, but the scholarship is all exemplary. The resources discussed here would otherwise not be available.

2. Barry, J. (1958). *Alexander Maconochie of Norfolk Island: A Study of a Pioneer in Penal Reform*. Melbourne: Oxford University Press. (Out of print).

Maconochie was one of the greatest prison reformer/correctional educators, and most readers find this volume compelling. Luxurious in its contextual information, the details of Maconochie's life—with an appropriate focus on the 1840-1844 Norfolk Island program—are brought out with style and grace. The current writer believes this book fits into a very special category of materials from our field: if a reader approaches it with an open mind, this book can single-handedly transform one's professional attitude.

- 3-8. Boston Prison Discipline Society (BPDS). (1972). *Reports of the Prison Discipline Society of Boston, 1826-1854*. Montclair, New Jersey: Patterson Smith. 6 vols

These books are indispensable to an understanding of correctional education during the Sabbath school period. It is a six volume set. Do not anticipate that this will be easy reading, and the parts about education are dispersed throughout the set. Nevertheless, the BPDS Reports may be one of the best reprints that publisher Patterson Smith has provided.

9. Brockway, Z. (1969—reprint of the 1912 edition). *Fifty Years of Prison Service: An Autobiography*. Montclair, New Jersey: Patterson Smith.

Some people find this a "good read," but the current writer did not. It is fantastically interesting though, an intimate professional autobiography of one of the greatest correctional educators of all time. The style varies between long, laborious sentences replete with flowery language, and convoluted material that requires unusual concentration. Nevertheless, Brockway made his points with clarity and intensity, and this is a gold mine of compelling information.

10. Carpenter, J.E. (1974/1881). *The Life and Work of Mary Carpenter, 2nd Edition*. Montclair, New Jersey, Patterson Smith.

This is the best biography of Mary Carpenter, the correctional education exemplar whose books are introduced in the following entry. J.E. Carpenter's summary of his aunt's life addresses the most salient elements of Mary Carpenter's experiences: the (a) spiritual epiphanies that drove her work, (b) her steadfast pursuit of legislative advocacy for the disenfranchised, (c) her support of abolitionists and freedom fighters, wherever they worked, (d) her groundbreaking work in India which resulted in colonial teacher education programs for women, (e) her innovative efforts to get funding for juvenile facilities, (f) her initiatives to disseminate information on international prison reform experiments, and (g) her impressive political networking—including her ongoing friendships with Queen Victoria and Lady Bryon, Matthew Davenport Hill, Alexander Maconochie, and Sir Walter Crofton. For readers who want to know the background story on a great hero of correctional education and prison reform, this book is must reading.

11. Carpenter, M. (1970—reprint of the 1851 edition). *Reformatory Schools for the Children of the Perishing and Dangerous Classes and for Juvenile Offenders*. Montclair, New Jersey: Patterson Smith.

Carpenter's writing style is an artifact of her time, but the content of this book helped set the pace among advocates of juvenile institution reform for decades. Her understanding of the issues was very global, yet the book is full of useful specifics. In addition, her writings suggest neat "packages" that can easily be replicated for modern lobbying or advocacy work. This book is salient. Interested readers might also want to obtain Carpenter's *Our Convicts* (1864/1964), *Juvenile Delinquents: Their Condition and Treatment* (1970/1853) and her *Reformatory Prison Discipline, as Developed by the Rt. Hon. Sir Walter Crofton, in the Irish Convict Prisons* (1967/1872). As with so many of the classics of our field, these can be purchased through Patterson Smith, a publisher in Montclair, New Jersey.

Carpenter, M. (1969/1864). *Our convicts*. Patterson Smith: Montclair, New Jersey.
ISBN 0-87585-080-4; 2 vols

Carpenter, M. (1970/1853). *Juvenile Delinquents: Their Condition and Treatment*. Montclair, New Jersey: Patterson Smith.

Carpenter, M. (1967/1872). *Reformatory Prison Discipline, as Developed by the Rt. Hon. Sir Walter Crofton*. Montclair, New Jersey: Patterson Smith.

