

## **Principles from the Hidden Heritage of Prison Education and Prison Reform**

### **Alexander Maconochie, at a British penal colony in the South Pacific, 1840s**

1. Prisoners should be treated with courtesy and with dignity.
2. A good program can interrupt nonsocial or asocial behavior.
3. Good organizational cultures are not threatened by any prisoner or group of prisoners.
4. Prison security does not have to traumatize prisoners.
5. Good programs help prisoners resist temptation, to become post-release citizens.
6. Prisoners move quickly from high security to a high emphasis on freedom, opportunity.

### **William George, at a prison for juveniles in upstate New York (NY), 1876-1900**

1. Nothing should be for free, without labor.
2. All community members should be treated equally.
3. Prisoners should share responsibility for the improvement of their own lives.
4. Democracy helps people think critically, work toward community and personal goals.
5. Influence results not from being an authoritarian, but from being a good role model.
6. Prisoners who make community decisions also make more appropriate decisions.

### **Thomas Mott Osborne, at two NY State prisons and a U.S. Navy prison, 1913-1920**

1. Nothing is gained by thinking of prisoners or parolees as enemies in a permanent war.
2. If a challenge is framed correctly, a group of prisoners will do the right thing.
3. The bottom up/top down/meet in the middle framework can apply in prison democracy.
4. Prisons can be transformed into schools, into large classes in social ethics.
5. The extreme complexity of the human condition makes prison democracy mysterious.
6. The benefits of shared responsibility can be experienced by prisoners and staff.

### **Stephen Duguid, in four prisons in British Columbia, Canada, 1970s-1990s**

1. Democracy/shared responsibility can work in a whole prison, or in a part of a prison.
2. Cognitive-moral-democratic approaches help in prison; 'carry through to post-release.
3. Studying the humanities, social sciences, and arts help prisoners understand society.
4. Democracy takes time and often focuses on unimportant details.
5. Post-secondary education can help prisoners, prison employees outside communities.
6. When central office thinking changes, effective prison programs may be phased out.

### **California State University, San Bernardino (CSUSB) Reentry Initiative (CSRI), now**

1. Upon first hearing of the hidden heritage evidence, most people in the U.S. reject it.
2. A transformational imperative works: "it don't mean a thing if it ain't transformational."
3. Despite different goals, all students and all staff need to learn and develop.
4. The best security system is a good organizational culture; at CSRI, a principle of the Truth and Reconciliation movement that helped end South Africa's apartheid is applied toward that end: "we don't talk about that anymore" ("that" means the things we did to others and the things that were done to us)—it is time to move on with our lives.
5. *E pluribus unum*, the U.S. motto, is the CSRI motto: race and gangs do not matter.
6. Each CSRI site is the safest place in town, an antidote to post-release stress.



### What Works? One Program, Four Versions

<b><u>Elements</u></b>	<b><u>Brockway/ MacCormick (U.S., 1880s- 1941)</u></b>	<b><u>Ayers/Duguid/ Ross and Fabiano (Canada, 1970s- 1990s)</u></b>	<b><u>Europe, Wherever the European Prison Rules are applied in good faith, 1989-now</u></b>	<b><u>Integral Education* Can be any place, International, Since the 1840s</u></b>
<b><u>Pedagogy/ Andragogy</u></b>	Adult education	Adult, postsecondary education	Adult education methods (andragogy)	Peda-/Andragogy continuum
<b><u>Vocational Education</u></b>	Vocational education	Degrees enhance career options	Vocational education	Marketable skills
<b><u>Social Education</u></b>	Social education	Learning in the social sciences	Social and economic context	Social education
<b><u>Cultural Education</u></b>	Cultural education	Learning in the humanities	Cultural context; creative activities	Dance, drama, humanities
<b><u>Shared Responsibility</u></b>	Principle of community organization	Just community (democracy)	Prisoners participate in education outside prison	Reciprocity, democracy
<b><u>Inclusion</u></b>	Education for the disabled	Pre-college/tutors; Native American courses; English for speakers of other languages	All prisoners have access	Special, Bilingual education
<b><u>Technology</u></b>	Film strips; 35 mm films	Computers; word processing	Eur. Prison Rules 2, 7, 9, and 17 imply and support technologies	Various equipment; no high technology to date
<b><u>Library</u></b>	Library (books)	Library (books, journals)	Library (library access)	Library (books)
<b><u>Administrative Configuration**</u></b>	Bureau	Ready for correctional school district (CSD)	Ready for integral education	Education transcends all other prison purposes

\*Integral prison education has been experienced in the great democratic experiments in our field. For example, it was operational in the U.S., at William George's Junior Republic (upstate New York) beginning in 1895) at Thomas Osborne's Mutual Welfare League at New York's State's Auburn and Sing Sing Prisons, and at the U.S. Naval Prison in Portsmouth, New Hampshire (1913-1926); at Anton Makarenko's Gorky Colonies in the Soviet Union (1922-1938); it was also part of the institutional milieu in Herr Von Obermaier's jail in Bavaria, Germany, and Colonel Montesino's Valencia Prison in Spain (both of which were in the 1850s); and at Frederick A. Demetz's famous Mettray juvenile facility in France (1840-1937), as well as at other in other nations. (Gehring, T., and Eggleston, C. [2006]. *Correctional Education Chronology*. San Bernardino: California State University).

\*\*In bureaus, educators ultimately report to prison management; in CSDs, educators report to other educators; under the European Prison Rules, most education inside prison is normalized, in outside community schools, or with the same standards as in outside community schools.