12. Clay, J. (2001). *Maconochie's Experiment*. London: John Murray. (Out of print).

This is a good explanatory text about how Maconochie revolutionized corrections during the 1840-1844 period. There are many important details—the political climate Maconochie faced in England was intermittent and difficult. Clay provides a context and running narrative about the on-again, off-again situation of the Norfolk Island innovations.

13. Duguid, S. (2000). *Can Prison Work: The Prisoner as Object and Subject in Modern Corrections*. Toronto, Canada: University of Toronto Press.

Duguid's book is a good companion to the one by Seashore and Haberfeld below. However, although it compares and contrasts several of the best postsecondary programs for inmates, such as the programs reported by Seashore and Haberfeld, this book also transcends that topic. It offers clear criteria for interpreting institutional purposes, and contexts for the central tasks for correctional educators. Duguid has earned an excellent reputation for his balanced perspective on prison education, and he helped set the pace for Canadian prison education for decades. The model which he advocates includes not only postsecondary education, but also a strong emphasis on liberal arts curriculum content, complete with activities in the humanities and social sciences. His earlier *Humanities Core Curriculum* (see below) contains selections from great literature, presented at reading levels that most inmates can access.

Duguid, S. (1983). *Curriculum Guide: Humanities Core Curriculum—Human Nature and the Human Condition*. Burnaby, British Columbia: University of Victoria.

14. Edwards, R. (1991). *A.S. Makarenko's General Educational Ideas and their Applicability to a Nontotalitarian Society*. Chicago: Loyola University of Chicago. (unpublished doctoral dissertation).

This is the best volume in English on Makarenko's contributions to education generally, and to prison education in particular. It complements Makarenko's works (see below) very well. Edwards studied for her doctorate at the Research Center for Comparative Education and the Makarenko Department at Phipps University in Marburg, Germany. She is part of a school of thought that seeks to apply Makarenko's approaches to enrich education wherever teachers are interested. This volume is especially useful in providing the context for Makarenko's institutional work and professional/political networking, both before and after the Bolshevik Revolution.

15. Eriksson, T. (1976). *The Reformers: An Historical Survey of Pioneer Experiments in the Treatment of Criminals*. New York: Elsevier. (Out of print).

Eriksson outlined vast themes of the prison reform movement, and then followed up with reasonably comprehensive professional sketches of some main contributors. This is a classic; very readable; almost encyclopedic; and required for a synthetic understanding of some of the contexts that impacted prison reform/correctional education as an emerging profession.

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

There is a lot of useful information here, often presented in a way that North American correctional educators will find entirely consistent with their daily experiences and needs. Forster has earned an excellent reputation as a steadfast contributor to the field. This book is an excellent introduction to his overarching concerns, and to the historical data that support them. Expect to find confirmation for many of your ideas about the field in these pages.

17. Freedman, E. (1981). *Their Sister's Keepers: Women's Prison Reform in America, 1830-1930*. Ann Arbor, University of Michigan Press.

Along with the book by Rafter below, this has become one of the standard works on the development of programs designed especially for incarcerated females. Freedman did a remarkable job of introducing the major issues in plain language, and her professional sketches of major contributors are outstanding. The current writer was especially moved by Freedman's definitive explanation of the research-oriented school of thought that was generated by University of Chicago graduates who moved into reform-oriented leadership roles during the closing years of the 19th century and the opening years of the 20th. If the special circumstances of incarcerated women are part of your scholarly duty, you will find this book an excellent companion.

- 18-19. Fry, K., and Cresswell, R.E. (1974/1848). *Memoir of Elizabeth Fry: With extracts from Her Journal and Letters*. Montclair, New Jersey: Patterson Smith. 2 volumes

Elizabeth Fry was one of the most important early prison reformers—a Quaker who devoted her life to the improvement of prison conditions. I once made a list of her contacts from these volumes; it was three pages, single spaced, and I only attended to the royalty and heads of state with whom she corresponded regularly. Elizabeth Fry was a social activist movement all by herself. Wherever she went she brought two wagons full of gifts for needy prisoners: one for Bibles, and another for blankets (cold and lack of clothing were terrible problems in the European prisons of the early 19th century, especially for women). A strong advocate for literacy programming, work to help occupy inmates' time, and the Pennsylvania system of prison management, Fry was extremely influential. Many leaders constructed or improved prisons just to gain her favor. This book is must reading for anyone who is interested in the politics of prison reform and correctional education.

20. Gehring, T. (2007). *Handbook for correctional education leaders*. San Bernardino: California State University, San Bernardino. 399 pp. \$45.00

This is the only book devoted entirely to leadership in correctional education. It is based on the assumption that leaders need not always be administrators—for example, instructional and professionalization leaders may be teachers, volunteers, teacher aides, etc. The book has six parts. It begins with a review of the correctional education organization issue that focuses on the extent to which educators have authority over educational decisions: those related to curriculum, the educational budget, and personnel issues regarding educators. This section includes analyses and legislative language from 22 statewide jurisdictions that reformulated their institutional education programs into systems of real schools, summaries of all the dissertations and research reports on the topic, and a essays which summarize aspects of the organizational issue. The other sections are devoted to (a) proposal writing to improve correctional education, (b) classroom supervision and the skills and characteristics of successful institutional teachers, (c) legal requirements for the provision of special education and related programs, (d) the recidivism issue, and (e) program evaluations. Experience suggests correctional educators are generally knowledgeable regarding their program or school and most have a good idea about education in the the jurisdictionwide agency or system of which their school is a part. This book is designed to increase correctional educators’ access to the “big picture” context of correctional education across various systems, and to provide tools that can contribute to their effectiveness at work.

21. Gehring, T., and Eggleston, C. (2006). *Correctional education chronology*. San Bernardino: California State University, San Bernardino.

This is the definitive book on the history of correctional education and prison reform. Focusing on both the international context and the North American exemplars, Gehring and Eggleston’s work makes the “hidden heritage” of our field much more accessible. Although it also addresses the period before 1787 and after 1987, the bulk of the book is about the 1787-1987 period. In addition, the connections between institutional education and local community schools are presented, especially through the literature on urban education. In a pinch, this volume can substitute for a library on correctional education. It is the text for the EDCA 514/614 Foundations of Correctional Education: History and Literature, at California State University; San Bernardino.

22. Gehring, T., and Eggleston, C. (2007). *Teaching within prison walls: A thematic history*. San Bernardino: California State University, San Bernardino. 105 pp. \$45.00

A natural complement to the *Correctional Education Chronology* above, this volume addresses the same overall content in a conversational or thematic mode. The *Chronology* presents information about specific events and processes; *Teaching Within Prison Walls* presents historic trends and generalizing orientations; the *Chronology* is full of important details; *Teaching...* contains almost no details, but focuses instead on the grand sweep of prison reform and correctional education over the decades and centuries. Gehring and Eggleston deliberately selected the title *Teaching Within Prison Walls* to correspond to Osborne’s title *Within Prison Walls* (cited below but not annotated), and to *Education Within Prison Walls* by Wallack, Kendall, and Briggs (below), to associate their work with the school

of thought represented by Osborne and Wallack and others. If you want to get a quick, overview of correctional education history, this is the book for you.

23. George, W. (1911). *The Junior Republic: Its History and Ideals*. New York: D. Appleton. (Out of print).

George's classic book contains all the seeds that eventually impacted the field regarding the potential of confined delinquents to live responsibly in community, given the right organizational structure. The volume is a great joy—easy to read, with wide margins, large type, and superb photographs. In addition, it begins with Thomas Mott Osborne's definitive biographical preface on William George. Unfortunately, many of today's employees at institutions that George influenced so profoundly back then do not know of his great work. If you get your hands on this book, make sure to share it with a colleague so his beautiful, gently nurturing message can reach others. George had two other books that are also of interest to correctional educators, *The Adult Minor*, (1937) and *Citizens Made and Remade* (1912; with L.B. Stowe).

George, W. (1937). *The Adult Minor*. New York: D. Appleton. (Out of print).

George, W., and Stowe, L.B. (1912). *Citizens Made and Remade*. Boston: Houghton Mifflin. (Out of print).

24. Grunhut, M. (1973—reprint of the 1948 edition). *Penal Reform: A Comparative Study*. Montclair, New Jersey: Patterson Smith. (Out of print).

This book should be seen as the companion to the one by Eriksson above. It is an excellent tapestry of some of the major contributions to prison reform, and readers will easily be able to make the connections to correctional education. If you are interested in accessing some of the information that has traditionally been unavailable to most professionals in our field, this book will be a pleasant surprise.

25. Hill, M.D. (1975/1857). *Suggestions for the Repression of Crime*. Montclair, New Jersey: Patterson Smith.

Matthew Davenport Hill was the social reformer who (a) worked closely with Alexander Maconochie after he had gotten fired from his job as superintendent of the Norfolk Island Penal Colony, (b) got Maconochie placed as warden of the Birmingham Prison, (c) collected and disseminated important prison reform news from Spain, Germany, and the penal transport prisons to Australia, and (d) encouraged Mary Carpenter to write about Sir Walter Crofton's work throughout the Irish prison system. Hill worked as a court recorder (judge) in England.

26. Lewis, O.F. (1967). *The Development of American Prisons and Prison Customs, 1776-1845*. Montclair, New Jersey: Patterson Smith.

Sometimes portrayed as a tandem volume to the one by McKelvey below, Lewis' classic is simply outstanding. Many people who are immersed in the field maintain that it is difficult to get

the "big picture" on institutional traditions, and on their relevance to correctional education, without first penetrating this definitive book. And since institutional procedures tend to be excruciatingly traditional, this is recommended reading.

27. MacCormick, A. (1931). *The Education of Adult Prisoners*. New York: National Society of Penal Information. (Note: Reprinted in 1976 by AMS Press, in New York City). (Out of print).

If you read anything on the field of correctional education, let this be it. All of it is right here, all the major principles of our field. Scholars of correctional education are urged not to let the date, or the focus on adult prisoners, or even the sexist language, get in the way of their immersion in MacCormick's classic work. He was a wonderful writer, using plain thought and language to concisely express concepts that many others have found complicated or too controversial to discuss. Each chapter reflects the whole volume—it is "holographic" in its effect. Most readers count this book as an important contribution to their own professionalization, and savvy readers will sense direct and indirect connections to the work of Brockway (see above) and Osborne (see below). *The Education of Adult Prisoners* is a handbook by the one of the greatest masters in the history of correctional education.

- 28-30. Makarenko, A.S. (2001). *The Road to life: An Epic of Education*. University Press of the Pacific. 3 vols.

Although it is now sold separately, this was originally a three volume set that reads like a series of novels. The current writer would liken Makarenko's trilogy with Mark Twain's best—as a matter of fact, there are many similarities. The books are episodic, woven like a tapestry with the capability of "drawing in" the reader to the times and situations encountered after the Soviet Revolution, in the Ukraine. It has character development, dramatic human relationships, and everything else a sophisticated reader will require. Makarenko's work was edited by the great author Maxim Gorky himself, and it shows. These are more of those rare books that, if approached with an open mind, are likely to leave a lasting impression on the reader. 'Be aware of (and enjoy) the process; the trilogy is quite capable of transforming your pattern of professional identity, of changing your ideas about what can be done to help inmates who are ready to "turn their lives around." Additionally, three of Makarenko's earlier works have been translated into English—(a) *A Book for Parents*, (b) *Learning to Live: Flags of the Battlements*, (c) *Makarenko, His Life and Works: Articles, Talks, and Reminiscences*, and (d) a volume of his writings on education, *Problems of Soviet Education*.

Makarenko, A.S. (2002). *A Book for Parents*. University Press of the Pacific.

Makarenko, A.S. (2005). *Learning to Live: Flags of the Battlements*. University Press of the Pacific.

Makarenko, A.S. (20004). *Makarenko, His Life and Works: Articles, Talks, and Reminiscences*. University Press of the Pacific.

Makarenko, A.S. (2005). *Problems of Soviet Education*. University Press of the Pacific.

31. McKelvey, B. (1977). *American Prisons: A History of Good Intentions*. Montclair, New Jersey: Patterson Smith.

Like the Lewis book above, McKelvey's book overflows with useful, relevant information that will save readers time in the task of figuring out just how correctional education fits into the universe of human activity. The excellent sentiments embraced by wave after wave of very rational reformers are explored, sometimes in minute detail, and found lacking. This is another of the treasures publisher Patterson Smith has made available for us.

32. Morris, N. (2002). *Maconochie's Gentlemen: The Story of Norfolk Island and the Roots of Modern Prison Reform*. New York: Oxford University Press.

Morris, a noted historian of prisons and prison reform, visited Norfolk Island and consulted the best historians on Maconochie's penal reform and correctional education methods. This book is part factual and part novel. It helps fill in the gaps in the story that anyone who takes the time to study Maconochie's work will experience. In particular, the pivotal relationship between Maconochie and his daughter is fleshed out; her role at Norfolk Island and the other Australian penal colonies helped get Maconochie fired. But, according to Morris, she subsequently worked closely to ensure her father's subsequent initiatives. This book is engaging, and written well.

33. Nelson, M.C., Rutherford, R.B., Jr., and Wolford, B.I. (1987). *Special Education in the Criminal Justice System*. Columbus, Ohio: Merrill. (Out of print).

This is the best book on special education in corrections. Although it is dated, it is comprehensive, and a good read. If a person is knowledgeable about subsequent changes in the laws regarding special education, and the recent configuration of education services for disabled students, many of the gaps that result from the dated text can be transcended.

34. Nordic Council of Ministers. (2005). *Nordic Prison Education: A Lifelong Perspective*. Copenhagen, Denmark: Norden.

Most North American correctional educators have not had opportunities to study how institutional education is implemented in other nations—activities, purposes, level of governmental support, and professional themes, etc. This book presents useful information on precisely those topics. It was prepared by some of the great contributors to our field in the European Prison Education Association, which sometimes partners with the Correctional Education Association in projects of mutual interest. North Americans who embark on reading this book should be prepared to encounter culture shock, since many of the themes that dominate our institutions are not present in the Nordic nations; in addition, many other, seemingly anomalous themes are emphasized. If you can face up to the reality that experiences in our local, state, and even Federal institutional systems are neither eternal nor monolithic, that other peoples have realized great success through service delivery models that seem crazy to North Americans, this will be a great book for you.

35. Osborne, T.M. (1924). *Prisons and Common Sense*. Philadelphia: J.B. Lipincott. (Out of print).

The title of this little book is descriptive of its author's intent, as well as his affect—*Prisons and Common Sense* is in the tradition of Tom Paine's earlier volume, though its internal structure and themes diverge from Paine's. If you take Osborne's writing seriously, this book can change (improve) your professional perspective, just as Paine's book changed the world. As always, Osborne's plain style and earthy, illustrative stories are precisely what the doctor ordered, an antidote to the institutionalization that we all know is experienced by professionals who work in prisons as well as by prisoners themselves. 'Enjoy Osborne's mastery of institutional purposes and dynamics, revel in his fine prose style, celebrate his attention to detail as well as to big picture synthesis, and let him speak to you of our professional aspirations in correctional education and prison reform, if not to our everyday reality in the workplace.

36. Osborne, T.M. (1975—reprint of the 1916 edition). *Society and Prisons: Some Suggestions for a New Penology*. Montclair, New Jersey: Patterson Smith.

These are Osborne's Yale lectures, probably the most comprehensive repertoire of his work. It is one of his best presentations on the history of prisons and the principles of his New Penology. Osborne was an excellent writer, and his remarks were insightful, poignant, and compelling. The proceeds from these lectures were directed toward his legal defense, and helped turn back the onslaught that the obstructionist good old boys cast in Osborne's way. Interested readers might want to look up some of his other books, too. *Within Prison Walls* is Osborne's account of his voluntary incarceration at Auburn Prison in 1913, which resulted in the establishment of the Mutual Welfare League and the sweeping reforms at that institution. It is wonderful how plain language can be used to disseminate knowledge and impact a reader emotionally. The current writer's best advice is that you should get your hands on Osborne's *Society and Prisons*, read it, and monitor how your disposition toward your work becomes fuller, more meaningful, and more rewarding.

Osborne, T.M. (1969/1914). *Within Prison Walls*. Montclair, New Jersey: Patterson Smith.

37. Rafter, N.H. (1985). *Partial Justice: Women in State Prisons, 1800-1935*. Boston: Northeastern University Press.

Often compared to Freedman's book above, *Partial Justice* is good reading for anyone, and a "must" for anyone with particular interest in issues surrounding confined females. Often more direct in her assessment than Freedman, Rafter's is also a balanced, informative approach, and wonderfully readable. Like Freedman's book, this is an excellent record of the various schools of thought in the field of women's prison reform.

38. Reagen, M.V., and Stoughton, D.M. (Eds.). (1976). *School Behind Bars: A Descriptive Overview of Correctional Education in the American Prison System*. Metuchen, New Jersey: The Scarecrow Press. See also the ERIC version, June, 1973, ED 083340.

This volume is part of a tradition in our field which came to full fruition during the 1970s, to identify with clarity the obstructions to effective programming. In particular, Reagen and

Stoughton contextualized and embellished the neglect experienced by the field of correctional education, and the anti-education impediments that are always the major theme of the “war stories” that correctional educators relate about how “good old boys and girls” have often reduced our noble profession to mere window dressing, designed to make the institutions appear to be rehabilitating inmates. There are two versions of the book, and the difference between them is that the 1973 ERIC version contained a chapter by Ryan, and the 1976 Scarecrow version did not.

39. Ross, R., and Fabiano, E. (1985). *Time to Think: A Cognitive Model of Delinquency Prevention and Offender Rehabilitation*. Johnson City, Tennessee: Institute of Social Sciences and Arts. (Out of print).

Along with MacCormick's 1931 book, this is one of the definitive volumes on our field. Ross and Fabiano's theme was about "what works?" in rehabilitation, in response to Martinson's premature announcement that "nothing works." In the process Ross and Fabiano outlined attributes of the most effective correctional education programs in North America, and compared and contrasted among them. After some important articulation of underlying principles, the heart of this book is rooted in elements of criminal thinking, and how programs can work to improve interpersonal cognition. The whole presentation accrued from Ross' famous meta-analysis reports, which were exhaustive in their scope. In short, this is a classic, and it should not be missed.

40. Rowles, B.J. (1962). *The Lady at Box 99: The Story of Miriam Van Waters*. Greenwich, Connecticut: Seabury Press. (Out of print).

Van Waters was a main contributor to women's prison reform on both the East and West coasts of the U.S. MacCormick spoke highly of her work, and her memory has become the stuff of legend among informed New England prison reform/correctional education advocates. Readers will get caught up in the political problems she encountered, which were parallel to those that were fabricated to diminish Thomas Mott Osborne's influence at Sing Sing. Unfortunately, the book is not consistently a "good read," but it is a useful biography. In addition, one of Van Waters' articles was reprinted in the June, 1995 edition of the *Journal of Correctional Education*.

41. Scudder, K. (1952). *Prisoners are People*. Garden City, New York: Doubleday and Company. (Note: This book was reprinted in 1968 by Greenwood Press of Westport, Connecticut.) (Out of print).

As with most excellent books, the title is indicative of the volume as a whole. This book is especially fitting to be included in this annotated bibliography because the bulk of prison reform and correctional education tradition is naturally rooted in Eastern contributions to the literature, where the bulk of the American population resided. Scudder's book about an important California experiment is straight forward, well written, and largely unadorned: a "just the facts" approach that many readers enjoy. Make no mistake about the dialogues Scudder includes, which are sometimes rather lengthy—every word is important.

42. Seashore, M., and Haberfeld, S. (1976). *Prisoner Education: Project NewGate and Other College Programs*. New York: Praeger. (Out of print).

This is the definitive book on postsecondary education for confined learners. It rambles in parts, but the information is appropriately useful and well developed. The project that initiated this work was funded by the Ford Foundation. Seashore and Habersfeld were opposed to institutional constraints, and their book is a bastion of support for correctional educators who are anti-"good old boy." Their recommendations are all worthy of special note. Although those who are interested in providing postsecondary opportunities for incarcerated will probably find this volume more meaningful than others, it should be on the reading list of anyone who is interested in making a lifelong career out of correctional education.

43. Snedden, D.S. (1907). *Administration and Educational Work of American Juvenile Reform Schools*. New York: Teachers College, Columbia University. (Out of print).

This is a little known book, but it is important. David Snedden was one of the early members of the Columbia University, Teachers College correctional education school of thought, and he was an influential urban education reformer, as well. Many of the innovations that Snedden helped usher into local public schools in the early decades of the 20th century accrued directly from his research into reform school programming. Readers who want full details will find this volume especially useful.

44. Tannenbaum, F. (1933). *Osborne of Sing Sing*. Chapel Hill: University of North Carolina Press. (Out of print).

Tannenbaum was a remarkably profound, insightful historian. This is the best biography of Osborne, focusing on the political dimensions of his work. Osborne was a risk taker who put his life on the line for the twin causes of prison reform and correctional education. FDR wrote the first few pages. The first real chapter presents a rather long context, describing the most negative aspects of prisons at the time when Osborne exploded on the scene. The rest of the book is "down and dirty," replete with wonderful stories about the personalities and events that surrounded Osborne at Auburn and Sing Sing. In addition, Tannenbaum's treatment of Osborne's legal defense effort is probably the best around. Interested readers might also want to read Chamberlain's more personal biography (1935. New York: Macmillan).

45. Wallack, W. (ed.). (1939a). *Correctional Education Today*. New York: American Prison Association. (Out of print).

Wallack, et al. provided most of the information necessary for a synthetic view of the important reforms begun by Franklin Roosevelt in New York State. Some of the historical information is very useful, as well. Overall, the 1930s were one of the most richly developing periods of correctional education—indeed, they are often called "the Golden Age" of our field—and this book will help readers understand some of the motivations and goals of the biggest contributors to the field during that period. It was one of the original in the *Handbooks of correctional education* series, and it is still a classic.

46. Wallack, W., Kendall, G., and Briggs, H. (1939). *Education Within Prison Walls*. New York: Bureau of Publications, Teachers College, Columbia University. (Out of print).

In sum, this is the official chronicle of the vast improvements ushered in by the New York State leadership group, consistent with MacCormick's recommendations. The play on the title of Osborne's little book was no mistake, and it took courage to have one's work so closely associated with Thomas Mott Osborne after the riots of 1929. Interested readers will gain access to a world of programming ideas and potential resources, despite the decades that have passed since the book's publication.

47. Werner, D. (1990). *Correctional Education: Theory and Practice*. Danville, Illinois: Interstate Publishers. (Out of print).

Werner's style is refreshing, informative, and entirely readable. In addition, this book is loaded with practical ideas and contextual material that beginning as well as veteran correctional educators will value. Werner's use of West Coast examples is a pleasant change from the traditional East Coast perspective. In addition, he approaches some of the doubts and concerns that frequently plague incumbents in the field. Good reading for anyone, this book is particularly appropriate for newcomers to the field of correctional education.

48. Wines, E.C. (ed.). (1871). *Transactions of the National Congress on Penitentiary and Reformatory Discipline*. Albany, New York: Argus. (Out of print).

Wines was squarely rooted in the tradition that produced Brockway, and his mastery of information was the highlight of his career. An intellectual from the start, his work is also very useful. If not for Wines' contribution, it is unlikely that the innovations Mary Carpenter implemented and reported would have been accessible to American prison leaders. This is the official record of the "starting shot of the Reformatory Movement," the 1870 conference that rallied the hopes of so many would-be prison reformers. The process could be compared to the Philadelphia convention that produced the U.S. Constitution. Thanks to Wines' volume, many of the important contributions to the field by participants at the conference were actually made accessible to us today. A thorough reading will help one understand the dynamics of that crucial period.

49. Wright, R. (Ed.). (2007). *In the Borderlands: Learning to Teach in Prisons and Alternative Settings*. Elkridge, MD: Correctional Education Association.

Wright was the logical successor to Duguid (see above) in Canada, and then he moved to California and was assigned as a professor at California State University, San Bernardino (CSUSB), where the Center for the Study of Correctional Education is located. At CSUSB he continued and expanded the earlier trajectory of his work, focusing particularly on the sociology and communication theory implications of everyday work in correctional education. This anthology may be the best statement of that approach, steeped in qualitative methodologies, existential interpretations, and considerations that are most effectively addressed through critical theory applications. An excellent introduction to the field of correctional education, this is the text for the CSUSB course EDCA 518/618 Social and Cultural Dynamics of Correctional Education. It is a good read, and certainly relevant to both new and veteran practitioners and scholars of correctional education.

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